

SECTION I

PART F ADMISSIONS STANDARDS POLICY

1.00 Introduction

Colorado Revised Statute 23-1-113 authorizes the Colorado Commission on Higher Education (Commission) to establish academic admissions standards for first-time and transfer students' at all state-supported baccalaureate and graduate institutions of higher education in the state. The Commission is also required to review and revise these standards.

Colorado's groundbreaking 2008 Preschool to Postsecondary Education Alignment Act, more commonly known as the Colorado Achievement Plan for Kids, or CAP4K, requires that the Commission review and align the admissions standards policy with the postsecondary and workforce readiness description, adopted by the Commission and the State Board of Education in 2009. Subsequent legislation (HB 12-1155) further requires the Commission to ensure that academic admissions standards are aligned with the state's remedial education policy and allows the Commission, in developing new admissions standards, to take into account the rigor of a student's high school courses.

In 2012, within context of increased emphasis on P-20 alignment, the Commission adopted Colorado Competes, the Master Plan for higher education. The Master Plan established four state-wide goals for higher education in Colorado: (1) increase attainment of credentials and degrees; (2) improve student success; (3) enhance access to post-secondary education while reducing attainment gaps among students from underserved communities; and (4) develop resources to allow institutions of higher education to meet enrollment demands while promoting affordability, accessibility and efficiency. The Master Plan reflects a shift in higher education policy in Colorado from inputs – that is, enrollment – to outputs – student progress and success. With the completion of negotiated performance contracts, institutions are held accountable not just for the number of students they enroll, but also, how students persist and succeed through to a degree.

This Admissions Standards Policy directly supports this shift in focus from enrollment to student success. The policy seeks to align postsecondary admissions and remedial education expectations

with high school graduation requirements. Further, the policy increases flexibility for institutions to determine their own specific admissions requirements and increases the number of tools they may use to do so. The policy presupposes that institutions will develop admissions requirements and admit students whom they are best able to serve reflecting their statutory role and mission (see section 5.0 of this policy). In this sense, this policy represents a move to reflect what institutions are doing in practice and to better serve students.

To ensure that the Admissions Standards Policy continues to meet state goals and priorities, the Commission will review the policy every three years or as required to determine any appropriate revisions. The Commission's admissions standards are intended to be minimum requirements for consideration at four-year institutions. Meeting the Commission's admissions standards does not guarantee admission to any student at any institution, as institutions consider a broad range of factors in making admissions decisions.

This policy is comprised of the following sections:

- 1.00 Introduction
- 2.00 Statutory Authority
- 3.00 Policy Goals
- 4.00 Admissions Standards
 - First-time Admissions Standards
 - Postsecondary and Workforce Readiness Endorsed Diploma Admissions Guidelines
 - Transfer Admissions Standards
- 5.00 Public Institutions' Roles and Missions
- 6.00 Data Reporting and Analysis
- 7.00 Communication with Prospective Students
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- 9.00 In-State and Out-of-State Enrollment Standards
- 10.00 Policy Background
- 11.00 Guiding Policies

2.00 Statutory Authority

23-1-113. Commission directive - admission standards for baccalaureate and graduate institutions of higher education - policy - definitions
(1) (a) The commission shall establish and the governing boards shall implement academic admission standards for first-time freshmen and transfer students at all state-supported baccalaureate and graduate institutions of higher education in the state. The commission shall establish and may subsequently review and amend the standards after consultation with the governing boards of institutions. The academic admission standards for students who do not have in-state status, as determined pursuant to section 23-7-103, shall equal or exceed those established for determining admission of in-state students.

3.00 Policy Goals

Through this policy, the Commission intends to provide an opportunity for all qualified individuals to attend and succeed at a Colorado public higher education institution by:

1. Informing prospective students regarding the recommended ways to academically prepare for postsecondary education in Colorado.
2. Requiring that four-year institutions admit only students who are academically prepared, as defined in Colorado's remedial education policy, unless that institution can adequately support the student with Supplemental Academic Instruction.
3. Requiring institutions to establish and clearly communicate to prospective students and affiliated constituents performance-based admissions standards that reflect the institutional role and mission and which align to the following:
 - a. Colorado Department of Education's high school graduation guidelines (Colorado Academic Standards) per C.R.S. 23-1-113(1.5);
 - b. Colorado Guaranteed Transfer and statewide articulation agreements;
 - c. Colorado Remedial Education Policy; and
 - d. Appropriate alternative pathways.
4. Encouraging diversity by encouraging the admissions of applicants from underrepresented groups, applicants with special talents and applicants with other unique circumstances while ensuring their ability to succeed.
5. Allowing institutional flexibility in making admissions decisions that will lead to each institution meeting its enrollment, persistence and completion rates and the state meeting statewide goals.

