



CO L O R A D O

**Colorado Commission on
Higher Education**

Department of Higher Education

CCHE AGENDA

October 24, 2016 – 1:00 pm

Aims Community College

Cornerstone Building, 5401 W 20th St

Greeley, CO 80634

CALL-IN NUMBER: 1-877-820-7831

PARTICIPANT CODE: 128479#



Colorado Commission on Higher Education

October 24th – 1:00 pm

Aims Community College
Cornerstone Building, 5401 W 20th St
Greeley, CO 80634

- 1:00-2:00pm **I. Opening Business – (60 minutes)**
- A. Attendance
 - B. Welcome by Dr. Leah Bornstein, President of Aims Community College
(20 minutes)
 - C. Approval of the Minutes for the September 1, 2016 Commission Meeting
 - D. Reports
 - i. Chair
 - ii. Vice Chair
 - iii. Commissioners
 - iv. Commission Standing Committees
 - v. Advisor Reports
 - E. Executive Director Report
 - F. Public Comment
- 2:00-2:05pm **II. Consent Items (5 minutes)**
- A. Recommend Approval of the 2017 Commission Meeting Schedule –
Suzanne Stark
 - B. Suggested Amendments to CCHE Policy to Incorporate Statutory Name
Changes for Area Technical Colleges and Local District Colleges –
Kachina Weaver
 - C. Recommend Re-approval of Fort Lewis College Facility Master Plan
Validation – *Cat Olukotun*
 - D. Recommendation for Approval of Degree Authorization Act Policy
Amendments – *Heather DeLange*
 - E. Recommend Authorization to Offer Supplemental Academic Instruction
at Colorado Mesa University – *Dr. Ian Macgillivray*
 - F. Recommend Approval of Computer Engineering Degrees at Colorado
State University—*Dr. Ian Macgillivray*
- 2:05 –2:35pm **III. Presentation (30 minutes)**
- A. FY2016-17 Budget Outlook – *Erick Scheminske, Deputy Director of the
Office of State Budget and Planning*
- 2:35 – 2:45pm **IV. Discussion Item (10 minutes)**
- A. CCHE Policy I, E: Statewide Remedial Education Policy Revisions— *Dr.
Ian Macgillivray*



- 2:45 – 4:15pm **V. Action Item (90 minutes)**
- A. FY 2018-19 State Budget Package – *Todd Haggerty, Acting Chief Finance Officer; Tonya Covarrubias, Lead Finance Analyst; Andrew Rauch, Lead Finance Analyst; and, Catherine Olukotun, Lead Finance Analyst*
- i. General Fund Budget Request
- ii. Higher Education Allocation Formula
- iii. Tuition Policy
- iv. State Funded Capital Projects and Priority List
- 4:15 – 5:00pm **VI. Revisiting the CCHE Master Plan (45 minutes) - Kachina Weaver, Chief Policy Officer; Diane Duffy, Chief Operating Officer; Dr. Beth Bean, Chief Research Officer; Inta Morris, Chief Advocacy & Outreach Officer; Todd Haggerty, Acting Chief Financial Officer; Dr. Tim Flanagan, Chief Student Success & Academic Affairs Officer**

**Minutes of the Colorado Commission on Higher Education (CCHE) Meeting
CSU Pueblo
September 1, 2016**

I. OPENING BUSINESS

Chairman Monte Moses called the meeting to order at 1:00pm

A. Attendance

Chairman Moses, Commissioners John Anderson, Maia Babbs, Mary Beth Buescher, Renny Fagan, Cassie Gannett, Jeanette Garcia, Vanecia Kerr, Tom McGimpsey and Paula Sandoval attended the meeting.

Also in attendance were CCHE Advisory Committee members Wayne Artis, Mark Cavanaugh, Barbara Morris and Melissa Wagner.

B. Minutes

Commissioner Babbs moved to approve the minutes of the August 4, 2016 CCHE meeting. The motion was seconded by Commissioner Buescher and passed unanimously.

C. Welcome and Presentation

Dr. Lesley DiMare, President of CSU Pueblo, welcomed the Commissioners to the campus and gave a presentation on how the campus, a Hispanic Serving Institute, promotes diversity and inclusion.

The highlights included:

- Strategic financial aid packaging
- Merit scholarships
- Curriculum development
- Staffing initiatives
- Community partnerships

D. Executive Director Report

Acting Executive Director Donna Lynne advised the Commission that she had been traveling around the state visiting institutions since the August Retreat for her own education. Some of these visits were to present Colorado Opportunity Scholarship awards. Lt. Governor Lynne noted that there were campus free speech concerns voiced by some of the institution's CEOs. She also reported on a number of tasks the department has been working on since the retreat, such as the

preparation of the DHE legislative agenda, the higher education budget for FY2017-18 and submission for the Governor's State of the State address.

The Lt. Governor also informed the Commission of the private, for-profit school, ITT, was closing.

