

**DEPARTMENT OF HIGHER EDUCATION
FY 2015-16 JOINT BUDGET COMMITTEE HEARING AGENDA**

**Tuesday, December 16
9:00 am to 12:00 noon**

TABLE OF CONTENTS

Panel 2: Metropolitan State University of Denver & Colorado Mesa University	2
HB 14-1319	2
Retention and Completion	4
Tuition and Fees	12
Financial Aid and Colorado Opportunity Scholarship Initiative (COSI)	16
Workforce Needs.....	18
Panel 3: Adams State University, Fort Lewis College, Western State Colorado University	21
HB 14-1319	21
Retention and Completion	25
Tuition and Fees	32
Financial Aid and Colorado Opportunity Scholarship Initiative (COSI)	36
Workforce Needs.....	39
Addendum: Governing Boards Written Responses	46
Metropolitan State University of Denver	46
Colorado Mesa University.....	48
Adams State University.....	50
Fort Lewis College	52
Western State Colorado University	54

9:00-10:20 PANEL 2: METROPOLITAN STATE UNIVERSITY OF DENVER & COLORADO MESA UNIVERSITY

INTRODUCTION AND OPENING COMMENTS (10 MINUTES EACH)

PANEL QUESTIONS

HB 14-1319

1. What do you think of the new H.B 14-1319 funding allocation model? Do you have any related recommendations for this year? For future years? Recommendations related to the use of the \$15 million requested for transitional funding?

Metropolitan State University of Denver

H.B. 1319 directs the creation of a funding allocation model rooted in specific, rational factors, which we believe will provide greater transparency to the State's investment in higher education and encourage alignment with the goals of Colorado's Higher Education Master Plan. The model recognizes that there are inherent differences in the mission each institution was formed to serve. The model also contains elements that tie funding for each school to outputs such as graduations and completions.

Our team worked diligently and in collaboration with all of the other institutions of higher education and the Department to create a model that is acceptable to all while understanding that no completely formulaic model can capture the intricate nuances of history, mission, geography, etc. In doing so, we have no further recommendation for the model itself for this year.

In order to significantly increase the retention and graduation of Colorado's students, in future years we believe that the model should include additional support for Pell-eligible and underserved students. In addition, we believe that more funding should be tied directly to Colorado students as demonstrated by an increased College Opportunity Fund stipend.

As to the \$15 million recommendation for transitional funding, we agree that some portion (roughly \$5 million) should go to those schools that received less than others during this first year. We recommend that the remaining \$10 million be invested back through the model for distribution to all of the universities, or alternatively, applied to need-based financial aid.

Colorado Mesa University

Colorado Mesa University (CMU) appreciates all the time and effort that went into developing the HB 1319 funding model for Higher Education. Clearly the legislation set in place a herculean task given the number of measurements and the very tight time table. It is noteworthy that all of higher education arrived at a formula this year that everyone could support.

However, too many times educational reforms lurch from one policy to another. Few are given time and, more importantly, the necessary resources to implement whatever reforms are adopted. With rules and regulations tying one hand and either reduced state appropriations or inflexible tuition policies tying the other hand, the sustainability of quality higher education becomes more difficult. Yet Colorado, with one of the most efficient and productive higher education systems in the country, continues to copy states like Tennessee and Nevada, which lag far behind Colorado in terms of educational attainment.

The Colorado Paradox is based upon the concept that educational attainment rankings of young adults in the state fall below those of adults. Under various measurements, college-going rates never seem to match those of the adult population. Colorado generally ranks second in the country among the states after Massachusetts in terms of the percentage of adults with at least a bachelor’s degree. In fact, US Census Bureau data show Colorado as the only state to rank in the top five for that measurement since 1940.

The paradox is that the younger generation does not exceed that of adults. However, that has been misinterpreted to mean that Colorado does not educate its young – and that is wrong. Colorado does educate its young, but not to the high extent of adults. Mobility patterns play a part in the interpretation. While Colorado ranked second in overall adult educational levels, it ranked eighth for those residents born in the state and also eighth for those residents who were born in another state. On the other hand, as Maryland ranked third in overall education attainment levels, it placed 19th for those residents born in the state but sixth for those residents born in another state. Similarly, Vermont placed seventh overall, but 39th for its own residents and fourth for those resident born in another state. While there is still a paradox and Colorado still needs to do a better job in educating its own residents, the comparative data do not indicate the large disparities between in-state and out-of-state residents in rankings as shown by many other states.

As an example:

STATE A	STATE B
	\$142 Billion More in Total Personal Income
#48 in percent of adults with at least a bachelor’s degree	#2 in adult educational attainment
#6 in per capita state support and #8 in state support per \$1,000 of income for higher education	#49 for both indicators
Allocated \$294 million more in total state operating funds for higher education than State B	

2. Do you think the funding allocation model will affect institutional behavior over time? How?

Metropolitan State University of Denver

Yes, we do believe that the funding allocation model will affect institutional behavior in the short and long term. MSU Denver thinks the State gains to benefit greatly from the model's recognition of the need to graduate more Pell-eligible and underserved students. Much of the additional funding expected at MSU Denver as a result of both the model and the Governor's recommendation for increased funding will be invested in the academic and student support programs that we know are needed in order to reduce the achievement gap for these students and lead to additional graduates.

MSU Denver believes the formula will support continued growth in our students' successful degree completion. During the past 10 years, MSU Denver has increased our graduation numbers by 62% while the size of our student population has grown by 10%. The provision of targeted support services has helped make this happen, but we have significant work left to accomplish and the formula before you directly supports those efforts.

This funding model will also encourage us to work even harder to support the success of our transfer students, who make up roughly 60% of our student body. The model encourages institutions to expand efforts to accomplish the State's goals for adult degree completion. Rewards for numbers of graduates and efficiency in gaining those conferred degrees are both core to this model and will incentivize us to seek out these students and assist them in gaining that important degree.

Colorado Mesa University

CMU is concerned that the state may be going down a road where "outputs," i.e. graduates, are rewarded at the expense of "inputs," i.e. access to higher education. Furthermore, there is the very real concern that as completion is rewarded financially, the insidious motivation to lower standards will lurk in the background. If too much emphasis is placed on completion, the result of performance funding might be to compromise the quality higher education experience that is the envy of the world.

We also believe all of the Colorado Higher Education institutions should be applauded for their current performance. Colorado ranks #2 nationally in cost per degree and believe we are collectively a model for other states. Going forward, balancing quality and access will continue to require a greater financial partnership between the state and the institutions.

Retention and Completion

3. Discuss retention and completion at your institution. Has overall degree/certificate production been increasing or decreasing? Have completion/retention rates by cohort been increasing or decreasing? Why? What steps are you taking to improve retention and completion?

Metropolitan State University of Denver

MSU Denver began a significant transformation in our intentionality about awarding degrees beginning in 2005. In the decade since, the number of degrees awarded each year has grown from 2,280 to 3,545, an increase of 1,265 or 62%. This growth rate is due primarily to the programs and services that have been added, not to enrollment growth. As noted previously, this growth of 62% in degree production has occurred with only a 10% growth in the number of students.

MSU Denver: Graduates 2004-05 through 2013-14 and FY FTES 2004-05 through 2013-14

Year	# of Bachelors Degrees	# of Master Degrees	Total Degrees	State-Funded FY FTES	Percentage of Degrees per State-Funded FY FTES
2004-05	2,280	0	2,280	15,052.47	15.1%
2005-06	2,464	0	2,464	15,087.07	16.3%
2006-07	2,510	0	2,510	15,175.37	16.5%
2007-08	2,544	0	2,544	15,637.40	16.3%
2008-09	2,588	0	2,588	16,164.63	16.0%
2009-10	2,820	0	2,820	17,321.13	16.3%
2010-11	2,985	0	2,985	17,789.37	16.8%
2011-12	3,057	65	3,122	17,333.40	18.0%
2012-13	3,056	112	3,168	16,925.87	18.7%
2013-14	3,369	176	3,545	16,564.47	21.4%

SOURCE: SURDS Degrees Granted File and FY FTES from CHP Reconciliations
 Started offering Master's degrees Fall 2010 with first degree awarded during 2011-12.
 State-funded FY FTES is based on undergraduate courses only.
 Masters degrees are cash-funded.

In 2007, MSU Denver started a pilot program aimed at increasing the retention of our incoming freshmen. That first program targeted roughly 50 students with support services in a cohort group. The pilot program showed success, and became more sophisticated. After demonstrating success, we sought to bring the program to scale and built the Student Success Building, bringing together all of the student support services and classrooms needed to deliver these services to over 1500 students. The success of this pilot led us to create our First Year Success program.

For the current year our First Year Success program is reaching nearly 100% of all first-time full-time freshmen with these vigorous services, and the results have been encouraging. MSU Denver's First Year Success Program (FYS) initially served 395 students in Fall 2009; in Fall 2014, the FYS program served 1638 students, or 81% of our first-time degree-seeking students. Students who participated in our 2013 FYS program retained at a rate of 64% compared to a 50% retention rate for students who did not participate.

Results of our newly approved and implemented Supplemental Academic Instruction (SAI) courses have likewise been successful in aiding student persistence while reducing the time needed for student completion. In our SAI-supported Mathematics courses, student retention rates exceed those of non-SAI-supported courses by 3% to 15% depending on the type of math course taken; the most common entry-level math class — college algebra — saw an increased retention rate of 13%. In English, we saw similar gains in retention rates of roughly 6% to 10%.

Additionally, the University has implemented several other programs to improve retention and graduation numbers, including 1) Take More Finish and Graduate in Four; 2) Graduation Status Check Workshops; 3) Pathways/Meta Majors Pilot Program; 4) Predictive Modeling to Revise Financial Aid Packaging Policies; 5) MSU Denver Excel Program; 6) Gateways to Completion™ (a Gardner Institute program designed to increase the pass rates of “gateway” courses; 7) Equity in Excellence; 8) Gates-funded project partnered with AASCU and Cerego to develop technologically-mediated adaptive learning platforms for mathematics “self-tutoring”; 9) Brother-to-Brother (B2B) designed to help retain males of color at a higher rate; and 10) Fostering Success, a program to help emancipated foster youth and homeless students persist through graduation.

Colorado Mesa University

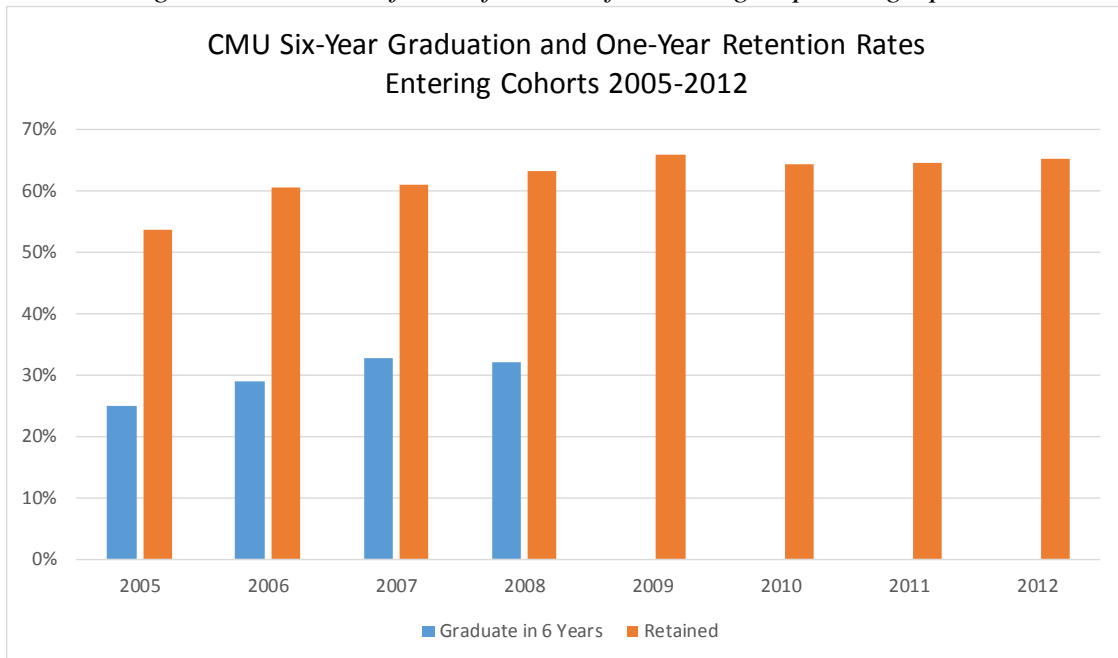
Colorado Mesa University's (CMU) number of graduates has been increasing significantly over the past five years, as summarized in the table below. Given that two out of every three CMU undergraduates pursues a baccalaureate degree, it is not surprising that the greatest, and consistently upward, change is at the four-year level. Among the programs awarding the most degrees are the majors in Biological Sciences, Business, Criminal Justice, Kinesiology, Nursing, Psychology, and Sport Management. Additionally, numerous CMU students pursue a teacher preparation program that leads to initial licensure.

Five-Year Summary of Degrees and Certificates Awarded by Colorado Mesa University

Award Level	Degrees/Certificates Awarded in				
	2009-10	2010-11	2011-12	2012-13	2013-14
Technical Certificate	258	220	210	246	299
Associate (Vocational)	118	114	135	140	157
Associate (Transfer)	56	56	74	60	80
Professional Certificate (Upper Division)	3	4	3	4	33
Baccalaureate	613	639	694	727	834
Post-Baccalaureate Certificate	0	0	0	0	8
Master's	48	51	35	25	24
Institutional Total	1,096	1,084	1,151	1,202	1,427

Less consistent trends are found at the two-year, technical certificate, and graduate level. Vocational programs are highly susceptible to a regional economy's fluctuation, and, similarly, with the recent economic recession, professional development funding for graduate education has been significantly reduced, if not eliminated, by school districts and businesses. This has had the effect of slowing the pace for students to enroll in programs as well as how quickly they are completing their degrees.