4.00 Admissions Standards

4.01 First-time Admissions Standards

Starting with the senior year class of 2016, these first-time admissions standards apply to all new first-time applicants and to transfer applicants with fewer than 24 college-level semester credit hours completed from a regionally accredited institution at the point of application, except first-time and transfer applicants who meet one of the admissions standards exemptions listed in section 4.04.

4.01.01 College-Readiness Requirement

Students admitted to four-year institutions must be college-ready as defined by the state's Remedial Education Policy (Commission Policy section I Academic Affairs Statewide Remedial Education Policy part E). Institutions may admit students scoring below the cut score and place them in college-level courses with Supplemental Academic Instruction (SAI) based on the institution's secondary evaluation process (Commission Policy section I Academic Affairs Policy And Procedures For Authorization Of A State Institution Of Higher Education To Provide Supplemental Academic Instruction part W). Institutions must select one or more of the following nationally normed and validated assessments of college-readiness in English and mathematics:

Assessment Test	English Subscore	Math Subscore
ACT	18	19
SAT*		
PARCC**	TBD	TBD
SBAC**	TBD	TBD

* SAT subscores are being researched by the Department and will be added.

** Partnership for Assessment of Readiness for College and Careers (PARCC) and Smarter Balanced instruments are currently being deployed and field-tested nationally and by the Colorado Department of Education in an effort to implement and assess statewide college and career readiness standards for students. The research and validation studies will be available by 2016-17, at which point Colorado institutions of higher education will begin to utilize the approved college readiness scores.

Institutions enrolling students below college-ready as defined above who are not served through SAI must report to the Commission by December 31st of that year on the number of students, how the institution is supporting those students and how enrolling those students is consistent with the institution's role and mission (see section 5.00 of this policy).

4.01.02 Development of Institutional Admissions Policy -- Academic Performance Indicators

In addition to determining college-readiness as described above, institutions shall each develop individual minimum admissions standards using academic performance indicators. Academic performance indicators are defined in C.R.S. 23-1-113. For the purposes of the Colorado Admissions Standards, institutions must use at a minimum all three of the following indicators as **first-time admissions academic performance indicators**:

- Assessment scores;
- Grade point average (GPA); and
- Rigor.

4.01.02.01 Assessment Scores

The first academic performance indicator institutions will use is the assessment score. Institutions may use either SAT or ACT; or PARCC or Smarter Balanced when validated.

4.01.02.02 Grade Point Average (GPA)

Institutions will set a performance indicator using high school cumulative GPA. Institutions will accept the GPA reported on the high school transcript. All GPA's will be correlated to a 4.0 scale. Students entering without a GPA will not be given a GPA proxy, and will be evaluated using assessment scores and rigor.

4.01.02.03 Rigor

The third indicator institutions will use as an academic performance indicator is rigor of high school coursework. Research indicates the best preparation for success in college is for a student to take a rigorous high school curriculum. Institutions can assess rigor in multiple ways, including the following:

- A. Completed high school core-content courses. Strong preparation in English and mathematics is highly recommended for all college-bound students. Students also should complete significant core-content coursework in natural sciences, social sciences, world languages, and academic electives:
- B. Quantity and quality of high school core-content courses completed:
- C. Successful completion of Advanced Placement courses, International Baccalaureate courses or gtPathways concurrent enrollment courses (grades of "C-" or better):
- D. High school senior year coursework. Students are strongly encouraged to take the most rigorous courses available to them and consistent with their academic abilities. Additionally, students may be evaluated on the rigor of the courses selected compared to the rigor of courses available.
- E. High School courses in a chosen career path. Students are recommended to take high school courses relevant to their career path.

4.01.02.04 Submission of Institutional Standards to Commission

Following adoption of this policy, institutions are required to establish and submit to the Commission for approval minimum admissions standards by December 1, 2014. Institutions will submit minimum admissions standards in a format to be determined by the Department in consultation with the institutions. Institutions may submit changes to their standards at any time in the future provided the proposed standards are accompanied by a report from the institution providing a justification for the change, to include at a minimum how the change in standards will enable to the institution to continue to or better serve students according to its role and mission.