E. Public Comment

Mr. Frank Waterous, Senior Policy Analyst at the Bell Policy Center, addressed two of the items on the agenda: 1) the Definition of Unaccompanied Homeless Youth item, which the Center endorses. They believe it can break the cycle of poverty by moving to a more stable future by obtaining a college education; and 2) the Master Plan discussion. Given the Center's focus on post-traditional adult students, they were pleased to have staff recognize that overall success is dependent upon post-traditional adult learners in the state. He urged staff to be mindful about how policies and programs in all areas address the special talents and needs of the adult student

II. Consent Items

- A. Degree Authorization Act – Recommendation for the Renewal of Provisional Authorization – Heather DeLange**
- B. Degree Authorization Act – Fox Institute for Creation Spirituality – Request for Authorization as a Seminary/Religious Training Institution - Heather DeLange**
- C. Recommend Approval of FTE Reporting Policy, Red Line Edit - Emily Burns**
- D. Recommend Approval of Minor Changes and Updates to the Current and New Admission Policies – Carl Einhaus**
- E. Recommend Approval of Ph.D. in Communication at Colorado State University – Ian Macgillivray**
- F. Recommend Approval of COF Eligibility and Student FTE for Extended Studies Programs for FY2017 – Ian Macgillivray**
- G. FY 2017-2018 Student Budget Parameters – Andrew Rauch**

Commissioner McGimpsey moved to approve consent items A through G. The motion was seconded by Commissioner Gannett and unanimously passed.

III. Presentation

- A. Five-Year Review of the CCHE Master Plan –**Department Staff provided a presentation recapping the current Mater Plan goals and Colorado's progress with them. Commissioners discussed the current goals and affirmed their support for them and that they continue to be relevant and appropriate, understanding that some of the data around them will likely change as the revisiting of the Plan moves forward. Diane Duffy shared a graphic and an explanation as to how the work of the Department's Strategic Priority Initiates and the institutional work are complementary and supportive of meeting the Master Plan goals. Kachina Weaver shared the "thoughts" from the Commissioners captured from the retreat and asked Commissioners to review and share back anything that is missing or needs editing. In addition, Ms. Weaver shared again the outline of the process that will be undertaken to revisit the Plan – Commission meetings, performance

contract review and updating, standing committee work, outreach to stakeholders – as well as the timeframe, culminating in a June 2017 action item.

IV. Action Item

A. Exonerated Persons Tuition Waiver - Andrew Rauch presented this item to the Commission. Under statute, C.R.S 23-1-132, the Colorado Commission on Higher (CCHE) is required to adopt a policy providing exonerated persons and their eligible children a waiver of tuition and any mandatory fees associated with attendance by all state-supported institutions of higher education. The statute required that a policy be adopted by September 1, 2013, but due to other requirements, there was a delay in developing it. All state-supported institutions shall develop a policy and meet the annual reporting requirement. There was some discussion on the definition of custodial child, but that definition is defined elsewhere in law.

Commissioner McGimpsey moved to approve tuition waiver. The motion was seconded by Commissioner Buescher and unanimously passed.

V. Discussion Items

A. Degree Authorization Act – Suggested Amendments to CCHE Policy, Section I, Part J – Inta Morris presented the Commissioners with the suggested amendments to the CCHE Policy regarding the Degree Authorization Act. The Commission will take action on this item at the October 24th CCHE meeting.

B. Definition of Unaccompanied Homeless Youth – Andrew Rauch informed the Commissioners that House Bill 16-1100 provides an avenue for certain students to prove they are residents of Colorado for tuition purposes when the traditional mechanisms are not available to them. Specifically, the legislation (1) allows “unaccompanied homeless youth” to be considered “qualified persons” for the purposes of determining their own domicile; and (2) requires the Commission to adopt a definition of “unaccompanied homeless youth, at-risk of homelessness, and self-supporting” to serve as guidance for institutional tuition classification officers. However, many students who would meet a definition of unaccompanied homeless youth are being classified as “qualified persons” for meeting the definition of emancipated minor.

Under Colorado’s tuition classification guidelines (1) “qualified persons” are those who are able to determine their own domicile for the purposes of becoming a resident student and receiving resident tuition and (2) for individuals under the age of 22, their domicile is tied to where their parents live. House Bill 16-1100 allows individuals who are under the age of 22 and who meet the definition of “unaccompanied homeless youth” to be considered “qualified persons”. Further, the legislation provides a list of individuals that are able to verify if a person is an “unaccompanied homeless youth”. These individuals may use the McKinney-Vento Act definition or the definition adopted by the CCHE.

Commissioner McGimpsey asked for some examples to be brought forward on the application of the definition and how tuition classification would be impacted. Staff agreed to bring this next time.

Commissioner Gannett asked for more information about what other states are doing. Staff will provide information on other states.

Commissioners Buescher, Sandoval, and Garcia focused on the application of the definition of self-supporting. The questions centered on how to disentangle the idea of self-supporting from the idea of homelessness, and then how to apply the compound definition that the Commission is asked to adopt. Staff explained that the law requires a single definition for “unaccompanied homeless youth, at risk of homelessness, and self-supporting”, and that staff worked with the AG’s office to develop a jumping off point for the discussion. Institutions have some flexibility in which definition in the law they chose to follow as the McKinney-Vento act is already referenced specifically in the law. This definition is the standard for education. Additionally staff explained the process for tuition classification, and that this is merely a way for students to qualify as a “qualified person”. The tuition classification process is a layer beyond what the commission is tasked with under HB 16-1100, and the focus on this definition, staff agreed, should be on the application of a definition.

Commissioner Fagan asked about the legislative intent for drafting the bill, and asked that the focus be on a consistent definition that can be applied throughout the legislation so to not make it more complicated than it already is. The history of the bill draft was discussed and staff agreed that the legislation should be consistent.

Staff will return with a revised definition after other stakeholders are involved.