CMU's first-year retention rates for first-time, full-time, baccalaureate-seeking students have increased by 12 percentage points over the past eight years, improving from 53.6% for the fall 2005 entering cohort to 65.2% for the fall 2012 first-time group. See graph below.



While low, the six-year graduation rates show improvement for the four most recent cohorts shown above, having increased by seven percentage points. In addition to those students completing at CMU, the Colorado Commission on Higher Education reports that 6.4% of the 2007 entering cohort graduated at another four-year institution.

A variety of student characteristics and behaviors account for retention and graduation rates at these levels. Among them are:

- *CMU serves a population that, for the most part, comes from lower socio-economic levels as reflected by the facts that more than 40% of the student body is Pell eligible and the University dispenses more than \$74 million in financial aid annually.*
- *Students from middle income families often must work at least 20 hours per week, affecting the amount of coursework in which they can be successful each term, adding to the terms needed to complete.*
- *Families' discretionary monies for enrolling in school have become depleted as the region's economic recovery lags that of the Front Range. For students from some groups, assuming debt is not acceptable, continuing in school is put on hold or a decision is made to not continue at all. In either case, the more time that elapses once a student is out of school, the greater the likelihood that they will not complete.*
- *Academic under-preparation of students for collegiate-level work has a definite effect on whether or not a student will complete. Approximately one-half of CMU's baccalaureate-seeking students require at least minimal remediation, thereby extending the time to degree completion. If the need for developmental education is extensive, the greater the chance that a student will become discouraged and drop-out of the institution.*
- *Lack of student motivation is a major hindrance to completion. Not making a serious commitment to school often leads to the need to repeat coursework, frequent changes in majors, and greater cost of an education. One indicator of this is that 27% of CMU's 2013-14 baccalaureate graduates had completed more than 145 credit hours (the upper limit of the College Opportunity Fund (COF)) by the time of completion.*
- *For some students, a "fit" with the institution is missing, leading them to transfer to another institution. A second factor contributing to transfer is when a student decides to pursue a major not offered by CMU, so they may complete their general education requirements and then transfer to complete upper-division courses where a specific major is offered.*

Student success is a campus-wide, shared commitment at CMU. While contributions vary by individual roles and responsibilities, it is widely understood that, first and foremost, supporting students to be retained as they work toward graduation is CMU's most important value. Improvements in first-year retention and six-year graduation rates have occurred due to implementation of a series of projects:

1. *Enhanced academic and student support services. While all support units continue to encourage retention and progress to degree, two are described in detail under item #6 below.*
2. *Development and implementation of retention strategies institution-wide. These efforts fall into one of eight categories:*
 - a. *Enhancing connections with faculty and staff;*
 - b. *Strengthening advising;*
 - c. *Clarifying pathways to graduation;*
 - d. *Expanding student engagement through campus activities;*
 - e. *Making connections with other students;*
 - f. *Accessing academic and student support services;*
 - g. *Communicating with students using technology; and*
 - h. *Understanding more about student behaviors.*

All CMU units – instructional and non-instructional – have submitted specific strategies and annually report on their progress.

3. *Greater allocations to institutional financial aid. CMU continues to supplement other sources of financial aid through programs such as MAVworks, the on-campus work-study program. In addition to providing a means of earning money, students working on campus create relationships with faculty and staff, again, increasing the likelihood that they will continue progress toward degree.*
4. *Implementation of instructional programs that reduce the amount of time in developmental education, particularly for those students with more limited need for remediation. This effort ranges from co-enrolling students in 100-level English Composition with a Developmental English lab to a 3-week math refresher course as a prelude to a Late Start (13-week) 100-level Mathematics course.*
5. *Increased admission standards for baccalaureate-seeking students. Those students not meeting the current admissions index are either a) assigned to the Office of Student Success (see item #6a), or b) redirected to the University's community college division.*
6. *Examples of enhanced support services. CMU has implemented two programs that target students who face academic and personal challenges impeding their retention, and ultimately, graduation. The two support services – Student Success and Student Mentoring – make strong, intensive, personal connections with students outside classroom activities that increase the likelihood they will persist to completion. The programs are described in more detail below.*
 - a. *Staff in the Office of Student Success (OSS) focus exclusively on entering first-year undergraduates who do not meet CMU's admissions standards as baccalaureate-seeking students, leading them to be provisionally admitted. In general, the program offers students more intensive coaching and advising, and students are*

given a more structured set of curricular options. Specific requirements of provisionally-admitted students fall into two broad areas and include:

i. Academic

- enrolling in basic skills courses (as appropriate) to ensure completion of developmental coursework during the first 30 hours of enrollment;*
- completing a two-course sequence of transition to college courses in their first semester, one of which includes a module on financial literacy in addition to the focus on an academic plan that leads to their career goal;*
- limiting their course load to 12 – 15 hours per term, depending on their placement scores; and*
- selecting from a University-defined course list that is consistent with their area of interest*

ii. Co-curricular

- meeting with an assigned coach/advisor every 2 – 3 weeks throughout the term, and more frequently with a student peer advisor;*
- completing a career assessment that leads to an early decision on a major that links with the career choice;*
- completing the Learning and Study Strategies Inventory (LASSI) and taking positive steps to improve in identified areas of weakness;*
- committing to a multi-term academic success plan developed during their first term of enrollment;*
- understanding that an advising hold will be placed on all registrations while part of the Office of Student Success, and that all schedule changes require advisor approval; and*
- making use of academic support services as needed.*

Once a provisional baccalaureate student has an earned grade point average of 2.4, based on 24 earned credit hours, the student is fully admitted. S/he can declare a major, and a faculty member in the major becomes the student's advisor. While this program has existed for one year, the early results are encouraging (see data below).

Provisionally-admitted undergraduates are students whose academic preparation results in an admissions index in the range of 80 – 91, with students falling into one of three subgroups. Those with an index close to CMU's admissions standards are in the high category, followed by those in the middle and low end of the range. Doing so enables the OSS staff to adjust advising options (e.g., a student with an index of 91 can enroll in 15 credit hours if they have a remedial need in no more than one area). Of the 409 students admitted in fall 2013, 40.6% reported their race/ethnicity as from an underrepresented group; 58.9% were male. In terms of financial need, 43.5% were Pell-eligible, and 50.1% were first generation to college. Each of these demographics is significantly different from

the overall CMU student make-up, documenting OSS' reach to students often under-enrolled in higher education.

Students admitted as provisional baccalaureates in fall 2013 show a marked improvement in success when compared to the entering undergraduates prior to implementation of either support program in 2006. After one semester, students enrolled in fall 2013 through OSS were retained at a rate of 80%, in contrast to 73% for the fall 2005 cohort. Students enrolled in fall 2013 through OSS were retained at 54% after one year, in contrast to 38% for first-year retention for the fall 2005 cohort.

By the opening of the fall 2014 semester, 37 students had met the qualifications for moving to full admission at CMU, with no curricular limitations; at least half of this group had earned a 3.0+ grade point average (GPA) with the balance earning a GPA in the 2.5 – 2.99 range. An additional 6 students transferred to a baccalaureate program at another institution. In terms of academic achievement, a significant proportion of students continuing in the OSS program were in good academic standing at the end of the spring 2014 semester: 40 earned a 3.0 GPA or higher, an additional 50 achieved a GPA of 2.5 – 2.9, while another 20 had a GPA of 2.3 – 2.49. Because this is a relatively new program, there are no prior cohorts with which to compare.

- b. The Office of Student Mentoring and Advocacy has been an evolving catch-all support system for at-risk students at CMU who may be facing a variety of challenges outside of the classroom. With an increasingly diverse student body, one of the important support systems the University has added is access to a mentor. Broad in scope by design, the mentors' responsibilities includes listening carefully to student needs, supporting and advocating for students, and referring students to appropriate resources.*

CMU's at-risk student population is broadly defined to include students who are likely to be first generation, low income, students of color, and/or academically underprepared. Mentors also offer guidance to a student who does not indicate any risk factors on paper, but who may be a recent survivor of sexual assault or face legal problems. In each case, the goal is to reduce the likelihood that these students do not fall through the cracks and drop out. To support these students, Mentoring and Advocacy staff may connect students to existing campus resources (e.g., Tutorial Learning Center; Educational Access Services). If the student is facing a more serious situation that requires professional counseling services, a mentor works to ensure the student gets the needed care. Finally, mentors also serve a critical role for a second group of students: those who have been suspended due to poor academic performance and now seek to return to the University. When suspended students return, mentors hold a group advising session to discuss strategies for changing behaviors that can lead to greater academic success. Among the topics are time management, financial aid support, and how to balance work and school. Begun last year, this re-entry counseling model shows great promise in helping struggling students make better choices.

For the Mentoring and Advocacy Program, comparative data for the at-risk students are not available since students participate in various activities for differing lengths of time. During fall 2014, analyses will be conducted on students who were suspended and then participated in the counseling program at the time of readmission in fall 2013.

The 202 students accessing mentoring services in fall 2013 were a highly varied group. 60.9% did not meet the University's admissions index, with 34.2% enrolled at the sub-baccalaureate level. In terms of student level, most were either sophomores (44.6%) or seniors (25.2%). Like OSS, this office works predominantly with males (60.4%); 35.1% were students of color. Pell eligibility for these students was much higher than that for OSS (59.9%), and 44.1% were first generation college enrollees.

Tuition and Fees

4. What are the major drivers behind tuition and fee increases at your institution?

Metropolitan State University of Denver

As with all institutions of higher education, our primary cost is in the faculty, student support personnel and staff needed to serve our students. Historically MSU Denver has been funded at such a low level that we have far too few full-time faculty members and too few support staff for the size of the student body. Likewise, salaries have been below market rates.

In an attempt to increase student retention and improve graduation rates we have been investing at higher-than-inflation rates to provide sufficient salaries to grow, maintain, and attract quality personnel and to increase the percentage of our teaching by full-time faculty. Our experience demonstrates that the increase in the amount of teaching by full-time faculty directly correlates to increases in retention rates.

The cost of benefits, particularly health insurance coverage, is another driver of expense escalation. Annual increases in these rates are often double the inflation rate. The technology necessary for our labs, STEM classrooms and communications is another major driver of increases that frequently exceed inflation rates.

Colorado is projected to experience a 28 percent increase in the number of STEM-related jobs between 2008 and 2018. MSU Denver is leading the way in accelerating interest in STEM fields, achieving a 26 percent increase in enrollment in these majors – including a 95 percent increase in the number of students of color since 2006. Unfortunately, these programs

cost more to deliver the curriculum to our students than other academic programs, and have also helped to increase the cost of education for our students.

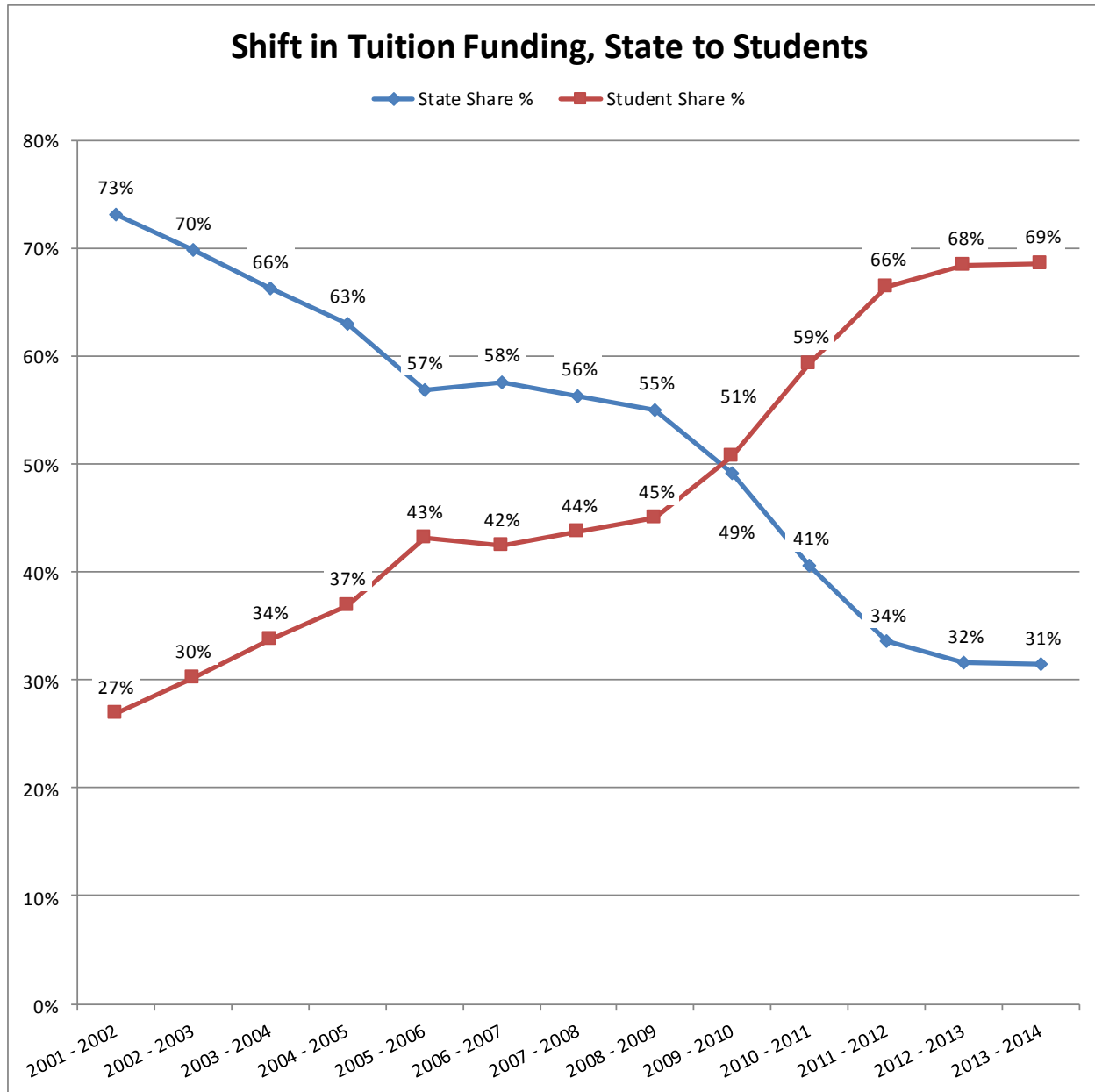
A portion of the tuition increases are tied to the services needed to improve retention and graduation rates. MSU Denver's success in increasing graduates demonstrates that these investments were wise indeed and that we continue to make steady progress on student success.