4.01.02.05 Review by the Commission

The Commission will review each institution's proposed standards and provide within 60 days either a notice of approval or a request for further information.

4.01.03 Students required to meet First-time Admissions Standards

4.01.03.01 Students who leave high school before graduating, earn a high school equivalency degree and apply to a four-year institution are subject to High School Equivalency Exam requirements, assessment scores and rigor performance indicators.

4.01.03.02 Home-schooled students.

4.01.03.03 Students admitted to degree and certificate of completion programs offered through the Colorado Statewide Extended Studies Program.

4.01.03.04 Applicants who wish to enroll in a degree or certificate of completion program offered either through the Statewide Extended Studies Program, the Off-Campus State-Funded Program or under the authority as a Regional Education Provider shall meet exactly the same institutional requirements for admissions that are applied to students enrolling on campus.

4.01.03.04.01 A student who has been formally admitted to the institution may enroll in courses through the Statewide Extended Studies Program and apply the credits toward a degree. These students are advised to regularly consult with the institution to ensure that the credits earned fulfill degree requirements.

4.01.03.04.02 Non-degree seeking students age 21 and younger who apply for formal admissions at the same institution at which they enrolled/completed non-degree coursework are required to meet the first-time admissions standards regardless of credit hours earned.

4.01.04 High School Equivalency Exam

Students without a high school diploma will need to provide a high school equivalency exam score. Each institution will determine their minimum high school equivalency exam scores and submit to the Commission for approval. Institutions will accept General Education Development (GED), versions 1988, 2002, and 2014 (once the GED 2014 version is validated). Other high school equivalency exams will be accepted as the

Colorado Department of Education deems appropriate. This route to admissions is only available to students without a high school diploma.

4.02 Postsecondary and Workforce Readiness Endorsed Diploma Admissions Guidelines

C.R.S. 23-1-113 authorizes the Commission to establish guidelines on admissions practices for students receiving a Postsecondary and Workforce Readiness (PWR) Endorsed Diploma. The Postsecondary and Workforce Readiness Endorsed Diploma criteria can be found at <http://www.cde.state.co.us/secondaryinitiatives/hsdiplomaendorsement>.

Open, modified open and moderately selective institutions (Institution Selectivity in section 5.00) shall have as part of their admissions policies that students with a Postsecondary and Workforce Readiness Endorsed diploma are guaranteed admission.

Selective and highly selective institutions shall have as part of their admissions policies that students with a Postsecondary and Workforce Readiness Endorsed diploma will receive priority consideration.

A forthcoming policy modification will specify how institutions will treat the PWR Endorsed Diploma in the admissions process. The Department will develop guidelines in consultation with institutions by spring 2014.

4.03 Transfer Admissions Standards

In accordance with the Commission Academic Affairs Policy section I Statewide Transfer Policy (gtPathways) part L, a transfer student is defined as an applicant who has successfully completed college-level coursework at another regionally accredited institution after completion of high school or after earning a high school equivalency degree. College-level courses include credit-bearing courses at or above the 100/1000 level and therefore exclude remedial and college preparatory coursework.

Starting fall of 2016, the transfer student admissions standard will apply to all degree-seeking undergraduate transfer applicants with 24 or more college-level semester credit hours completed at the point of application who do not meet one of the exemptions listed in this policy (section

4.04).

4.03.01 Development of Institutional Admissions Policy - Academic Performance Indicators

The admission standards established in C.R.S. 23-1-113 for transfer students require the Commission to use college academic performance indicators as the eligibility criteria for admitted transfer students. The **transfer admissions standards academic performance indicators** are:

- Cumulative grade point average (GPA) from all previous college-level coursework completed at regionally accredited institutions,
- 24 or more college-level semester credit hours completed,
- Successful completion of basic skills courses, and
- *High school record (for transfer students with fewer than 24 college-level semester credit hours completed at the point of application).*

4.03.02 Coursework Requirement

Students admitted to four-year institutions as transfer students must have completed all remedial coursework. Transfer students should complete pathways or equivalent courses in a range of academic subjects, especially college-level English composition and mathematics, before applying to transfer to another institution.