There being no further business, the meeting was adjourned at 3:40pm

TOPIC: RECOMMEND APPROVAL OF THE 2017 COMMISSION MEETING SCHEDULE

PREPARED BY: SUZANNE STARK, EXECUTIVE ASSISTANT

I. SUMMARY

This consent item is to establish a schedule of meeting dates, times and locations for the Colorado Commission on Higher Education for the 2017 calendar year.

II. BACKGROUND

The Colorado Commission on Higher Education meets monthly for regular Business meetings, with the exception of January, July and November.

During the months of February through May 2017, the Commission meets on the first Friday of the month. During the months of June through December, the Commission meets on the first Thursday of the month, with the exception of the October meeting which is scheduled in conjunction with the timing of the annual budget request. The Commission's Annual Retreat is in August. All meetings are scheduled to begin at 1:00pm, with the exception of the retreat. Teleconference or special meetings may be scheduled during the year, based upon need.

III. STAFF ANALYSIS

After examining meeting locations over the last several years, and seeking to ensure broad campus exposure for Commissioners, below is a recommended meeting schedule for the 2017 calendar year.

MONTH

Friday, February 3rd at 1:00pm
Friday, March 3rd at 1:00pm
Friday, April 7th at 1:00pm
Friday, May 5th at 1:00pm
Thursday, June 1st at 1:00pm
Annual Retreat – August 8th & 9th
Thursday, September 7th at 1:00pm
Monday, October 23rd at 1:00pm
Thursday, December 7th at 1:00pm

LOCATION

1560 Broadway, Suite 1940 - *Denver*
Arapahoe Community College - *Littleton*
Mesa State University – *Grand Junction*
Northeastern Junior College - *Sterling*
Metropolitan State University of Denver - *Denver*
University of Denver - *Denver*

IV. STAFF RECOMMENDATIONS

Staff recommend that the Commission approve the 2017 meeting schedule, as listed above.

V. STATUTORY AUTHORITY

§23-1-102 (6), C.R.S. – *The commission shall meet as often as necessary to carry out its duties as defined in this article.*

TOPIC: CCHE POLICY UPDATES TO INCORPORATE HB 16-1082, HB 16-1259, AND OTHER CONFORMING CHANGES

PREPARED BY: KACHINA WEAVER, CHIEF POLICY OFFICER

I. SUMMARY

This action item is to update CCHE policy and incorporate institutional name changes.

II. BACKGROUND

Legislation was passed during the 2016 legislative session that changes the names for certain institutions of higher education: HB 16-1082 changes Area Vocational Schools to Area Technical Colleges, and HB 16-1259 changes Local District Junior Colleges to Local District Colleges.

In addition, as these policies were reviewed, staff identified outdated names that need updating to reflect the current name of several institutions.

III. STAFF ANALYSIS

This action item is technical in nature and simply complies with statute, along with updating edits as follows:

- Correcting the name of Aims Community College (Sect I, Part N, 2.02)
- Eliminating reference to Larimer County Area Vocational School (Sect I, Part N, 2.02)
- Correcting the name of Arapahoe/Douglas Career and Technical School (Sect I, Part N, 2.04)
- Eliminating reference to Larimer County Area Vocational School (Sect I, Part N, 2.11)
- Eliminating reference to San Juan Basin Area Vocational Technical School (Sect I, Part N, 2.20)
- Correcting the name of Pickens Technical College (Sect I, Part N, 2.21)

IV. STAFF RECOMMENDATIONS

Staff recommends the Commission approve the changes to CCHE Policy Sections I-J, I-L, I-N, IV, V-B, VI-B, VI-C, VI-F.

V. STATUTORY AUTHORITY

- HB 16-1082
- HB 16-1259

ATTACHMENT(S):

- Updates to CCHE Policy Section I, Part J
- Updates to CCHE Policy Section I, Part L
- Updates to CCHE Policy Section I, Part N
- Updates to CCHE Policy Section IV, Whole Policy
- Updates to CCHE Policy Section V, Part B
- Updates to CCHE Policy Section VI, Part B
- Updates to CCHE Policy Section VI, Part C
- Updates to CCHE Policy Section VI, Part F

SECTION I, PART J

Formatted: Justified

DEGREE AUTHORIZATION ACT: POLICY PERTAINING TO AUTHORIZATION TO OPERATE AS A POSTSECONDARY INSTITUTION OF HIGHER EDUCATION IN COLORADO

1.00 Introduction

The Colorado Commission on Higher Education (Commission) has statutory responsibility for the administration of Title 23, Article 2 of the Colorado Revised Statutes, (amended 2012), which authorizes certain types of institutions to offer degrees or degree credits: (1) accredited private, degree-granting colleges and universities; (2) postsecondary seminaries and religious training institutions; and (3) out-of-state, public institutions with a Colorado presence. Persons or organizations which violate the provisions of the statute are subject to legal penalties.

The Colorado Department of Higher Education (Department) shall administer the statute by seeking information from any entity offering degrees or degree credits to determine the authority of an institution to operate in Colorado under this statute. Criteria are established for each institutional type to offer degrees or credits leading toward a degree.

No private college or university, out-of-state public college or university, or religious training institution or seminary shall operate within the state until authorized by the Commission to do so.