MSU Denver's mission remains to be a university accessible in terms of both admissions standards and price to all Coloradans. It is a point of pride that, among Colorado's four-year universities, our combined tuition and mandatory fees are the lowest. Our tuition and fee rate of \$6,070 per year for a full time student is \$1,182 less than the next-lowest priced institution.

In addition to our low price, MSU Denver's students receive a significant amount of grants and financial aid that is not in the form of loans. For the most recent year, MSU Denver students were awarded \$48.3 million in grant aid (not student loans) from Federal, State, University and Donor sources, reducing total charges to our students by more than 43%.

Colorado Mesa University

For most institutions, over 95% of all higher education funding comes either from the state or from students. The economic challenges the state has had over the past few years has reduced funding for higher education.



Because state funding for students has been eroded, CMU has had to compensate for this by raising tuition when necessary. We are proud that CMU tuition increases have been at or near the lowest of all state institutions over the past five years and have the lowest student fees of all Colorado public institutions - not raising student fees once between FY 2011 and FY 2014. CMU has had to do more with less as total revenue per student has dramatically decreased in inflation adjusted dollars from \$8,208.25 per student in FY 2001 to \$5,917.01 per student in FY 2014 (source – Bureau of Labor Statistics calculator).

5. What costs/services are charged through fees, as opposed to tuition, at your institution? How is student input solicited/incorporated into decisions about fees?

Metropolitan State University of Denver

MSU Denver's fee policy requires student review and recommendation for all fee changes through the Student Fee Review Panel. The Panel consists of three members of the Student Government (SGA) appointed by the SGA's bylaws, plus two students appointed by the SGA as a whole. In addition, any new fees or any changes to fees above a CPI increase must go to a student vote. Elections are held every April, and the student population is able to vote online for student fee increase. Finally, the MSU Denver full budget is developed by the University Budget Task Force (UBTF). The UBTF membership includes representatives of every constituent group, including Student Government, Faculty Senate, Classified Staff Council, colleges, etc. Therefore, not only do students vote on all fees at MSU Denver, they also vote through a student appointed by the Student Government Association on the recommended annual total budget.

Fees are assessed at MSU Denver to support the following services as desired and voted upon by our students: student services and organizations, intercollegiate athletics, health services and immunizations, bond fee for scholarships and construction, matriculation, and program fees. Program fees are voted on by the students that are in that program, and if approved the program fee goes through the normal approval process (Student Fee Review Panel and ultimately approved by the Board of Trustees).

Colorado Mesa University

Student fees include both academic course fees and student activities. In FY 2011, the University eliminated 326 course fees, reducing the assessment of academic fees to students by \$377,754. Our Governing Board's view was that students should reasonably expect that most costs associated with course fees should be covered by tuition – and that is now the current case. CMU also does not have any undergraduate differential tuition charges for high cost programs. Our philosophy is tuition differentials can create financial barriers to students who have demonstrated financial needs and can limit their access to the program of study they wish to pursue, e.g. Nursing, Engineering, etc.

The few academic course fees that remain primarily cover the ancillary costs associated with off campus Kinesiology courses and vocational programs where there are significant materials costs.

Student activities include Associated Student Government programs, the student newspaper and radio, outdoor program, campus activities, cultural programs as well as recreation and the student center facilities.

All student fees are recommended and endorsed by CMU's Associated Student Government (ASG). CMU is very sensitive to student input. Any new or increases in academic course fees are reviewed by ASG. ASG establishes student activity fees through a lengthy and rigorous biannual budget process. ASG briefs CMU's Board of Trustees throughout this process.

All student fees follow CDHE policy and statute.

Financial Aid and Colorado Opportunity Scholarship Initiative (COSI)

6. What is the impact of providing—or not providing—an increase for state-funded need-based financial aid and work-study in FY 2015-16?

Metropolitan State University of Denver

Financial aid in the form of grants remains one of MSU Denver students' collective concerns. Research conducted this year showed that of the 1,000 former students who responded to the survey, the number one reason for leaving was financial. The University conducted this research to better understand why students were leaving and what actions we should take to increase retention. As the lowest priced four-year university, these students did not leave to find a less expensive degree program; it is likely they won't get a degree at all, or they may wait a substantial period of time to accumulate the money needed to return to school. All need-based financial aid in the form of grants as opposed to loans leads to higher retention and graduation here at MSU Denver. Additionally, there is a body of evidence that shows that work-study jobs on campus have an enormous correlation to retention and graduation, even compared to equal jobs and equal pay off campus.

Colorado Mesa University

Providing state need-based grants can, and does, significantly lower the net cost to eligible students for tuition, fees, room, board, books and supplies and can influence students to borrow less. An increase in need-based state funded grant aid would provide Colorado Mesa University the opportunity to further assist students in all these areas.

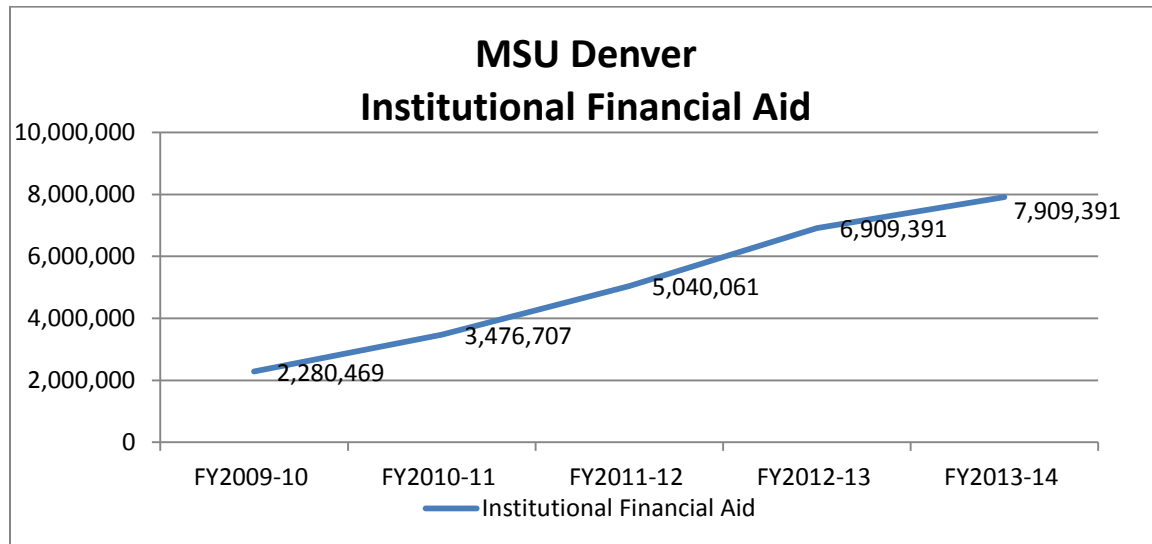
Work-study programs are a critical component of the financial aid package at Colorado Mesa University. Work-study allocations from the federal and state levels have never adequately met the demand from students wishing to work at our institution. The most recent study of demand by students for work-study shows that the federal and state allocations meet at best 15% of the demand. Additional increases in funding would allow for increasing the students' hourly pay rate, award the program to more students and lessen the need for many to work more than one job while attending school. As a supplant to federal and state work study programs, CMU has increased the funding for institutional-based work programs, MavWorks and Student Assist, by investments in these programs of more than \$500,000 over the past three years.

7. What kinds of programs are already offered at your institution(s) that are the kinds of programs COSI plans to support (targeted at recruiting and retaining low-income/underrepresented student populations, including providing scholarship support)?

Metropolitan State University of Denver

There is a clear body of evidence, including the results at Georgia State University¹, that closing the achievement gap for low-income/underrepresented student populations is possible with the introduction of significant investments in advising, counseling and tutoring. MSU Denver has sought to invest more in these services over the past 10 years but has a significant need for additional support staff, which requires additional funding. The achievement gap can be closed, but it requires strategic and specific support.

We have increased institutional financial aid to our students by nearly 350 percent. Specifically, since fiscal year 2010, we have increased institutional aid to student by over \$5.6 million. More support directly to students will augment our efforts. The chart below illustrates the growth in institutional financial aid over the past five years:



As a university pursuing Hispanic Serving Institution status (25% of FTE students of Hispanic origin) we are acutely aware of the support services needed by this important group of Coloradans. While we have multiple support programs, more are needed. Since 2007, the proportion of our student body has grown from 12.5% FTE Hispanic students to 19.8%. We are on target to recruit and retain students to meet our goal of 25% enrollment by 2017.

¹ See U.S. Department of Education, “Retention – Promising and Practical Strategies”; accessed 12/11/14 at <http://www.ed.gov/college-completion/promising-strategies/tags/Retention>.

Colorado Mesa University

As a Regional Educational Provider, Colorado Mesa University is dedicated to assisting students obtain a college education. By recognizing the barriers low-income and first-generation students have in gaining access, Colorado Mesa University has expanded the First-Generation Scholarship to all of Colorado and changed the requirements to award to more students. Colorado Mesa University has committed \$141,000 to this program for 2015-16 and over \$400,000 by 2018-19. In recognizing the need for students to have personal assistance in completing financial aid applications and admission applications for all institutions, not just Colorado Mesa University, the institution provides on-site assistance at high schools throughout the fourteen county region.

Colorado Mesa University has a long history of partnering with private foundations. It is recognized that providing access is only one part of the equation in assisting low-income and first-generation students. The Guardian Scholars are one of the university's oldest partners. The Guardians and the institution share the financial cost of each scholarship student's education as well as provide mentoring, financial counseling, advising and life coaching. CMU's other partnerships include Mesa County School District 51 with our R.I.S.E. program, the Alpine Bank/District 51 Student of the Month program, the Denver Scholarship Foundation and the Reisher Scholarship. With each of these programs, Colorado Mesa University provides institutional financial assistance as well as assigning individual students financial aid counselors, academic advisors and personal counselors.

Workforce Needs

8. How do you assess and respond to workforce needs?

Metropolitan State University of Denver

MSU Denver is committed to an economic cluster model for program development. Based on data acquired by the State and Denver economic development offices and dozens of meetings with industry leaders, we are targeting the economic clusters that are the primary drivers of the state and local economy, particularly those demonstrating a shortage of available educated workers.

In 2012, MSU Denver partnered with the hospitality industry, clearly one of Colorado's most important economic clusters, to rebuild our Hospitality, Tourism and Events program. With the construction of a new Hospitality Learning Center and Springhill Suites by Marriott hotel, we have tripled the number of student majors in this sector and now have 646 majors as of Fall 2014.

In 2011, MSU Denver approached leaders from the aerospace and advanced manufacturing industries about creation of a program desperately needed to produce a new kind of multi-dimensional graduate ready to work in their industries. We are working with these business

representatives to develop the Aerospace and Engineering Sciences initiative and launch an Institute for Advanced Manufacturing. With \$5.2 million in support from the State, the curriculum and facility are currently in the planning stages. MSU Denver intends to break ground on the project in fall 2015 and complete it in 2017.

Both the HLC and AES programs were built collaboratively with our faculty and industry leaders. Dozens of new courses and interdisciplinary programs have been created and a flexible and dynamic process has been introduced to continue to innovate in these and other important industries.

Colorado Mesa University

Colorado Mesa University assesses and responds to workforce needs in the region through a variety of methods. Leadership team members from the university participate on the board of directors of all of the key regional business community advocacy organizations (i.e., Grand Junction Economic Partnership, Business Incubator Center, the Grand Junction Area Chamber of Commerce, Club 20, Manufacturers' Council, etc.) to ensure a close relationship with employers and the workforce needs of businesses. Additionally, the university publishes an annual Regional Economic Impact report that describes how the university is responding to workforce needs in key employment sectors, such as healthcare, education, law enforcement, business, etc. One such example is the development of nine career ladders "whereby students can complete a credential at a specific level and then either continue to the next higher degree or move into the workforce and complete another degree at a later date" (Colorado Mesa University Regional Economic Impact, 2013).

CMU Degrees Awarded in Selected Programs Supporting the Regional Economy, AY 2007 - 08 through AY 2011 - 12

Program Category	Program	Five-year Total
Manufacturing & Technology	Electric Lineworker (Certificate)	125
	Manufacturing Technology Certificate	83
	Associate of Applied Science	77
	Technology Integration Cluster (Assoc of Appl Sci)	29
	Process Systems Technology (Assoc of Appl Sci)	16
Health Sciences	Nursing	
	Nurse Aid (Certificate)	187
	Practical Nurse (Certificate)	121
	Assoc of Applied Science/Registered Nurse	169
	Bachelor of Science in Nursing	339
	Emergency Medical Services	
	Basic	89
Associate of Applied Science/Paramedic	7	
	Radiologic Technology (Assoc of Applied Science)	86
Education	Initial Licensure	395
	Master of Arts/graduate additional endorsement	189
Business	Business	
	Bach of Business Admin/Bach of Appl Science	569
	Master of Business Administration	52
Law Enforcement	Criminal Justice	
	Peace Officer Standards & Training (Certificate)	191
	Criminal Justice (Associate of Applied Science)	67
	Criminal Justice (Bachelor of Arts)	103
Science, Technology, Engineering & Mathematics (STEM)	Environmental Science & Technology (Bach of Sci)	64
	Computer Science (Bachelor of Science)	49
	Mathematics (Bachelor of Science)	50
	Physical Sciences (Bachelor of Science)	68

10:20-10:30 BREAK

10:30-12:00 PANEL 3: ADAMS STATE UNIVERSITY, FORT LEWIS COLLEGE, WESTERN STATE COLORADO UNIVERSITY

INTRODUCTION AND OPENING COMMENTS (10 MINUTES EACH)

PANEL QUESTIONS

HB 14-1319

1. What do you think of the new H.B 14-1319 funding allocation model? Do you have any related recommendations for this year? For future years? Recommendations related to the use of the \$15 million requested for transitional funding?