4.03.03 Development of Minimum Transfer GPA

In addition to students having completed all remedial coursework as described above, institutions shall each develop a student's minimum cumulative grade point average (GPA) from all previous college-level coursework completed at regionally accredited institutions.

4.03.03.01 Submission of Minimum GPA to Commission

Following the adoption of this policy, institutions are required to establish and submit to the Commission for approval a minimum transfer GPA by December 1, 2014. Institutions will submit minimum transfer GPAs in a format to be determined by the

Department in consultation with the institutions. Institutions may submit changes to their minimum transfer GPA at any time in the future provided the proposed change is accompanied by a report from the institution providing a justification for the change, to include at a minimum how the change in GPA will enable to the institution to continue to or better serve students according to its role and mission.

4.03.03.01 Review by Commission

The commission will review each institution's proposed minimum GPA and provide within 60 days either a notice of approval or a request for further information.

4.03.04 Guaranteed Transfer Admissions

Applicants who have completed an Associate of Arts (AA) or Associate of Sciences (AS) degree from a regionally accredited Colorado two-year institution will be guaranteed admissions at most* Colorado public four-year institutions provided the student meets the minimum transfer GPA standard, has completed all courses with a grade of C- or better and a two-year institution is the last institution attended prior to transfer.

Admissions to an institution does not guarantee enrollment in a specific degree program. Institutions may have controlled entry due either to space limitations or academic requirements. Students who complete an AA or AS degree concurrent with high school may qualify for guaranteed admissions to an institution, and subsequently may be held to additional criteria for determining students eligibility for specific degree programs. These students will be reported as first-time applicants and may be held to additional institutional expectations of first-time applicants.

**Colorado School of Mines does not participate in the guaranteed transfer admissions because of the specialized nature of its academic programs and limited opportunities to begin in a liberal arts or other more general program of study.*

4.04 Applicants Exempt from all Admissions Standards

The following undergraduate applicants are exempt from the Commission's admissions first-time standards and transfer standards.

4.04.01 Degree-seeking applicants:

4.04.01.01 Who have a foreign (non-U.S.) transcript. The Commission directs the individual institutions to evaluate, to the best of their ability, the non-United States credentials presented by the student to ensure that they are of an equivalent level to those students admitted under the Commission's standards.

4.04.01.02 Who have already completed a baccalaureate degree.

4.04.01.03 Who have applied to the two-year role and mission component of a four-year institution.

4.04.02 Applicants enrolled as non-degree seeking students are exempt from the first-time admissions standards. This includes but is not limited to summer-only enrollment; formal Colorado Consortium exchange programs with a planned enrollment for one year or less; and those who have not been formally admitted to an institution and who wish to enroll in any off-campus coursework not offered as part of a complete off-campus degree program.

4.04.03 Students who completed 24 or more college-level semester credit hours while enrolled in early or middle college in which the student successfully concurrently earned a high school diploma and associate of arts or associate of sciences degree. Qualified students will be subject to the transfer admissions standards, but counted as first-time students for reporting purposes.

4.04.04 Applicants who are age 23 or older and/or have been out of school for five or more years are not held to these admissions standards and can be evaluated according to institutional policies.

4.05 Two-year and Four-year Role and Mission Institutions

Students may be admitted at Adams State University in either a two-year or a four-year program or at Colorado Mesa University or Western Colorado Community College (the community college division of Colorado Mesa University). Those admitted to a four-year program as first-time students must meet the first-time admissions standards. Students whose only college work has been completed concurrent with high school, regardless of the number of credits, are subject to the first-time admissions standards, though all college coursework will be evaluated for transferability according to institutional and Colorado

statewide transfer policies for admissions to the two-year or four-year program. Students enrolled into the two-year programs who seek to transfer to the four-year program must meet the Commission's and institutions transfer admissions standards in order to be eligible for transfer.

5.00 Public Institutions' Roles and Missions

Institutions roles and missions are as follows:

23-20-101 (1) (a) The Boulder campus of the University of Colorado shall be a comprehensive graduate research university with selective admission standards

(b) The Denver campus of the University of Colorado shall be an urban comprehensive undergraduate and graduate research university with selective admission standards

(c) The Colorado Springs Campus of the University of Colorado shall be a comprehensive university with selective admission standards

23-30-124 . . . Colorado State University – global campus shall be a baccalaureate and graduate online university with the mission in offering upper division baccalaureate degree-completion programs for nontraditional students

23-31-101 . . . Colorado State University shall be a comprehensive graduate research university with selective admission standards

23-40-101. . . . The University of Northern Colorado shall be a comprehensive baccalaureate and specialized graduate research university with selective admission standards

23-41-105 . . . The School of Mines shall be a specialized baccalaureate and graduate research institution with high admission standards

23-55-101 . . . Colorado State University-Pueblo which shall be a regional, comprehensive institution with moderately selective admission standards.