2.00 Statutory Authority

The Commission's policy for private colleges or universities, seminaries, or religious training institutions is based on Title 23, Article 2, which states in part:

The general assembly declares that this article is enacted for the general improvement of the educational programs available to the residents of the State of Colorado; to establish high standards for the education of such residents; to prevent misrepresentation, fraud, and collusion in offering such educational programs to the public; to eliminate those practices relative to such programs which are incompatible with the public interest; and to protect, preserve, foster, and encourage the educational programs offered by private educational institutions which meet generally recognized criteria of quality and effectiveness as determined through voluntary accreditation. (C.R.S. §23-2-101).

3.00 Definitions

3.01 "Accrediting agency or accrediting body" means a regional, national, or specialized accrediting body that is recognized by the U.S. Department of Education and awards institutional accreditation. Specialized accreditation is only recognized by the state when a specialized program is offered in a freestanding institution offering programs in that specific discipline exclusively and the accrediting body has the authority to accredit both the institution and the program. Specialized accreditation normally applies to the evaluation of programs, departments, or schools which usually are parts of a total collegiate or other

postsecondary institution. The unit accredited may be as large as a college or school within a university or as small as a curriculum within a discipline. Most of the specialized accrediting agencies review units within a postsecondary institution which is accredited by one of the regional accrediting commissions. However, certain of the specialized accrediting agencies accredit professional schools and other specialized or vocational or other postsecondary institutions which are free-standing in their operations. Thus, a "specialized" or "programmatic" accrediting agency may also function in the capacity of an "institutional" accrediting agency. In addition, a number of specialized accrediting agencies accredit educational programs within non-educational settings, such as hospitals.

3.01.01 "Accredited" means: holding institutional accreditation by name as a U.S.-based institution from an accreditor recognized by the U.S. Department of Education.

3.02 "Adverse action" means an official action by a U.S. Department of Education recognized accrediting body that results in "Show cause" or "probation" or equivalent.

3.03 "Alternate enrollment" means the opportunity for a student enrolled in a private college or university that ceases operation to meet the student's educational objectives through education provided by another authorized private college or university, a community college, an area ~~vocational school~~ [technical college](#), or any other educational arrangement acceptable to the department and the commission.

3.04 "Authorization" means the authorization granted to a private college or university or seminary or religious training institution by the commission as provided in this article and the policies adopted pursuant to this article. Authorization is not an endorsement of the institution by either the commission or the department.

3.04.01 Authorization types:

a. Full Authorization

An institution which is institutionally accredited by a U.S. Department of Education recognized accrediting agency with an on-site review of its Colorado location(s); or

b. Provisional Authorization

Institutions, new or new to Colorado, which have been evaluated by Department staff under CCHE procedures and authorized by the Commission to enroll students, offer instruction, graduate students, and award degrees under the condition that the institution is continuously seeking and is making satisfactory progress toward accreditation; or

c. Probationary Authorization

An institution with an adverse action by its accrediting agency and/or by another governmental agency may be recommended for probation by the Department, and, if imposed by the Commission, shall remain on probation until such time the adverse action is lifted by the accrediting body or a governmental agency, verified by the Department, and acted on by the Commission; or

d. Religious Authorization

A bona fide religious postsecondary educational institution, offering only programs which are religious in nature, which is exempt from property taxation under the laws of this state and whose degrees or diplomas have no state recognition; or

e. Authorization for a Place of Business (with no instruction)

For an accredited institution to have a place of business within Colorado but offer no instruction in the state, the institution must apply for and receive a formal exemption by the Commission and must annually renew such exemption from the effective date of the previous exemption. The institution shall be subject to the deceptive trade practices provision in §23-2-104, C.R.S. An institution applying for place of business authorization may be exempted from administrative procedures regarding accreditation and financial integrity. An institution that cannot demonstrate accreditation from an accrediting body recognized by the U.S. Department of Education is not eligible for a place of business authorization.

3.05 “Commission” means the Colorado Commission on Higher Education created pursuant to section Title 23, Article 1 of the Colorado Revised Statutes

3.06 “Degree” means a statement, diploma, certificate, or other writing in any language that indicates or represents, or that is intended to indicate or represent, that the person named thereon is learned in or has satisfactorily completed a prescribed course of study in a particular field of endeavor or that the person named thereon has demonstrated proficiency in a field of endeavor as a result of formal preparation or training.

3.07 “Degree File” includes all students who have received a certificate, degree, or formal award approved by the Department during the report year. Degrees earned but not conferred during the report period should be included in the following year’s report. The file is collected annually for federal and state reporting. A summer degree file is collected for use in graduation rate calculations, but these records are reported again in the full year file.

- 3.08 “Department” means the Colorado Department of Higher Education created and existing pursuant to §24-1-114, C.R.S.
- 3.09 “Educator Preparation File” means data relating to the cooperative agreement between the Department and the institutions of higher education that offers an educator preparation program, pursuant to Colorado Revised Statute §23-1-121(4)(c). This data includes teacher, principal, administrator, and special education endorsement area programs, as well as any endorsement listed in the Field Definitions in the SURDS database.
- 3.10 “Enrollment agreement” means the contract prepared by a private college or university or seminary or religious training institution that a student signs to indicate agreement to the terms of admission, delivery of instruction, and monetary terms as outlined in the institution’s student handbook or catalog. This definition also applies to electronic enrollment agreements.
- 3.11 “Enrollment File” includes all students enrolled in courses awarding credit toward a degree or other formal award. Also, report students enrolled in courses that are part of a vocational or occupational program, including those enrolled in off campus centers, as well as high school students taking college-level courses for credit. The population reported is not limited to students whose credit hours are included in official FTE reports. The file is collected every semester from each public postsecondary education institution participating in SURDS.
- 3.12 “Financial Aid File” The primary purpose of this file is to collect the most complete data possible about student aid awards for a fiscal year. Include all students who are enrolled with a FAFSA on file and applied for or received aid according to the criteria below:

Applied - All financial aid applicants who were enrolled and submitted a FAFSA and/or received aid reported on SURDS. This would include applicants who were never offered aid.