Adams State University

It is not perfect, but it is a good start given the time constraints. ASU is supportive of the unanimous recommendation of the FAMET for FY15-16. As we move forward, ASU is concerned that the model is too volume driven, which disadvantages small institutions. Additional steps need to be taken to adjust the formula to recognize the unique aspects of an institution's role and mission. For example, in the role and mission section of the model Pell is awarded based on credit hour count. Straight credit hour count does not capture that Pell eligible students represent 62% of ASU's resident undergraduate population. ASU receives 1.6% of the role and mission funding for Pell. The model does not appropriately account for our extraordinarily high percentage of low-income students, which impacts our ability to have a high cost/high aid tuition structure. Low-income students are less prepared for college course work. This drives lower retention, lower graduation rates, and requires higher remediation expense per SFTE.

ASU supports the use of a portion of the \$15 million in transitional funding to bring all governing boards to a minimum of 10% increase for FY15-16. Adams supports use of the remaining funds for FY15-16 to be directed toward specific institutional initiatives to improve performance outcomes in the form of increased retention rates and shortening time to degree. ASU supports the use of a portion of the \$15 million in transitional funding to bring all to a minimum of 10% increase for FY15-16. Adams supports use of the remaining funds for FY15-16 to be directed toward specific institutional initiatives to improve performance outcomes in the form of increased retention rates and shortening time to degree.

Fort Lewis College

Fort Lewis College appreciates the collaborative approach that the Department of Higher Education (DHE) used in developing the formula. There were many opportunities for input

into all phases of the process. Given the extremely tight timeframe in place to develop the model, Fort Lewis College (FLC) is pleased to have reached consensus across the group of governing boards.

Also, the college appreciates that the state is moving towards a formulaic method of funding higher education. No formula will completely recognize the diversity of Colorado's institutions of higher education, but establishing the parameters offers the institutions some clarity about future funding allocations.

If the legislature is going to consider changes to the HB 14-1319 statute, FLC recommends relaxing some of the rigidity in the statute. The Colorado Commission on Higher Education (CCHE), with input from the Governing Boards and the Department staff, should be free to make a range of decisions and not be bound by arbitrary percentages in statute. Many other states have drafted outcome based funding models, but few have developed models under such an inflexible statutory framework. Giving CCHE more flexibility to address changing revenue conditions will likely result in a longer-lasting model.

FLC is pleased that the Governor recommends transition funding – a change to a new model should not disadvantage any governing board during the transitional period.

Western State Colorado University

Given the time in which the Department was provided to develop a singular model for the allocation of resources within a complex system of diverse institutions, the recommended model is a good starting point. Western's primary concern with the legislation has been and remains the over-emphasis on volume-based factors. Between the COF stipend and the factors under performance and role and mission, we estimate that approximately 90 percent of overall higher education funding is allocated principally based on the size of an institution/governing board. Clearly, this severely disadvantages smaller institutions or governing boards, most of which exist in the rural regions of the state. This is problematic because one of the advantages of Colorado's higher education system is the diversity of its offerings—not only in the variety of locations, missions and programs, but in its approach to education and teaching. Our small enrollment allows for a heightened degree of attention with superior outcomes in many regards as compared against our DHE peer set. Even with the growth Western has been experienced over the past three years, we are not positioned to gain substantially under this formula, and more likely, will continue to see funding erode relative to our current share of the overall state appropriation.

From Western's perspective, future changes to the formula should focus on creating or elevating factors that consider more than mere volume such as location, mission and style of delivery. Some suggestions include:

1. *Reassess the allocation provided to the stipend. The FY2015-16 recommendation is set at 56 percent which is well above the statutory minimum of 52.5 percent. The closer this allocation is to the required minimum the more resources are available for performance funding, or output measures that support the master plan.*
2. *Statute requires that “the commission shall establish the amount awarded for each type of credential based on the subject and level of the credential.” Currently, the formula only differentiates by level (e.g., certificates, associates, bachelors, masters, and doctorate) but does not define subject. A stated goal of the HB1319 is to ensure higher education services are available in all geographic areas of the state. Perhaps part of the definition of subject can include location which would allow for a differential to each degree awarded by rural institutions.*
3. *Consider providing an additional differential for PELL and URM students enrolled at rural or low enrollment institutions. Because these factors are under the Role and Mission section, statute allows for differential treatment as long as similar institutions are treated similarly.*
4. *It is critical that the tuition policy that is yet to be developed be tied directly to the formula and its outcomes. In the past, the ambiguity resulting from a lack of a finite, predictable and long-term formula prevents the type of prudent, long-term goal setting desired by the legislature. Yet, while having a logical and predictable funding formula for the allocation of state resources is important, state appropriations represent less than half of the overall funding for all governing boards. The tuition policy must be linked to the outcomes of the formula and recognize, as per statute, the need to “enhance the quality of educational programs and offerings and strengthen the financial position of the institution.” Western believes that providing governing boards’ maximum flexibility in setting tuition supports the stated goal of predictability, allows for institutions to appropriately plan for the future and is consistent with their fiduciary obligations.*
5. *Finally, work to strengthen the criteria and rationale for the tuition stability factor. As it currently stands, this factor serves as a catch-all for such statutorily-required components as low-enrollment, location and research. While this factor distributes less than 4 percent of the overall funding pot, the allocations represent a significant share of funding for governing boards such as Western’s. Developing a stronger methodology for the allocation of these dollars will provide better justification and will help ensure the long-term sustainability of this factor.*

The use of the \$15 million in transitional funding will be critical for those institutions who are disadvantaged by this new formula, and we would advocate that a strong commitment remain to provide this type of transitional funding for the next five years. For FY2015-16, we support the recommendation that a part of this funding be utilized to bring all governing boards up to the 10 percent average increase. We would suggest that the remaining funds be utilized to support implementation of the statewide master plan, and in particular, rewarding improvements in graduation rates, retention rates and other metrics on which institutions are

being assessed.

2. Do you think the funding allocation model will affect institutional behavior over time? How?

Adams State University

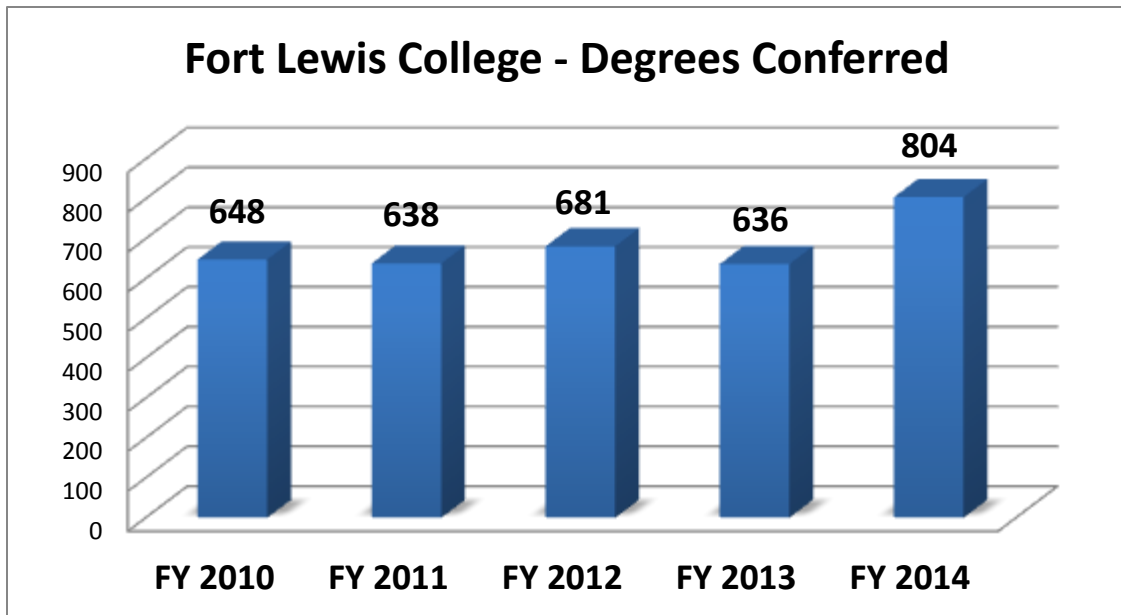
For the past five years Adams has focused on growing enrollment while simultaneously attempting to increase our number of degrees awarded. We have been successful in both areas, but have much more work ahead of us. The performance section of the model provides positive reinforcement to continue with these efforts.

Fort Lewis College

The model developed in response to H.B. 14-1319 contains a clear message. If institutions want more state funding, they should do the following:

- 1. Enroll more students*
- 2. Enroll more Pell eligible and underrepresented students*
- 3. Enroll more students in the STEM disciplines.*
- 4. Improve retention rates.*
- 5. Improve graduation rates.*

These are all goals towards which Fort Lewis College has been working for a number of years. Consider graduation rates. The chart below shows the number of graduates for each of the last five years.



The dramatic increase in graduation rates in FY 2014 is partially a result of college efforts to implement a “Finish in Four” program – emphasizing the expectation that students should graduate in four years.

Regarding STEM enrollment, Fort Lewis College anticipates that once the new Geosciences, Physics, and Engineering capital project is complete STEM enrollment will increase. When this facility is completed (estimated for the fall 2016 semester), the space constraints will no longer be a bottleneck to program growth. The college recognized increases in enrollment in the Biology program once that project was complete, and it anticipates seeing enrollment increases in the Geosciences, Physics, and Engineering programs upon completion of this project.

Western State Colorado University

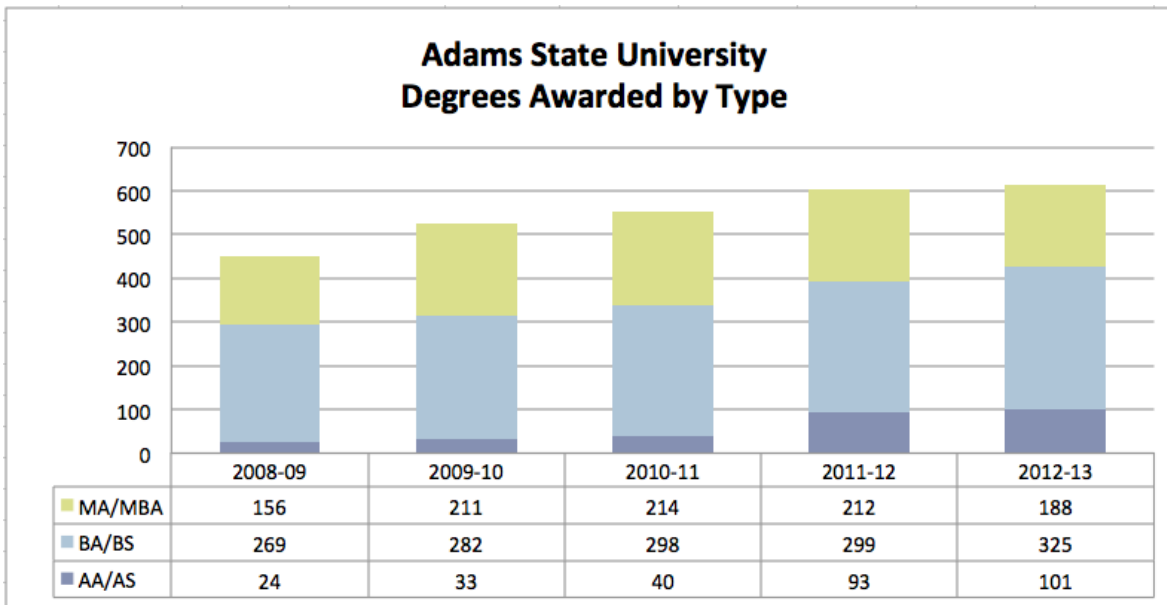
Yes, to the extent that the model can provide consistency and predictability and the funding put into the model remains stable or growing. However, Western believes that the potential for an institution to grow its appropriation needs to extend beyond sheer volume-based metrics and include measurements for improvements in performance whether indexed against peer sets or demonstrated through individual advancement. Knowing that opportunities exist for meaningful growth in state appropriation through outcome-based performance will do more to drive the type of behavior needed to accomplish the goals established in the master plan.

Retention and Completion

3. Discuss retention and completion at your institution. Has overall degree/certificate production been increasing or decreasing? Have completion/retention rates by cohort been increasing or decreasing? Why? What steps are you taking to improve retention and completion?

Adams State University

In the last 5 years, Adams State has produced a dramatic increase in the number of degrees awarded each year. Since 2009, our annual number of degrees awarded increased by 72% (from 449 per year to 771 per year. This is an average increase of 15% per year. This has occurred across all degree levels. The number of Associate’s degrees we awarded increased by 300% in 5 years (from 24 to 103). The number of Bachelor’s degrees increased by 42% (from 269 to 384) and the number of masters degrees increased by 82% (from 156 to 284). In 2013-14 we awarded more degrees than at any time since the creation of the College in 1921 and that number has increased more rapidly than at any time since the late 1940s.