23-51-101 . . . Adams State University, which shall be a general baccalaureate institution with moderately selective admission standards.

23-52-102 . . . Fort Lewis College, which shall be a public liberal arts institution, with selective admission standards.

23-53-101 . . . Colorado Mesa University, which shall be a general baccalaureate institution with selective admission standards.

23-54-101 . . . Metropolitan State University of Denver, which shall be a comprehensive baccalaureate institution with modified open admission standards; except that non-traditional students, as defined by the Colorado Commission on Higher Education after consultation with the Board of Trustees of the Consortium of State Colleges, who are at least twenty years of age shall only have an admission requirement of a high school diploma, a GED high school equivalency certificate, or the equivalent thereof.

23-56-101 . . . Western State Colorado University shall be a general baccalaureate institution with moderately selective admission standards.

23-60-201 . . . A state system of community and technical colleges . . . offers a broad range of general, personal, vocational, and technical education programs. No college shall impose admission requirements upon any student.

23-1-113.3 . . . Aims Community College and Colorado Mountain College shall be two-year local district colleges with open admission standards.

Institution Selectivity per Colorado Revised Statute

Institution	Selectivity
Community Colleges	Open admission standards
Metropolitan State College	Modified open admission standards
Colorado State University, Pueblo	Moderately selective admission standards
Adams State University	Moderately selective admission standards
Western State College	Moderately selective admission standards
University of Colorado Boulder	Selective admission standards
University of Colorado Denver	Selective admission standards
University of Colorado Colorado Springs	Selective admission standards
Colorado State University	Selective admission standards
University of Northern Colorado	Selective admission standards
Fort Lewis College	Selective admission standards
Colorado Mesa University	Selective admission standards
Colorado School of Mines	Highly selective admission standards

6.00 Data Reporting and Analysis

Institutions shall report annually all undergraduate first-time and transfer applicants, including those for summer terms, to the Commission on the SURDS Undergraduate Applicant File. SURDS data will be used to monitor the compliance of institutions with the Commission's admissions standards and to evaluate the impact of the policy on institutions and students. An institution must keep at least one, complete, prior year of files and records to document admissions decisions.

Each spring, using SURDS data, the Department will prepare an annual report on institutional performance to include the retention of first-time and transfer students. The Commission will monitor and report this data, along with admissions, enrollment, retention and completion of different student populations, including resident/non-resident status, students receiving financial aid, by type and level, and background characteristics such as gender and ethnicity. Data will be reported by institution for in-state and out-of-state students and will be reported by high school and school district level for in-state students, per C.R.S. 23-1-108.

The Commission then will formally review the report and monitor institutions performance. The Commission will rely on the performance contracts policy when evaluating the effectiveness of this policy. The Commission will also reconsider the question of whether the ultimate standards designated under this policy should be retained or modified and whether the implementation

schedule should continue.

7.00 Communicating with Prospective Students

To enable students to understand which institutions they are best suited for, beginning spring 2015 and every spring thereafter, each institution shall compile and publish a quantitative and qualitative description of the mid 50 percent of its most recently enrolled class. The presentation shall use the institution's academic performance indicators approved by the Commission (including assessment scores, GPA and rigor) and any other indicators the institution use to evaluate the admissibility of students. This information must be public and easily accessible to potential students. College in Colorado, a division of the Department of Higher Education, shall compile this information in an annual summary for statewide distribution.

8.00 Window

Colorado Revised Statute 23-1-113 allows each institution to admit students, up to a number not exceeding 20 percent, who do not meet their minimum academic standards, both first-time and transfer.

9.00 In-State and Out-of State Enrollment Standards

Colorado Revised Statute 23-1-113.5 states, "It is the intent of the General Assembly that all state-supported institutions of higher education operate primarily to serve and educate the people of Colorado." Standards for out-of-state students must equal or exceed those for in-state students per C.R.S. 23-1-113 (1) (a). Not less than 55 percent of the incoming first-year class at each state-supported institution of higher education shall be in-state students per 23-1-113.5. The Department, working with institutional research representatives, will determine the calculation to monitor the in-state percentages per institution. The Department will include the in-state calculations in the annual admissions and enrollment report.