Received - Students who were accepted for enrollment and who received any of the following funds:

- any need-based aid;
- any non-need based aid, including no-need work-study, state, or institutional and private merit awards;
- loans;
- any other form of aid included on the financial aid file, and any aid that came through the financial aid office.

Note: recipients may not have applied for financial aid.

All students who submit an application for student aid maintained on the institution’s financial aid files, or who receive financial support from the institution and who are accepted for enrollment for one or more specific periods, if they enrolled are to be included.

Student aid includes all need-based aid, non-need based aid, merit awards, loans, and any other forms of aid included in the Financial Aid File Data Dictionary. All students who received any form of aid that came through the financial aid office are to be included, whether or not the applicant applied for need-based aid. Specifically, all recipients of merit-based state funds must be included (e.g., undergraduate merit, no-need work study, etc.), as well as students who receive awards from outside the institution if the financial aid office has knowledge of the award.

3.13 “Governing board” means the elected or appointed group of persons that oversees and controls a private college or university or a seminary or religious training institution.

Formatted: Justified, Indent: Left: 0.5", Hanging: 0.5"

3.14 “Out-of-state public institution” means an institution of higher education that is established by statute in a state other than Colorado.

3.15 “Owner” means:

Formatted: Justified

- a. An individual, if a private, for-profit college or university is structured as a sole proprietorship;
- b. Partners, if a private, for-profit college or university is structured as a partnership;
- c. Members in a limited liability company, if a private, for-profit college or university is structured as a limited liability company; or
- d. Shareholders in a corporation that hold a controlling interest, if a private, for-profit college or university is structured as a corporation.

3.16 “Physical presence” means:

a. Establishing a physical location in a state for students to receive synchronous or asynchronous instruction; or

b. Requiring students to physically meet in a location in the state for instructional purposes more than twice per full-term (quarter or semester) course for a total of more than six hours ; or

~~b.~~

c. Establishing an administrative office in the state;

Formatted: Justified, Indent: Left: 1.19", No bullets or numbering

Formatted: Justified

Formatted: Font: (Default) Times New Roman, 12 pt

Formatted: Normal, Justified, No bullets or numbering

Formatted: Justified

d. Providing information to students for the purpose of enrolling students, or providing student support services, from a physical site operated by or on behalf of the institution in the state;

e. Offering a “short course” that requires more than 20 contact hours;

f. Providing office space to instructional or non-instructional staff;

g. Maintaining a mailing address or phone exchange in the state.

Physical presence is not triggered, solely, by any of the following:

- a. Offering courses to individuals via distance education in ways that do not require students to gather physically in groups
- b. Advertising to students whether through print, billboard, direct mail, internet, radio, television or other medium;
- c. Offering distance education courses on a military base if enrollment in such courses is limited to federal employees and family members;
- d. Maintaining a server, router or similar electronic service device housed in a facility that otherwise would not constitute physical presence (the presence of a server or similar pass-through switching device does not by itself constitute the offering of a course or program in that state);
- e. Having faculty, adjunct faculty, mentors, tutors, or other academic personnel residing in a member state (the presence of instructional faculty in a state, when those faculty teach entirely via distance-education and never meet their students in person, does not establish physical presence for purposes of this policy);
- f. Holding proctored exams on behalf of the institution in the host state;
- g. Having contractual arrangements in the home or host state;
- h. Operating limited supervised field experiences

3.17 “Private college or university” means a postsecondary educational institution doing business or maintaining a place of business in the state of Colorado, which enrolls the majority of its students in a baccalaureate or postgraduate degree program. For the purposes of determining eligibility for participation as a Degree Authorization Act institution pursuant to this section, institutions offering certificates comprised of credit-bearing courses at the upper division baccalaureate or at the graduate level will be considered as a private college or university.

3.18 “Private nonprofit college or university” means a private college or university that maintains tax-exempt status pursuant to 26 U.S.C. sec. 501 (c) (3).

3.19 “Private occupational school” means an institution authorized by the private occupational school division under the provisions of article 59 of title 12, C.R.S., and that enrolls the majority of students at the certificate or associate level and is regulated by the Division of Private Occupational Schools pursuant to article 59 of title 12, C.R.S.

3.20 “Seminary or religious training institution” means a bona fide religious postsecondary educational institution that is operating or maintaining a place of business in the state of Colorado, that is exempt from property taxation under the laws of this state, and that offers baccalaureate, master’s, or doctoral degrees or diplomas, the content of which, are limited to the principles of the church or denomination with which it is affiliated. These institutions are not required to hold institutional accreditation but are not prohibited from seeking accreditation. Seminaries and religious training institutions are prohibited from offering or awarding degrees: in any area of physical science or medicine; appropriate only

for academic institutions, such as but not limited to, Bachelor of Arts or Bachelor of Science, Master of Arts or Master of Science, Doctor of Philosophy or other degrees typically offered by academic institutions, regardless of curriculum or course content, unless the degree title includes the religious field of study (e.g. Bachelor of Arts in Religious Studies); or degrees associated with specific professional fields or endeavors not clearly and directly related to religious studies or occupations. Any seminary or religious training institution that offers instruction outside of this area must apply for authorization and must hold institutional accreditation from a U.S. Department of Education recognized regional or national accrediting body.