These increases are the result of a sustained effort to move students more quickly along the path to their degrees. We now advise everyone who is working toward a bachelor's degree to complete an Associate's degree along the way. What we call the milestone project helps ensure that all students complete their required courses early and rewards them for finishing degree requirements. Through more aggressive academic advising we have moved bachelor's degree students into their majors more quickly and reduced the number of undeclared majors. Another important initiative was to develop detailed online "degree maps" for every major and degree program. These maps show students exactly what courses they need to take each term. Finally, we increased the number of master's degrees we are offering by increasing the number of degree options available to students. As recently as 2007, Adams State only offered 3 masters degrees – all aimed primarily at elementary and secondary teachers. Today we offer 9 masters degrees aimed at a much wider audience including business, higher education, and music.

Even though our numbers of degrees awarded have increased rapidly, our cohort graduation rates remain low. We continue to develop initiatives to improve those rates, but our student demographics drive our graduation rates to a large degree. A significant body of literature has found that higher education completion rates are lower for low-income students and first-generation students than for other students. For example, one study using national data found that low-income first generation students were nearly four times more likely to leave higher education after the first year and significantly more likely to leave college without completing a degree than their more advantaged peers. Only 50 percent of students at public four-year institutions who were either low-income or first generation completed a degree in four years,

compared to 66 percent for other students. Outcomes were worse for students with both risk factors. Nearly 2/3rds of our resident undergraduate students are Pell eligible low-income students, the highest percentage of any 4-year institution in the state.

How is it that we are able to generate so many more degrees each year with such low graduation rates? It is because the majority of our graduates fall outside of the limits of the traditional ways that graduation rates are measured. For example, 67% of our graduates last year transferred credit from another institution. Nearly half of our graduates were enrolled part-time for at least one semester prior to graduation. 24% dropped out of college for at least one term. And 1 in 5 took longer than 6 years to graduate. Indeed, only 47% of ASU graduates are measured in the traditional graduation rate matrix shown in the JBC briefing document and that percentage is dropping with each cohort.

ASU Completion Initiatives

Moving Fulltime Enrollment from 12 to 15 Hours

Four factors drive our decision to move the fulltime enrollment financial aid qualification from 12 to 15 credit hours per semester:

- *National research shows that students perform better academically when taking 15 hours;*
- *Time to degree is reduced;*
- *It will help decrease student debt load at graduation and;*
- *It will assist Pell students manage the Federal 150% Pell lifetime cap, which was implemented in July 2012.*

There is now compelling research across all types of students and all institutions, that shows students who take 15 hours per term do much better than those who take less. They are more likely to retain from term to term, to graduate in four years, and will likely graduate with a smaller debt load. Based on these findings, Complete College America now urges all colleges and universities to make 15 hours a requirement for fulltime enrollment. They lay out the arguments clearly in a recent article “It’s Time to Redefine “Full-Time” in College as 15 Credits”.

*Beginning in fall 2015, Adams State will require all students to take 15 hours/term in order to qualify for fulltime financial aid. Students who only take 12 hours will be considered part time and will only qualify for $\frac{3}{4}$ financial aid. **Adams State will be the first institution in Colorado to make this bold move and will be one of the first in the nation.***

Our commitment to 15 hours as fulltime began in fall 2011 when we changed our tuition window such that all students pay the same price whether they take 12 hours or 20 hours or anything in between. This provides a strong financial incentive for students to move from 12 hours to 15 or more. We advise students that if they pay for 4 courses the next 2 are free. While this pricing arrangement reduces the revenue the institution receives in both the short and the long run, we chose to keep our tuition window open because it is good for students. In response to this change, and to a campus-wide campaign explaining to students the benefits of 15 hours, Adams State has experienced a significant increase in the average number of credit hours students are taking and the percentage who were taking 15 hours or more. Today, more than 50% of all ASU students take more than 15 hours/term. Again, our research shows that those taking more credits perform better. But even with this financial incentive, 23% of our students still take 12-14 hours/term. So beginning next fall, these students will be expected to take an additional class (at no charge to them) in order to remain as fulltime students.

For students pursuing a 4 year degree, Pell eligibility ceases at 6 years. When the 150% lifetime Pell cap rule came into effect, Adams lost approximately 120 upper division low-income students due to a gap in aid. This Pell eligibility cap puts the onus on students to complete their degree in under 6 years. Our new policy not only incents students toward degree faster, it allocates their Federal aid in a more conservative manner if they are only able to take 12 hours, thus extending their aid to align with their part-time status.

The move to “15 credits in Fall 15” will certainly have a negative financial impact on the institution in the short term. More students will be taking what are essentially “free” courses each term. While this change will significantly increase our instructional costs, it will generate no additional tuition revenue. However, by taking more credits, students will move toward graduation more quickly and more of them should make it all the way to a degree. That is our objective.

Changes like these have increased the number of degrees Adams State awards by more than 70% in the past 5 years. Given the large number of low-income and underrepresented students we serve, this is remarkable progress.

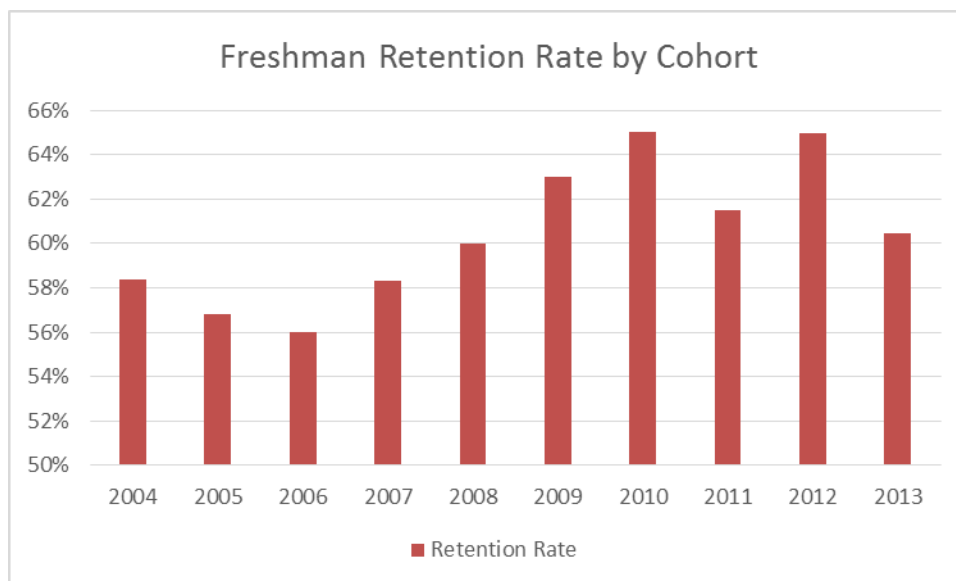
Degree Works

In order to strengthen academic advising, ASU is pursuing acquisition of real-time student interactive online degree mapping software. A robust and fully functional electronic advising system for Adams State students can drastically improve the consistency, accuracy and effectiveness of academic advising. Such a system can make a significant impact on advising services for students and improve retention and graduation rates at Adams State University.

Monitoring degree progress and degree requirements of each student is currently done manually at Adams State University, usually with hard copy advising forms or individual electronic files. The current methods for advising do not optimize degree completion for students, leave room for human error in the advising process, and a student's degree plan exists in multiple locations with multiple versions. Ellucian's Degree Works (DW) solution has been researched by several stakeholders across campus over the last several months and appears to be an ideal fit for Adams State University. With recent Title IV and NCAA regulations pertaining to degree monitoring (150% loan limitation especially) and the need for accurate and effective advising, it important that ASU moves toward a comprehensive degree mapping academic advising solution.

Fort Lewis College

As shown in the chart above, the college had an average of 650 graduates between FY 2009-10 and FY 2012-13 with a significant increase to slightly over 800 in FY 2013-14. The following chart shows that freshman retention rates over the last ten years have generally been increasing.



To improve the freshman retention rates, the college is pursuing three initiatives:

- 1. A new model of student success and academic advising, backed by a significant investment in analytic systems that allow us to identify students at risk. The new model, which was initially piloted in FY 2013-14 and expanded in FY 2014-15, re-deploys our professional advising staff as academic success coaches to our new freshmen for their first three*

semesters. Success coaches will be leveraging several analytic systems to identify students at risk for attrition. The coaches focus their outreach and intervention efforts on prioritized students. These analytic systems include:

- *Map-Works, which assigns a risk level to first-semester freshmen based on student responses to a survey and data from the Student Information System (pilot completed);*
- *Student Success Collaborative, which assigns a risk level to students as they progress in various degree programs based on institutional data about student success in specific courses (pilot underway);*
- *Canvas, the learning management system, which offers a grade book function that will flag students who are at risk in specific courses (pilot underway).*

2. Implementation of four-year planning horizon:

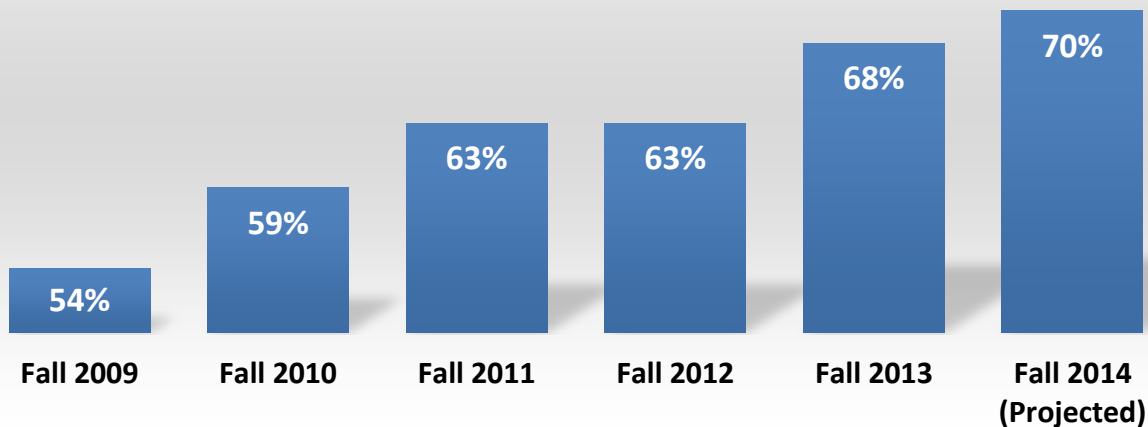
- *Publication of maps to graduation for each major that specify exactly which courses need to be taken during which semester to accomplish degree completion in four academic years.*
- *The implementation of degree planning and tracking technology, which allows students to develop customized degree plans on a web-based system, and allows advisors to identify and intervene with students who have not developed plans or who have developed plans but are not following them.*

3. Addition of financial incentives to our four-year graduation agreement program required by the Student Bill of Rights. Following the Bill & Melinda Gates pay-for-performance demonstration project model, the college is offering \$500 scholarships, applicable to the next semester's educational expenses, to students each semester they stay on their plans.

Western State Colorado University

Western has had great success in recent years with both retention and completion, and continues to positively engage the goals of the Colorado Completes! Higher Education Master Plan. The freshmen to sophomore retention rate have increased from 54% in Fall of 2009 to a projected 70% for Fall of 2014, with consistent increases since. These increases have been the result of intentional efforts to support student retention across the campus community.

Western's Freshmen-to-Sophomore Retention Rates



These results have been achieved through a multi-pronged strategy that introduces all students to Western, university life and the Gunnison Community through First Year Experience programming (introduced in Fall, 2012); provides support for under-prepared students (Prime; Supplemental Academic Instruction) and struggling students (Turning Point); provides academic assistance for students in challenging courses (Supplemental Instruction for courses with high D, F and W rates, Math Center, Writing Center), and academic and community support for underserved populations, including non-traditional students (Multi-Cultural Center, Westerners in Transition).

A brief summary of these programs includes

- **First Year Experience:** *First Year Seminar, Extended Orientation (wilderness-based option), Residence Hall Learning/Living Communities, including Exploratory Majors.*
- **Supplemental Academic Instruction:** *Western is a first adopter of new state policy providing co-requisite remedial coursework, moving 50% of students in need of basic skills into gateway courses.*
- **PRIME Program:** *Linked basic skills courses and programming aimed at assisting double-deficiency students in need of remediation.*
- **Supplemental Instruction:** *Student-led study sessions for lower-division coursework with high D, F, and W rates (e.g., Math, Chemistry, Accounting, Computer Science).*
- **Turning Point:** *Three-step program for students on academic probation.*
- **Westerners in Transition:** *Programming, including mentoring and scholarships, to assist adult learners.*
- **Multi-Cultural Center:** *Programming that celebrates campus and community diversity, including a range of student clubs.*

- **Writing Center:** Student writers help fellow students write papers.
- **Math Center:** Student-directed tutoring for math homework.

With respect to completion, Western's six year graduation rate is at 42%, over 3 points above our Department of Higher Education peers. Over the past 5 years, Western's graduation rate has ranged between 36% and, this past year, 42%, consistently higher than Western's Department of Higher Education peers.

Concomitantly, Western has produced more degrees in each of the last five years, awarding 343 in 2009, and 453 in 2014, with consistent increases each year. This trend will continue with Western's addition of more graduate programming.

Western administration and faculty will continue to assess the above programs for effectiveness, but at least at the moment, outcome data supports the assertion that these interventions have been successful. Under the new Western strategic plan, bridge programming for underprepared students, outreach for underserved students (discussed in Western's COSI application), and retention strategies for upper level students are being assessed.

Tuition and Fees

4. What are the major drivers behind tuition and fee increases at your institution?

Adams State University

Increases in operating costs drive tuition. Maintaining our capital assets and keeping pace with technology drive student fee increases.