10.00 Policy Background

The original admissions standards policy was adopted by the Commission in 1986 and was implemented the following year. In 1987, the Commission established state-level admissions standards for first-time entering undergraduates and transfer students at each of Colorado's

baccalaureate-granting public institutions. The standards established for an entering freshman were based on the calculation of an admissions index. The index had two components: a student's high school performance (i.e., high school grade point average or class rank) and performance on a standardized test. For an undergraduate transferring from another institution, the standard's criterion was a specific GPA.

Changes made in 2008 reflect a significant addition for applicants who graduate high school after spring 2008. In addition to defining institutional admissions indices for first-time students and grade point averages for entering undergraduate transfers, the standards expanded to require a stronger higher education admissions requirement so that students seeking admissions to four-year public institutions of higher education were ready to progress successfully in higher education. This policy articulated and required a particular curriculum to be met by first-time entering undergraduates who graduated from high school in spring 2008 or later. Beginning with students graduating from high school in spring 2010, students had to complete a fourth unit of mathematics (including at least courses that are the equivalent of Algebra I, Geometry and Algebra II), and one unit of foreign language and academic course units had to total 17.

<u>Academic Area</u>	<u>2008/2009</u>	<u>2010</u>
English	4 Units	4
Mathematics	3 Units	4
Natural Science	3 Units	3
Social Science	3 Units	3
World Languages	Not	1 Unit
Academic Electives	2 Units	2
TOTAL	15 Units	17 Units

Note: An academic unit, often referred to as a Carnegie unit, is equivalent to one full school year of credit in a specific subject.

Prior to the adoption of this revised policy in 2013, at least 80 percent of an institution's fiscal year admitted students had to meet the appropriate Commission first-time or transfer admissions standard. Each institution was allowed to admit students who did not meet the Commission admissions standards up to a number not exceeding 20 percent of the admitted pool of students. This pool, often referred to as "the admissions window," provided institutional

flexibility in admitting promising students who met institutionally established criteria but not the Commission's numerical standards.

11.00 Guiding Policies

Statute directs the Commission to align this policy with other state-wide policies including CDE-determined graduation guidelines.

C.R.S. 23-1-113 1.5 instructs the Commission to align the Remedial Education Policy and the Admissions Standards Policy.

C.R.S. 23-1-113 (1.5) (a) (I) The commission shall establish and the governing boards shall implement a policy pursuant to [section 23-1-113.3](#) to identify matriculated students who need basic skills courses in English and mathematics and standards and procedures whereby state institutions of higher education may offer basic skills courses as provided in [section 23-1-113.3](#). The commission, in consultation with the governing boards, shall ensure that the policy aligns with the admission policy adopted pursuant to subsection (1) of this section. In identifying the standards for basic skills, the commission may differentiate requirements for mathematics based on the prerequisite skills needed for required courses within a student's declared program of study.

(II) As part of the policy established pursuant to this paragraph (a), the commission may authorize a state institution of higher education to provide supplemental academic instruction even though the institution is not authorized to provide basic skills courses pursuant to [section 23-1-113.3](#). The institution may receive stipend payments from the state pursuant to [section 23-18-202](#) on behalf of an eligible undergraduate student, as defined in [section 23-18-102 \(5\)](#), who is enrolled in a college-level course that includes supplemental academic instruction.(II) As part of the policy established pursuant to this paragraph (a), the commission may authorize a state institution of higher education to provide supplemental academic instruction even though the institution is not authorized to provide basic skills courses pursuant to [section 23-1-113.3](#). The institution may receive stipend payments from the state pursuant to [section 23-18-202](#) on behalf of an eligible undergraduate student, as defined in [section 23-18-102 \(5\)](#), who is enrolled in a college-level course that includes supplemental academic instruction.

...

(4) The commission shall work with the state board of education to align the academic admission standards established pursuant to this section with the guidelines for high school graduation requirements developed pursuant to [section 22-2-106 \(1\) \(a.5\)](#), C.R.S. Any revised academic admission standards shall be implemented no later than the selection of the freshman class of fall 2012.