4.00 Responsibilities of the Private Colleges and Universities, Seminaries or Religious training institutions

4.01 Private colleges or universities, seminaries or religious training institutions are required to:

4.01.02 Seek and maintain authorization from the Commission to operate in Colorado pursuant to §23-2-101 et seq., C.R.S. In order to maintain authorization, an institution must:

- a. Seek and maintain institutional accreditation by an accrediting body recognized by the U.S. Department of Education (**private colleges and universities only**);
- b. Provide information and respond to inquiries by the Department and Commission; and
- c. Notify the Department of all changes regarding campus locations and accreditation status of the institution and substantive/material changes regarding operations and programs;
- d. Demonstrate financial integrity on an annual basis, pursuant to §23-2-103.8, C.R.S. (**private colleges and universities only**);
- e. Annually submit the Enrollment File and Degree File and, if applicable, the Financial Aid File and Educator Preparation File, as described in §23-1-121, C.R.S., pursuant to §23-2-103.1, C.R.S.;
- f. Annually provide a true and complete copy of the institution's current enrollment agreement;
- g. Shall not make or cause to be made any oral, written, or visual statement or representation that violates section §23-2-104 CRS;
- h. Shall provide bona fide instruction, in accordance with the standards and criteria set by the institution's accrediting body or in accordance with the requirements set forth for seminaries and religious training institutions;

- i. If the ownership of the institution changes, the institution shall provide to the Department, within thirty (30) days after the change, any material information concerning the transaction that is requested by the Department;
 - j. If a private college or university or seminary or religious training institution violates any of the requirements set forth in this section, the Department may recommend to the Commission that the institution's authorization be placed on probationary status or revoked; and
 - k. Provide timely submission of fees, pursuant to §23-2-104.5, C.R.S.
- 4.01.03 Private colleges or universities and seminaries or religious training institutions authorized in Colorado must provide information regarding their authorization type and status to prospective and enrolled students. This information must be reasonably accessible and, minimally, must be found in each institution's official catalog and, as appropriate, enrollment agreement. An authorized institution may not use the Commission or the Department as a perceived endorsement. An authorized institution may not state that it is "accredited" by the Commission or Department. Noncompliance with this section may be treated as an instance of deceptive trade practice in accordance with §23.2.104, C.R.S.
- 4.01.04 Private colleges and universities that enroll the majority of students at the baccalaureate or higher level are required to seek authorization to operate in Colorado and maintain authorization through criteria and requirements specified throughout this policy and pursuant to §23-2-101, et seq., C.R.S.
- 4.01.05 Private colleges and universities that enroll the majority of students at the certificate or associate degree level and are occupational in nature shall be regulated by the Division of Private Occupational Schools and the Private Occupational Schools Board pursuant to Article 59 of Title 12, C.R.S.

4.02 Joint Authorization

Under special circumstances, institutions otherwise authorized by the Division of Private Occupational Schools (DPOS) that elect to offer baccalaureate degrees, and have received authority to do so by an approved accrediting body, may hold joint authorization between the DPOS and the CCHE. In these circumstances, the Division of Private Occupational Schools will remain the primary authorizing body; the Colorado Commission on Higher Education will authorize the baccalaureate and higher degrees.

- 4.02.01 Pursuant to §23-2-101, et seq., C.R.S. if as a result of changes in student enrollment, a private college or university at times meets

the definition of a private college or university and should therefore be under the Colorado Commission on Higher Education and the Department of Higher Education, and at other times meets the definition of a private occupational school, therefore should be regulated by the Division of Private Occupational Schools and the Private Occupational Schools Board, the private college or university is subject to regulation by the entity that is appropriate as of July 1, 2012. If the private college or university is authorized as of said date, the institution shall be regulated by the same entity for the following three years.

4.02.03 If it is found that the institution no longer meets the definition of a private college or university, as defined by Article 59 of Title 12, C.R.S., the institution will have sixty (60) days to file an application to operate under the Private Occupational Schools Board. During the transition, and until the Private Occupational Schools Board takes action on the institution's application, the institution shall remain authorized by the Commission. Fees assessed during this process will be assessed on a case by case basis. The assessment of fees will consider fees that have been assessed by the current authorizing division.

4.02.04 Failure to apply for approval through the Division of Private Occupational Schools within sixty (60) days will subject the institution to the powers and authorities of the Division or Board pursuant to §12-59-101, et seq., C.R.S., and, as necessary, their procedures for closure.

5.00 Responsibilities of the Commission and the Department

5.01 The Commission shall:

5.01.01 Establish procedures for the Department to make recommendations to the Commission.

5.01.02 Grant or deny authorizations, renew authorizations, place institutions on probation, and revoke authorizations pursuant to §23-2-103.3, C.R.S., and §23-2-103.4, C.R.S.;

5.01.03 Establish the types and amounts of fees that a college or university, seminary or religious training institution shall be assessed as required in §23-2-104.5, C.R.S.; and

5.01.04 Establish policies requiring private colleges, universities and seminaries, religious training institutions to submit to the department, upon request, the Enrollment File and Degree File and,

if applicable, the Financial Aid File and Educator Preparation File as described in §23-1-121, C.R.S.