Adams State University believes that the factors, or how those factors are calculated, in the new funding model are not adequate to fully address the costs incurred in providing undergraduate programs at our institution. ASU has limited ability to generate adequate tuition revenue to address mandated cost increases that are not under the control of the institution. At a minimum, mandated costs include the following:

- *An amount sufficient to cover increases in utilities, which include natural gas, electricity, water, and sewer*
- *An amount sufficient to cover statutorily required 0.9% PERA stabilization employer contribution*
- *An amount sufficient to cover health, life, and dental premium increases for all employees*
- *An amount sufficient to cover property, liability, and workers compensation insurance premium increases*

- *An amount sufficient to cover the cost of living adjustments and equity adjustments (a.k.a. salary survey) as mandated by the General Assembly for classified employees.*

Small institutions such as Adams rely heavily on state support to sustain viable operations when faced with these mandatory cost increases. In a scenario where state support were to remain flat for the upcoming year, the six percent tuition cap would not generate adequate revenue to cover basic operational mandated costs.

In the absence of state support, ASU is forced to raise tuition to cover the unfunded mandates. ASU's nonresident and graduate tuition rates are already at market, so additional tuition increases would result in lower enrollment and declining revenue. Therefore, the only tuition category where an increase can be considered is resident undergraduate students. At ASU every 1% increase in resident undergraduate tuition generates roughly \$75,000. Without additional state support, it would require a 12.3% increase in tuition to cover these expenses.

Fort Lewis College

Fort Lewis College has two primary sources of funding: State General Fund, and tuition. State funding for higher education has been uncertain for a number of years. In setting its annual tuition rates, the Board will consider its "mandated" cost increases (salary survey for classified staff, utilities, health insurance, etc.), availability of state funding, long term stability of state funding, availability of financial aid (federal, state, and institutional), and the need to maintain competitive compensation for faculty members. This last point is critical – Fort Lewis College operates in a nationally-competitive environment, and must have competitive compensation practices in order to attract and retain strongly qualified faculty. Finally, while difficult to quantify, an increasing number of compliance issues – primarily federal requirements – often requires hiring administrative staff, resulting in an unfunded mandate.

As shown in the other materials distributed, Fort Lewis College currently has the second lowest tuition and fees for resident students among the 4-year schools, and the lowest tuition and fees for non-resident students.

Western State Colorado University

In recent years, the major driver in tuition and fee increases at Western is declining state support. Between FY2009-10 and FY2012-13 state support at Western declined by approximately \$3.0 million, or 24 percent. To offset this loss and to avoid dramatic cuts in our program offerings, tuition was significantly increased.

For much of the past decade, capital appropriations have been lagging as well. This has created a significant strain on institutional resources, leading to increase maintenance and operational costs for campus facilities. Buildings that are not increasingly obsolete or that have substantial deferred maintenance needs also challenge an institution's recruitment

efforts. Because the state has not been able to sufficiently fund the capital and depreciation costs of Western's facilities, the University's students approved a fee for construction and maintenance of campus buildings.

In years in which state support is stable or increasing and capital and controlled maintenance funding is available, tuition and fee increases can be moderated. In the current year, for instance, with an 11 percent increase in state support, Western was able to keep the resident tuition increase below the 6 percent statutory cap. Yet, even in years of growth in state support, institutions have mandatory costs that drive the need for additional funds. These include classified salary increases, health insurance premium increases, risk management premium increases, as well as increases to items such as utilities or software maintenance agreements. In addition, Western must strive to offer competitive compensation to ensure successful recruitment and retention of quality faculty and staff. At Western, salaries for both faculty and staff lag behind national averages and the Board and the administration have made the commitment to address this issue for a stronger institution and a stronger Gunnison Valley as we are one of the main economic drivers for Gunnison County.

5. What costs/services are charged through fees, as opposed to tuition, at your institution? How is student input solicited/incorporated into decisions about fees?

Adams State University

The primary drivers behind ASU student fees are two factors:

- *Deferred facilities maintenance*
 - *ASU recently completed \$25 million in renovations on our education and music buildings financed with student fee supported bonds. These two buildings were built in the mid 1960's and have had minimal State controlled maintenance dollars invested in them over the last 50 plus years. Life/safety and programmatic issues necessitated action. A student fee is the only alternative to address these issues with diminished state capital construction support and our very limited capacity to raise private funds.*
- *Expanded use of technology and it's short life cycle*
 - *A technology fee was first implemented at ASU in 2008 to help address expenses associated with a broadened scope of technology services to include emerging wireless connectivity and wireless telecommunications technology. The purpose of the fee is to purchase equipment or programmatic activities relating to computer equipment, laboratory equipment or other technology, and create a life cycle replacement program. Current technology is critical in that:*
 - *Technological skills provide fundamental advantages in the job market and play an increasing role in all areas of day-to-day life.*
 - *The State of Colorado and Adams State University have many fiscal demands that make it difficult to maintain state-of-the-art technological environments for*

instructional programs and general student use in a time of rapid technological change.

- *Although increasing numbers of students own personal computers, the cost to acquire all personal resources necessary to fully meet the demands of a rigorous educational program remains prohibitive for most students.*
- *Supporting the personal computing resources owned by students through provision of campus and Internet network access, wireless Internet and telecommunications capabilities, multi-media broadcasting and publishing, dial-in services, software licensing, server support, and end-user support requires increasing investment in computing, telecommunications and networking infrastructure.*

Fort Lewis College

Fort Lewis College has both mandatory campus wide student fees and course specific fees. Mandatory fees provide funding for auxiliary programs and facilities including: Health and Counseling Centers, Student Activities, Student Recreation Center and other recreational services, Student Union Building and related programming, technology and Athletics. Course specific fees are typically related to consumable supplies and travel costs related to class field trips.

In order for a mandatory campus wide or course specific fee to be implemented, the requested fee is presented first to the Institution Fee Review Board (IFRB) - a board comprised of seven students. The IFRB reviews all proposed fee requests making a recommendation to the President's Budget Committee. After recommendation and approval by the President's Budget Committee, the recommended fees are presented to the Board of Trustees for approval.

Western State Colorado University

Western's list of mandatory fees includes: University Center operations fee, facility fee, student government fee, intercollegiate athletic fee, computer fee and a campus sustainability fee. Beyond a program fee for all business, accounting and economics courses, Western does not assess course-specific fees.

Fees at Western are governed by Western's Institutional Fee Plan which was developed in accordance to state statute and Department of Higher Education policy. The Plan specifies levels of student involvement in the fee-setting process and requires that student input be sought on all fee changes prior to Board action. A copy of Western's Institutional Fee Plan can be found at <http://www.western.edu/ifp>.

Financial Aid and Colorado Opportunity Scholarship Initiative (COSI)

6. What is the impact of providing—or not providing—an increase for state-funded need-based financial aid and work-study in FY 2015-16?

Adams State University

Adams State does not have enough financial aid to meet the needs of all of our low-income students. More than 90% of ASU students now receive financial aid and more than 60% receive Pell grants (awarded to students with the greatest financial need). The average family income of an Adams State student is less than \$25,000.

While ASU will work hard to hold our tuition increase below the 6% limit allowed by the State, students will still face increased costs. These are not just rising tuition and fees, but higher prices for books, health care, housing, and other living expenses. Adams State students already struggle paying these costs with their limited resources. If the State does not increase the amount of need-based financial aid, most Adams State students will be forced to take on additional student loan debt to pay their increasing costs. Some students will choose not to take on that larger debt burden and will drop out. Others will not be able to secure larger loans and will be forced to cut back on their enrollment and work more hours to cover their higher costs. Yet, we know that students who take fewer hours, and those who work more than 15 hours per week increase the risk of dropping out and reduce their chances of graduation. In short, if State financial aid does not keep pace with the rate of increase in the costs facing college students, fewer students will enroll, the debt levels of those who enroll will increase, and more students will shift to part time enrollment thus lowering graduation rates over the longer term.

Fort Lewis College

Financial aid is currently provided through federal, state, institutional and private sources. Fort Lewis College would be concerned about the impact on student access if any one of these sources of aid changed dramatically. At this point, however, the college has no formal position on the budget request for the Colorado Opportunity Scholarship Initiative.

Western State Colorado University

If the legislature were to not provide an increase in state financial aid allocations, this would put increasing pressure on institutions to fund higher levels of institutional aid in order to continue to ensure affordability and access.

If financial aid were to receive an increase in FY 2015-16, the increase would allow institutions to continue to limit or negate tuition increases for students from our underserved populations with grant funding; in addition, the increase would allow Western to continue to address retention efforts with increased support for state work-study dollars. An increase in

financial aid funding from the state will continue to allow Western to address student debt load and to keep loan debt manageable for our student population.

Increase support to work-study would allow Western to expand employment opportunities on campus and support our campus engagement efforts to assist with retention. In addition, providing students with on campus employment allows us to help students develop needed job skills that will assist them in obtaining post-graduation employment.

7. What kinds of programs are already offered at your institution(s) that are the kinds of programs COSI plans to support (targeted at recruiting and retaining low-income/underrepresented student populations, including providing scholarship support)?

Adams State University

ASU is fully committed to serving the needs of low-income and underrepresented students. Our newly adopted vision statement states our ambition: “To become the university community of choice for diverse and historically underserved groups and all who value quality education and inclusivity.”

Low-income and underserved students face multiple challenges. In addition to struggling with inadequate resources, they often must work long hours, balance family responsibilities (both with children and with parents or grandparents), and overcome poor academic preparation. Adams State must ensure that our students have adequate financial, social, and academic support systems and these must be available at the times that students need them.

Adams State offers multiple scholarships and packages its financial aid awards to give low-income students the best chance to succeed. Here is just one example. Because we have a special obligation to students from our region, ASU developed the San Luis Valley Promise scholarship in 2012. The SLV promise is available to qualified graduates of all high schools in the San Luis Valley, as well as Buena Vista, Salida, Walsenberg, La Veta, and Pagosa Springs. It applies to continuing Adams State students, as well as incoming freshmen. For those students with good academic records (a minimum Admissions Index of 80) and financial need (a full federal Pell Grant, with Zero Expected Family Contribution), the SLV Promise Award guarantees these students sufficient financial aid -- grants, not loans -- to cover the entire cost of their tuition and fees, plus \$1,350 for incidental educational expenses. This means that no qualified student from our region should be denied access to Adams State for financial reasons.

Adams State has no trouble recruiting low-income and underrepresented students. More than one-third of your entering students are Hispanic – and nearly 50 % are minority. More than 60% qualify for Pell grants. The challenge we face is building supportive pathways that will

allow these students to succeed and earn their degrees. In order to do this, Adams State has secured millions of dollars in federal grant support to institute academic support programs that apply best practices to our unique situation. We have built a Student Success Center in our library which now offers one stop shopping for academic advising, tutoring, and career counseling. We have developed new STEM Center in our science building to provide a place for all students, but especially commuter students, to work with math and science faculty and tutors. We have created a faculty development program that provides faculty with the tools to better understand and teach our diverse student body.

Through the careful allocation of need based scholarships, the development of convenient and effective academic support programs, and the commitment and hard work of highly trained faculty and staff, Adams State is determined to increase the number of low-income and underrepresented students who earn a college degree.

Fort Lewis College

Fort Lewis College offers several scholarship programs to support low-income/underrepresented student populations:

- *The 1st generation Scholarship is available for up to 8 semesters.*
- *The Finish in Four! Program was instituted to incentivize student to retain and graduate. The Board of Trustees has also approved using merit funds received from the state in FY 2014-15 to help make the program available to more students. The students in this program receive a \$500 scholarship starting with their 2nd semester if they have developed a 4-year graduation plan with a specialized Academic Success Coach. This program is available to all students, but will help in retaining low-income/underrepresented students.*

Western State Colorado University

We currently have a first year student experience class that assists students with their transition to college. All freshman students are required to take the FYE course. The eight week course is designed to assist them with skills to make their college career successful at Western. This is a discussion-based seminar that may include convocations, community service projects, workshops and field experiences. Academic themes include an introduction to the liberal arts, community sustainability, and the social, natural and cultural surroundings of the region. Academic support services and other resources for students, is also stressed during the seminar.

We also have a sophomore experience program designed to assist students in their second year with on-campus engagement. This is a program dedicated to enriching and engaging second year students at Western, helping to improve their college experience, focus on goals, and learn more about themselves as they prepare for the world after graduation.

Western has dedicated faculty, staff, and resources to help our sophomore students get more out of their Western experience, all under the name of the Sophomore Year Experience, or SYE.

We have also partnered with the Denver Scholarship Foundation to recruit students from underserved populations and provide the necessary support services for them to persist and graduate from Western.

Workforce Needs

8. How do you assess and respond to workforce needs?

Adams State University

While Alamosa is a small community, the larger San Luis Valley covers an area the size of the state of Connecticut but we have various programs that reach into every community and each of the 4 Counties. Two examples of workforce responses are ASU's 2nd newest Major, Nursing and our newest program, The Boettcher Teacher Residency Program.

ASU Nursing Program

San Luis Valley Health, Valley Wide Clinics as well as several Nursing organizations around the San Luis Valley for many years requested that Adams add an RN to BSN program to improve the supply of RNs in the Valley. In 2004 we added an RN to BSN completion program. A few years later, upon further requests we added a traditional BSN in Nursing Program. Significant research shows that BSN trained nurses increase the quality of patient care through both improved nursing care as well as better supervisory skills. The intent of both programs has been to train nurses who will stay in the rural San Luis Valley. Our nursing graduates have a nearly 100% placement rate and most have chosen to stay in the San Luis Valley. Additionally, generous scholarships from El Pomar have supported 3 cohorts of nurses over the last 3 years. The scholarships are predicated not only on academic ability and need but on an agreement that the Nurses will remain within the San Luis Valley.

ASU Boettcher Teacher Residency Program

Adams is now the University Partner for the Boettcher Teacher Residency Program(BTR), which is a partnership among the Boettcher Foundation, PEBC and Adams. BTR is a teacher preparation program modeled after a physician residency program. Residents spend a full academic year in a K-12 classroom with a mentor teacher while concurrently taking classes to earn licensure and a Master's degree in Education through PEBC and Adams State University. In addition, residents earn an endorsement in Culturally and Linguistically Diverse education. In the residency year, residents receive regular classroom-based instruction and coaching from their field director.