5.02 The Department shall:

- 5.02.01 Recommend that the Commission grant, deny, revoke, place on probation, or renew an authorization to operate a private college or university or seminary or religious training institution;
- 5.02.02 Maintain a list of the private colleges and universities and seminaries and religious training institutions that have authorizations on file with the Department;
- 5.02.03 Respond to requests from institutions and students and provide a timely review of information;
- 5.02.04 Establish and maintain a process in accordance with §23-2-104, C.R.S. and Commission policy I, T, concerning Student Complaints and Appeals; for review and action as appropriate on said complaints or appeal, providing the complaint is based on a claim of deceptive trade practice;
- 5.02.05 Receive and maintain academic records, pursuant to §23-2-103.5, C.R.S., and as described in section 23.01 of this policy. The Department shall permanently retain any student transcripts received;
- 5.02.06 Maintain the privacy protection of student level data submitted to the SURDS database. (See the privacy statement section).
- 5.02.07 Administer a fee invoice to the institutions on an annual basis,

5.03 Pursuant to §23-2-102.5(1)(b) CRS, on or about June 4, 2015, the Department shall review the status of the private college or university to determine whether the institution should be subject to regulation by the Department and the Commission or by the Division of Private Occupational Schools and the Private Occupational School Board.

5.03.01 On or about June 4, 2015, the Department shall:

- a. Compile the enrollment and program data provided by the institutions
- b. Review the data to ensure compliance pursuant to Article 2 of Title 23.
 - i. If the data show the institution to be in compliance with this policy, no action is necessary on the part of the institution.

ii. If the majority of students enrolled in an institution do not meet the minimum requirements under this policy, Department staff will recommend revocation of authorization under the Commission and will provide the institution with an application for operation under the Division of Private Occupational Schools.

iii. If an institution does not apply for approval through the Division of Private Occupational Schools within the sixty (60) day timeframe, a recommendation for revocation of authorization will be made to the Commission.

iv. The Commission and Department are not authorized to regulate the operations of, including but not limited to the content of courses provided by, a private college or university or seminary or religious training institution except to the extent expressly set forth in this policy.

6.00 Privacy Statement

The Executive Director and an employee of the Department shall not divulge or make known in any way data for individual students or personnel, except in accordance with judicial order or as otherwise provided by law. A person who violates this paragraph commits a Class 1 misdemeanor and shall be punished as provided in §18-1.3-501 CRS and shall be removed or dismissed from public service on the grounds of malfeasance in office.

7.00 Interstate Reciprocity

The Commission may negotiate and enter into interstate reciprocity agreements with others states if, in the judgment of the Commission, the agreements do not obligate a private college or university or seminary or religious training institution to comply with standards or requirements that exceed the standards and requirements specified in this policy and the agreements will assist in accomplishing the purposes of this policy, unless the institution voluntarily decides to do so.

8.00 Seminaries and Religious Training Institutions

8.01 To operate in Colorado, a seminary or religious training institution shall apply for and receive authorization from the Department and establish that it qualifies as a bona fide religious institution and as an institution of postsecondary education, as defined by rules promulgated by the Commission. A bona fide religious institution and an institution of postsecondary education that applies for authorization pursuant to §23-2-103.3 shall pay the fee established according to §23-2-104.5. Nothing in this section shall preclude a seminary or religious training institution from seeking accreditation.

8.02 A seminary or religious training institution shall apply for renewal of authorization every three years to ensure compliance for those institutions

authorized under the Authorization as a Seminary or Religious Training Institution.

9.00 Process for Seeking Authorization as a Seminary or Religious Training Institution

9.01 Criteria to Qualify

9.01.01 The statute recognizes only a “bona fide religious postsecondary educational institution” which is “exempt from property taxation under the laws of this state.” Institutions of this type may only offer programs appropriate to a religious institution.

9.01.02 To qualify as a “bona fide religious postsecondary institution,” the seminary or religious training institution must meet each of the following criteria:

- A. Be a non-profit institution owned, controlled, operated, maintained, or affiliated with a bona fide church or religious denomination, lawfully operating as a non-profit religious corporation pursuant to Title 7 of the Colorado Revised Statutes.
- B. Limit the educational programs to the principles of the church or denomination with which it is affiliated and grant degrees or diplomas only in areas of study that contain on their face, in the written description of the title of the degree or diploma being conferred, a reference to the theological or religious aspect of the degree’s subject area.
- C. Not offer or award degrees in: any area of physical science or medicine; or degrees appropriate only for academic institutions, such as, but not limited to, Bachelor of Arts or Bachelor of Science, Master of Arts or Master of Science, Doctor of Philosophy, or other degrees typically offered by academic institutions, regardless of curriculum or course content, unless the degree title includes the religious field of study (e.g., “Bachelor of Arts in Religious Studies”); or degrees associated with specific professional fields or endeavors not clearly and directly related to religious studies or occupations. Examples of such degree titles are Bachelor of Business Administration or Master of Business Administration; Bachelor of Education, Master of Education or Doctor of Education; and Doctor of Psychology.
- D. Require at least a high school diploma or its equivalent for admission.
- E. Not market, offer or grant degrees or diplomas which are represented as being linked to a church or denomination, but which actually are degrees in secular areas of study.