A resident commits to BTR for five years. In year one the resident works in the classroom alongside a mentor teacher while concurrently taking graduate level courses. In year two the resident becomes a Boettcher Teacher and is hired by a school district as a Teacher of Record in their own classroom while completing the Master's degree courses. Also in year two, Boettcher Teachers participate in Post-Residency New Teacher Learning Seminars and receive additional coaching to supplement district-based induction activities. In years three through five, the resident continues to participate in Post-Resident seminars and activities.

Partner school districts commit to working with the BTR program and residents. Often these districts include Title 1 schools. There are several school districts partnered with BTR in both urban and rural locations. Depending on location, residents participate in either the urban or rural cohort. Boettcher Teacher Residency has cohorts in the urban Denver Metropolitan area, as well as in the rural San Luis Valley, Southeast (LaJunta area), and Southwest (Durango and surrounding areas).

Each summer a new group of residents (cohort) begin their residency year together. Cohorts come together one day each week for a seminar course as well as one night per week for ASU courses. Cohorts create a supportive environment for learning and professional development. While a teaching position is not guaranteed in years two through five, residents are expected to interview and find a position following their first residency year. Over 10 years, 99% of Boettcher-trained teachers were hired for full-time teaching positions upon completion of the residency year.

San Luis Valley school districts reap the benefits of this program. There are 14 school districts in the San Luis Valley and every District is a partner in this program. In particular the program benefits these rural districts by, over time, increasing the supply of hard to find teachers in Math and Science. We are in the 3rd year of the program and every San Luis Valley school district has benefitted through either increased education for native teachers or through hiring new teachers. Over time, our hope is that the Math and Science Preparation of San Luis Valley students will improve—currently nearly 40% of ASU entering Freshmen have at least one remedial need with many having 2 or more. Math is the most common issue for both San Luis Valley Graduates as well as students who matriculate from other regions.

Federal Agency Internship and Apprenticeship Programs.

Adams has intern programs with the Bureau of Land Management and the Office of Surface Mining as well as the National Park Service. These are grant funded internships which may lead to fulltime employment.

McDaniel Opportunity Program

This program, which is privately funded, provides internship opportunities to students in the amount of \$2,500 per year. These positions are structured similar to work-study. Students can work up to 10 hours per week and are placed in offices/departments on campus and organizations off campus. During 2014-2015, students were placed with the following areas: Alumni/Foundation Office, Gingerbread Early Learning Center, GEAR-UP program, First Southwest Bank, Valley Wide Health Services (Physical Therapy), Alamosa Elementary School and six students were hired as Supplemental Instructors (HPPE, Art, Business, Physics and Biology).

Lucero Mentoring Project

ASU students are hired to work in the Alamosa Elementary School District to help reach at-risk children. They are not hired as Teacher's aids, they work one-on-one with the children. Most of the students we hire are majoring in Teacher Education so the hours they work are counted towards their required observation hours.

Fort Lewis College

Fort Lewis College has a close working relationship with the business community. The career services centers work closely with business community partners to develop the career management and interpersonal skills necessary for students and graduates to find success in their careers. To that end, career services coordinators work to create programming such as dress for success seminars, the etiquette dinner, mock interviews, and interest and capability inventories.

The college engages the business community on the development of curriculum.

- *In August 2014, the business school met with approximately 50 representatives of the business community to solicit their feedback related to the skills and characteristics needed from our graduates. The business school faculty and dean are fully engaged with the business community on multiple levels including all major business groups – the Chamber of Commerce, Economic Development Alliance, and the Durango Area Tourism Office.*
- *The Dean of Arts and Sciences has also met with the business community to discuss the reintroduction of computer science at Fort Lewis College. Additionally, the Engineering program has an advisory board that includes local engineers that provide feedback regarding the needs of the engineering community.*

Western State Colorado University

The Western campus community consistently builds partnerships with businesses across the state in many sectors aimed at serving workforce needs. This is accomplished in two significant ways: within our academic programs - both undergraduate and graduate - and as

part of our Campus Career Center operations.

Because of Western State Colorado University's role as a four- year undergraduate liberal arts institution with limited professional and graduate programs, our participation in workforce development and related programs is limited with respect to vocationally oriented career and technical education. However, Western currently hosts the West-Central Regional Colorado Small Business Development Center. The center serves the counties of Chaffee, Delta, Gunnison, Hinsdale, Lake, Montrose, Ouray, and San Miguel. The Center's budget for last year was \$152,471, made up of state and local grants and contracts totaling \$109,800 and Western's indirect support of office space and direct support of \$42,671.

Furthermore, every academic program at Western—though based in the liberal arts--has professional curricular emphases, aimed at preparing Colorado's citizens for a wide range of careers. For instance in Sociology, students can study Criminal Justice and work in law enforcement. Many Music program graduates become fine K-12 teachers in the region. In Biology, students who complete a Pre-Medicine emphasis continue on to medical school (with a 91% acceptance rate). Communication Arts majors work in Public Relations and Advertising. Outdoor Recreation majors are employed by resorts and national parks. What's more, every academic program undergoes regular comprehensive program reviews that assess graduates' success and address any needed updates to the curriculum

In coursework geared toward professional (occupational) topics, textbooks connect our students to industry with case studies, best case practices, exercises in skill-development, profiles and interviews with industry leaders, etc.

In addition, over the past five years, we have developed new professional master's programs that serve directly to prepare students for employment in the area of Environmental Management, Teaching, Exercise Physiology, Creative Writing, and most recently, Gallery Management. Each of these programs are embedded in a professional situation and we deliver these programs concurrently online so as to best prepare and place graduates within careers.

Western's Campus Career Center monitors a number of industries including networking with companies across Colorado.

- Our Career Center staff attend industry-based student placement conferences to address workforce needs. For example, our Career Center coordinator just attended the National Resume Writers Association (NRWA) Conference in Denver to learn more about placement and skills issues.*
- Starting winter of 2014, Western administers a post-graduation plan survey for all graduating students. This survey gathers critical information on student placement rates, starting salary levels, and internships while at Western.*
- Western's Campus Career Center (budget \$100,996) assists students with individualized resume and cover letter reviews (over 150 per year), career advising appointments, as well as interviewing skills advice. Annually, Western facilitates the*

following campus-wide events geared towards career outcomes: Career, Job & Internship Fair, Graduate School Fair, Etiquette Dinner, Career Closet (Professional Clothing Drive), Mock Interviews, and Resume/Cover Letter Workshops. The Career, Job & Internship Fair averages between 35-40 organizational (businesses, companies, and non-profits) participants statewide. The Etiquette Dinner is sponsored by local businesses. In 2013, the Graduate School Fair hosted 7 Colorado higher education institutions.

- *Faculty in most Western academic programs – for example, Professional Land and Resource Management (PLRM), Education, Accounting, Petroleum Geology, and Exercise and Sport Science to name a few – belong to professional organizations that center on workforce developments and changing needs. In Communication Arts, Film Studies Professor Jack Lucido is a Board member of the University Film Video Association (UFVA) and, as such, participates in annual conferences that meet in conjunction with the industry organizations like the National Association of Broadcasters. Faculty at Western spend many hours networking with industry professionals at similar, discipline-specific events.*
- *Programs like PLRM invite representatives from leading energy companies for on-campus recruiting, which includes class presentations and job/internship interviews. More generally, hundreds of companies over the years have over the years attended the campus career fair, held annually for undergraduate and graduate students alike.*
- *Western employees attend industry-based conferences dedicated solely to workforce needs. For example, Dr. Terry Schliesman participated in Colorado Association of Transit Agencies (CASTA) annual conference and session on workforce needs, September 9, 2014 in Mt. Crested Butte.*
- *Faculty routinely interact with alumni, inviting them back to campus for class lectures and interpersonal interaction with students. For example, during the 2014 Homecoming, our School of Business welcomed Chris Blee, President and CEO of BiggsKofford, a CPA firm in Colorado Springs.*
- *Western's academic programs partner with regional companies in delivering the curriculum. An example of this is Crested Butte Mountain Resort (CBMR), whereby in January Resort Management students will work onsite at the world-class resort to complete coursework in hospitality and resort operations.*
- *Extended Studies is expanding its programming for workforce development and carried out a needs assessment in the Salida region in 2014, in collaboration with the Salida Chamber of Commerce and the city administration.*
- *Finally, we remain connected to the workforce via our academic advisory boards, which include industry representatives from areas like business, energy, geology, and broadcasting. These advisory boards work closely with academic leaders in keeping programs on the cutting edge of industry.*

Question for Fort Lewis Only – R5 – Fort Lewis Native American Tuition Waiver

9. Please review the history of the Native American Tuition Waiver. What has the Legislature done about this? Have we sent resolutions to Congress? How are your lobbying efforts progressing in Washington?

The Fort Lewis College Native American program is a source of great responsibility – and great pride – for the college. The agreement with the federal government to admit and educate all qualified Native American students has been in place since 1911, at which time the state agreed to accept the land upon which Fort Lewis College was originally located (approximately 6,300 acres) from the federal government in exchange for educating Native American students tuition free. Today the college enrolls 1,123 Native American students from 155 different tribes.

Fort Lewis College does recognize the costs of tuition waivers to the state. To help mitigate these costs, the institution has employed a lobbying team to work in Washington D.C. to facilitate passage of federal legislation that would have the federal government pay for a portion of the Native American appropriation. In addition, the Fort Lewis College Board of Trustees has not raised non-resident tuition since FY 2009-10. The college's non-resident tuition is now the lowest among all the four-year institutions in Colorado.

In 2012, the General Assembly adopted H.J.R. 12-1016, encouraging the passage of federal legislation that would support the cost of non-resident Native American students attending Fort Lewis College.

During the 113th Congress, college efforts focused on the Higher Education Act (HEA) reauthorization, as a vehicle to either attach the stand alone bill(s) or to inset language directly into the HEA. The HEA which expired at the end of 2013 contains the program/account that the college has targeted for inclusion of the tuition waiver legislation in the stand alone bills. In the second half of the 113th Congress, there were a series of congressional hearings related to HEA reauthorization. Fort Lewis College submitted written testimony to the Senate HELP Committee, Minority Serving Institutions Panel held May 13, 2014. Fort Lewis College's ability to provide access to quality higher education opportunities for American Indian/Alaskan Native students through free tuition was also mentioned in the testimonies of Deputy Under Secretary of the U.S. Department of Education, Jamiene Studley and Executive Director of the National Indian Education Association (NIEA), Ahniwake Rose, in the Senate Committee on Indian Affairs, Oversight hearing entitled "Indian Education Series: Examining Higher Education for American Indian Students" held June 11, 2014.

The Senate version of the HEA reauthorization came out in late June with a second discussion draft in November. The tuition waiver language was included in both the original and updated

versions of the HEA, under Title III provisions for Native American Serving, Non-Tribal Institutions; representing a great victory. The HEA will be taken up in the next Congress. Senator Bennet has been working with Senator Alexander (R-TN), who will be the new Chairman of the Senate HELP committee to keep the tuition waiver language inserted in the HEA. The House is not issuing one overall HEA bill, but instead is breaking it up into a number of smaller bills. The 113th Congress ended with 45 co-sponsors for H.R. 1658, which are comprised of 31 Democrats and 14 Republicans from nineteen states. The Senate companion S.765 has seven co-sponsors, who are all Democrats from five states. To date, college representatives have completed 145 appointments during the 113th Congress with congressional members and stakeholders in American Indian/Alaskan Native education.

Governor Hickenlooper has been a tremendous source of support for the college's efforts, as he has dedicated both time and resources to the college's legislative work. Governor Hickenlooper has made personal calls to the HELP Committee Chairman, Senator Tom Harkin, as well as U.S. Secretary of Education, Arne Duncan, in support of the tuition waiver legislation. In addition, the Director of his Washington D.C. office, Jena Griswold, attends appointments with college representatives on and off Capitol Hill. She also works directly with Senator Bennet's office, Congressman Tipton, Senate HELP committee, and House Education & Workforce Committee to advance the legislation. She has arranged appointments with the D.C. offices of Governor Dayton (MN), Governor Brewer (AZ), and Governor Martinez (NM) to solicit additional support at the governor level to help gain full support of the congressional delegations of the affected states.

The college will continue these efforts by working with the Senate HELP Committee and the House Education & Workforce Committee members to keep the tuition waiver language inserted in the new bill, and advocating for the legislation and language by way of adding co-sponsors to new standalone bills in the 114th Congress.

10. How open is Fort Lewis to having the state provide financial support to assist Native American students to go to other colleges or universities in Colorado?

Fort Lewis College is supportive of Native American education. Absent any specific plan, this is a difficult question to answer. In order to have an official position, we would need to see more details of any specific plan.

**ADDENDUM: OTHER QUESTIONS FOR WHICH SOLELY WRITTEN RESPONSES ARE REQUESTED -
DEPARTMENT OF HIGHER EDUCATION (GOVERNING BOARDS)**

METROPOLITAN STATE UNIVERSITY OF DENVER

1. Does the governing board have any outstanding high priority recommendations as identified in the "Annual Report of Audit Recommendations Not Fully Implemented" that was published by the State Auditor's Office on June 30, 2014? What is the governing board doing to resolve the outstanding high priority recommendations?

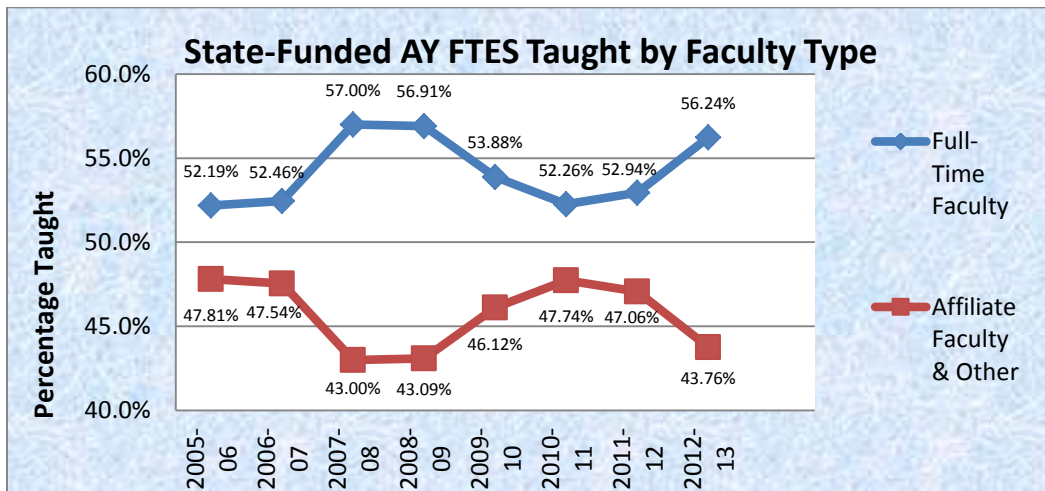
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MSU Denver has no outstanding recommendations from the report, as the recommendation was addressed during fiscal year 2014.

2. What benefits do you offer to adjunct, Teacher Assistants and/or non-tenure track faculty?

Affiliate faculty members are included in a retirement benefit program. Non-tenure-track faculty members who are .50 FTE or greater are eligible for the university benefits package. MSU Denver does not use teaching assistants.

3. What percentage of your credit hours and students are taught by adjunct faculty, teaching assistants, and/or non-tenure track faculty.



4. How many of your adjuncts or non-tenure track faculty and teaching assistants teach 30 or more credit hours in a year?

No adjunct faculty members teach 30 or more credit hours in a year. We do not use teaching assistants at MSU Denver, believing that full-time and highly qualified affiliate faculty are more impactful on our students' success. Non-tenure-track faculty are limited to 30 credit hours per year.

5. Are you limiting the number of credit hours taught by adjunct instructors, teaching assistants, and/or non-tenure track faculty?

Adjunct instructors are limited to 24 credit hours in a year. We do not have any teaching assistants. Full-time, non-tenure-track faculty members are limited to 15 credit hours in the fall and spring and do not teach in the summer.

6. Has your institution completed an oil and gas mineral right agreement? If so, what did your institution receive for a royalty rate and bonus payment? How does this compare to what the State Land Board received for the oil and gas mineral lease royalty rates and bonus payments at the Lowry Bombing Range property? [The total Lowry Range bonus payments were \$137 million paid over 5 years + 20% royalty rate when production starts (within the last month). We think the bonus payment breaks down to about \$6,500 per acre.]

MSU Denver does not have an oil and gas mineral right agreement.

COLORADO MESA UNIVERSITY

1. Does the governing board have any outstanding high priority recommendations as identified in the "Annual Report of Audit Recommendations Not Fully Implemented" that was published by the State Auditor's Office on June 30, 2014? What is the governing board doing to resolve the outstanding high priority recommendations?

[http://www.leg.state.co.us/OSA/coauditor1.nsf/All/1FE335CE3162803F87257D7E00550568/\\$FILE/1422S%20-%20ANNUAL%20REPORT%20OF%20AUDIT%20RECOMMENDATIONS%20NOT%20FULLY%20IMPLEMENTED%20AS%20OF%20JUNE%2030,%202014.pdf](http://www.leg.state.co.us/OSA/coauditor1.nsf/All/1FE335CE3162803F87257D7E00550568/$FILE/1422S%20-%20ANNUAL%20REPORT%20OF%20AUDIT%20RECOMMENDATIONS%20NOT%20FULLY%20IMPLEMENTED%20AS%20OF%20JUNE%2030,%202014.pdf)

CMU does not have any outstanding recommendations.

2. What benefits do you offer to adjunct, Teacher Assistants and/or non-tenure track faculty?

Non-tenure track faculty receive full benefits at 0.75 a full-time faculty load. Adjunct faculty below this threshold receive Recreation Center access, parking permit access, retirement with PERA, and, at 30 working hours defined by the Affordable Care Act (ACA) (not necessarily a full-time faculty teaching load) during an ACA measurement period, health care. CMU does not employ Teacher Assistants.

3. What percentage of your credit hours and students are taught by adjunct faculty, teaching assistants, and/or non-tenure track faculty.

Last year, 67.3% of student credit hours were taught by tenure-track faculty and full-time instructors. 32.7% of student credit hours were taught by adjunct faculty.

4. How many of your adjuncts or non-tenure track faculty and teaching assistants teach 30 or more credit hours in a year?

38 non-tenure-track faculty taught 30 or more credit hours in 2013-2014. All of these faculty were benefits-eligible and therefore had the same benefits as tenure-track faculty.

5. Are you limiting the number of credit hours taught by adjunct instructors, teaching assistants, and/or non-tenure track faculty?

CMU does not have a policy on the maximum number of credit hours individuals can teach (so as not to prevent them from reaching the threshold for health insurance). Assignment of all faculty, including adjuncts, is driven by student demand for courses. As for limiting the percentage of total credit hours generally taught by adjunct faculty, we review this

periodically with our Faculty Senate. We believe that our adjunct faculty bring practical and professional experiences in their field of expertise that results in a more holistic and beneficial educational experience to our students.

6. Has your institution completed an oil and gas mineral right agreement? If so, what did your institution receive for a royalty rate and bonus payment? How does this compare to what the State Land Board received for the oil and gas mineral lease royalty rates and bonus payments at the Lowry Bombing Range property? [The total Lowry Range bonus payments were \$137 million paid over 5 years + 20% royalty rate when production starts (within the last month). We think the bonus payment breaks down to about \$6,500 per acre.]

No.

ADAMS STATE UNIVERSITY

1. Does the governing board have any outstanding high priority recommendations as identified in the "Annual Report of Audit Recommendations Not Fully Implemented" that was published by the State Auditor's Office on June 30, 2014? What is the governing board doing to resolve the outstanding high priority recommendations?

[http://www.leg.state.co.us/OSA/coauditor1.nsf/All/1FE335CE3162803F87257D7E00550568/\\$FILE/1422S%20-%20ANNUAL%20REPORT%20OF%20AUDIT%20RECOMMENDATIONS%20NOT%20FULLY%20IMPLEMENTED%20AS%20OF%20JUNE%2030,%202014.pdf](http://www.leg.state.co.us/OSA/coauditor1.nsf/All/1FE335CE3162803F87257D7E00550568/$FILE/1422S%20-%20ANNUAL%20REPORT%20OF%20AUDIT%20RECOMMENDATIONS%20NOT%20FULLY%20IMPLEMENTED%20AS%20OF%20JUNE%2030,%202014.pdf)

Adams does not have any outstanding high priority recommendations.

2. What benefits do you offer to adjunct, Teacher Assistants and/or non-tenure track faculty?

Adjuncts receive PERA retirement contribution. ASU does not utilize Teacher Assistants, and any full-time non-tenure track faculty receive the same benefits of as full-time tenure track faculty.

3. What percentage of your credit hours and students are taught by adjunct faculty, teaching assistants, and/or non-tenure track faculty.

Approximately 10% of our credit hours on campus are taught by adjunct faculty.

4. How many of your adjuncts or non-tenure track faculty and teaching assistants teach 30 or more credit hours in a year?

Only 2 or 3 adjunct faculty teach more than 30 credit hours in an academic year.

No.

5. Are you limiting the number of credit hours taught by adjunct instructors, teaching assistants, and/or non-tenure track faculty?

No.

6. Has your institution completed an oil and gas mineral right agreement? If so, what did your institution receive for a royalty rate and bonus payment? How does this compare to what the State Land Board received for the oil and gas mineral lease royalty rates and bonus payments

at the Lowry Bombing Range property? [The total Lowry Range bonus payments were \$137 million paid over 5 years + 20% royalty rate when production starts (within the last month). We think the bonus payment breaks down to about \$6,500 per acre.]

No.

FORT LEWIS COLLEGE

1. Does the governing board have any outstanding high priority recommendations as identified in the "Annual Report of Audit Recommendations Not Fully Implemented" that was published by the State Auditor's Office on June 30, 2014? What is the governing board doing to resolve the outstanding high priority recommendations?

[http://www.leg.state.co.us/OSA/coauditor1.nsf/All/1FE335CE3162803F87257D7E00550568/\\$FILE/1422S%20-%20ANNUAL%20REPORT%20OF%20AUDIT%20RECOMMENDATIONS%20NOT%20FULLY%20IMPLEMENTED%20AS%20OF%20JUNE%2030,%202014.pdf](http://www.leg.state.co.us/OSA/coauditor1.nsf/All/1FE335CE3162803F87257D7E00550568/$FILE/1422S%20-%20ANNUAL%20REPORT%20OF%20AUDIT%20RECOMMENDATIONS%20NOT%20FULLY%20IMPLEMENTED%20AS%20OF%20JUNE%2030,%202014.pdf)

Fort Lewis College does not have any outstanding recommendations.

2. What benefits do you offer to adjunct, Teacher Assistants and/or non-tenure track faculty?

In addition to benefits such as retirement, workers comp, unemployment, and employee assistance, non-tenured faculty with ongoing contracts must be at least 0.50 FTE and adjunct faculty must teach more than 10 credit hours per semester to be eligible for health and dental insurance. The Affordable Care Act requires those working over 30 hours per week to be provided health insurance benefits. Adjunct faculty health insurance eligibility is evaluated on a semester by semester basis giving credit of 2.75 hours for every credit hour taught.

3. What percentage of your credit hours and students are taught by adjunct faculty, teaching assistants, and/or non-tenure track faculty.

In FY 2013-14, approximately 39% of credit hours were taught by adjunct faculty, teaching assistants, and/or non-tenure track faculty.

4. How many of your adjuncts or non-tenure track faculty and teaching assistants teach 30 or more credit hours in a year?

Fort Lewis College has no adjuncts, non-tenure track faculty or teaching assistants that teach more than 30 credits per year.

5. Are you limiting the number of credit hours taught by adjunct instructors, teaching assistants, and/or non-tenure track faculty?

Academic administration does not limit the number of credit hours taught by adjunct except for concern with the ability to provide quality education.

6. Has your institution completed an oil and gas mineral right agreement? If so, what did your institution receive for a royalty rate and bonus payment? How does this compare to what the State Land Board received for the oil and gas mineral lease royalty rates and bonus payments at the Lowry Bombing Range property? [The total Lowry Range bonus payments were \$137 million paid over 5 years + 20% royalty rate when production starts (within the last month). We think the bonus payment breaks down to about \$6,500 per acre.]

Fort Lewis College does not participate in any oil and gas mineral right agreements.

WESTERN STATE COLORADO UNIVERSITY

1. Does the governing board have any outstanding high priority recommendations as identified in the "Annual Report of Audit Recommendations Not Fully Implemented" that was published by the State Auditor's Office on June 30, 2014? What is the governing board doing to resolve the outstanding high priority recommendations?

[http://www.leg.state.co.us/OSA/coauditor1.nsf/All/1FE335CE3162803F87257D7E00550568/\\$FILE/1422S%20-%20ANNUAL%20REPORT%20OF%20AUDIT%20RECOMMENDATIONS%20NOT%20FULLY%20IMPLEMENTED%20AS%20OF%20JUNE%2030,%202014.pdf](http://www.leg.state.co.us/OSA/coauditor1.nsf/All/1FE335CE3162803F87257D7E00550568/$FILE/1422S%20-%20ANNUAL%20REPORT%20OF%20AUDIT%20RECOMMENDATIONS%20NOT%20FULLY%20IMPLEMENTED%20AS%20OF%20JUNE%2030,%202014.pdf)

Western does not have any outstanding audit recommendations.

2. What benefits do you offer to adjunct, Teacher Assistants and/or non-tenure track faculty?

Western does not employ graduate students as Teacher Assistants, and all non-tenure track faculty are referred to as "temporary lecturers", including adjuncts. Adjunct faculty who teach 50% time (15 credits) receive full benefits, including health and dental insurance and a retirement plan. These faculty members also make a higher salary, based on a percentage of the full time salary (\$38,000 median full time salary) rather than our per credit rate. Our per credit rate for adjuncts less than 50% is \$1000 per credit for faculty holding master's degrees, and \$1,100 per credit for faculty with terminal degrees.

3. What percentage of your credit hours and students are taught by adjunct faculty, teaching assistants, and/or non-tenure track faculty.

35% of Western's credit hours are taught by adjunct and non-tenure track faculty, likely reaching 100% of full time students in at least one of their courses.

4. How many of your adjuncts or non-tenure track faculty and teaching assistants teach 30 or more credit hours in a year?

21 undergraduate faculty (13.5%) are full time at 30 credits and 8 graduate faculty (33% of graduate faculty); Western also has two additional endowment funded full time non-tenure track faculty, one graduate and one undergraduate.

5. Are you limiting the number of credit hours taught by adjunct instructors, teaching assistants, and/or non-tenure track faculty?

Yes, by Trustees policy, 30 credits annually is the limit for all faculty. Western does not have graduate student teaching assistants who teach or lead courses. Barring exceptional circumstances, all temporary faculty are strictly held to the 30 credit limit, while tenured and

tenure-track faculty are allowed a maximum of 3 credits overload beyond the 30 credit limit on a yearly basis.

6. Has your institution completed an oil and gas mineral right agreement? If so, what did your institution receive for a royalty rate and bonus payment? How does this compare to what the State Land Board received for the oil and gas mineral lease royalty rates and bonus payments at the Lowry Bombing Range property? [The total Lowry Range bonus payments were \$137 million paid over 5 years + 20% royalty rate when production starts (within the last month). We think the bonus payment breaks down to about \$6,500 per acre.]

Western has no mineral right agreements.