- F. Have obtained exemption from property taxation under state law and shall have submitted to the Department a copy of the certificate of this exemption for the school's site and facilities verified by the Colorado Division of Property Taxation and a letter of determination signed by the Property Tax Administrator, Division of Property Taxation, Colorado Department of Local Affairs, stating that the institution is exempt from real and personal property taxation under state law.
- G. Additional evidence that may be provided by an institution seeking to substantiate that the institution is a bona fide religious institution, including: a statement of institutional mission clearly establishing the mission of the institution as solely religious, and curricula and degree, diploma, or certification programs that clearly support that singular mission; or evidence that the school holds at least pre-accreditation status with one of the following nationally recognized accrediting associations:
 - 1. The Accrediting Association of Bible Colleges; or
 - 2. The Association of Advanced Rabbinical and Talmudic Schools; or
 - 3. The Association of Theological Schools in the United States and Canada

10.00 Process to Establish Authorization as a Seminary or Religious Training Institutions

- 10.01 An institution seeking authorization as a bona fide religious institution shall submit to the Department a completed and signed Declaration for Religious Authorization, as set forth in Appendix B and document compliance with all requirements in the Declaration, and shall provide a revised Declaration at any time that information originally submitted no longer is accurate.
- 10.02 As the first step in obtaining state authorization and prior to the submission of required documentation, institutions seeking to operate in Colorado as a seminary or religious training institution shall consult in person at the Department with the administrator of the Degree Authorization Act.
- 10.03 Following the consultation and review of all documents submitted, the Department shall determine if the institution qualifies for authorization as a seminary or religious training institution.

11.00 Evaluation of Application

- 11.01 Following the submittal of the required documents, the Department shall review the application for required components and documents and make a recommendation to the Commission regarding authorization.

11.02 The Department shall either:

- Recommend for Seminary or Religious Training Authorization
- Not Recommended for Authorization

12.00 Renewal of Authorization for Seminaries and Religious Training Institutions

12.01 A seminary or religious training institution shall apply for renewal of authorization every three years. The renewal of authorization process shall demonstrate that the seminary or religious training institution continues to meet the minimum operating standards specified in this policy and section 23-2-103.8, C.R.S. Failure to do so will result in an assumption that the minimum standards are not met and a recommendation for revocation of authorization will be made.

12.02 A seminary or religious training institution that continues to meet the minimum operating standards specified in 9.01 is presumed qualified for renewal of authorization, and the Department shall recommend that the Commission renew the seminary or religious training institution's authorization for three additional years.

12.02.01 A seminary or religious training institution shall provide the Department for renewal:

- a. Updated list of program offerings
- b. Confirmation of non-profit status
- c. Confirmation of affiliation with a religious organization
- d. Confirmation of tax-exempt status pursuant to Colorado State Law

12.03 A seminary or religious training institution that meets the criteria and rules established herein is exempt from the provisions of this policy that exclusively apply to the secular private colleges and universities authorized by the Commission.

13.00 Private Colleges and Universities

13.01 Pursuant to §23-2-103.3, C.R.S., to operate in Colorado, a private college or university shall apply for and receive authorization from the Commission. A private college or university shall obtain separate authorization for each campus, branch, or site that is separately accredited. A private, non-profit college or university shall submit with its application, verification of nonprofit status, including a copy of the institution's tax-exempt certificate issued by the Colorado Department of Revenue. If not incorporated in Colorado, the institution shall provide the tax-exempt certificate from the institution's state of incorporation.

13.02 After receiving an application, the department shall review the application and any other pertinent information to evaluate whether the private college or

university meets institutional accreditation requirements at the Colorado site by an accrediting body recognized by the United States Department of Education.

13.03 The Department shall not recommend and the Commission shall not approve an application from a private college or university that, in the two years preceding submission of the application, has had its accreditation suspended or withdrawn or has been prohibited from operating in another state or that has substantially the same owners, governing board, or principal officers as a private college or university that, in the two years preceding submission of the application, has had its accreditation suspended or withdrawn or has been prohibited from operating in another state.

13.04 To operate in Colorado, a private college or university shall be institutionally accredited on the basis of an on-site review by an accrediting body recognized by the United States Department of Education which is authorized to offer institutional accreditation; except that a private college or university may operate for an initial period without accreditation if the commission determines, that the private college or university is likely to become accredited in a reasonable amount of time or is making progress toward accreditation in accordance with the accrediting body's policies.

13.05 The Commission may grant a provisional authorization to a private college or university to operate for an initial period without accreditation. The private college or university shall annually renew its provisional authorization and report annually to the Commission concerning the institution's progress in obtaining accreditation.

13.06 A private college or university shall notify the Department and its students in a timely manner of any material information related to an action by the institution's accrediting body concerning the institution's accreditation status, including but not limited to reaffirmation or loss of accreditation, approval of a request for change, a campus evaluation visit, a focused visit, or approval of additional locations. In addition, the institution shall notify the Department in a timely manner if the United States Department of Education no longer recognizes the institution's accrediting body. Failure to provide this information shall lead to revocation or probationary authorization by the Commission.

14.00 Process for Authorization/Renewal of Authorization for Private Colleges and Universities:

14.01 Process to Establish Authorization as a Private College or University

A. Institutions seeking state authorization to operate in Colorado as a private college or university shall consult in person at the Department with the administrator of the Degree Authorization Act prior to the submission of required documentation.

- B. The applicant shall submit all required materials to the Department and Department staff will determine if the criteria in section 9.01 have been met.
- C. To receive state authorization an organization must provide documentation that demonstrates that each of the following criteria has been met:
 - 1. The institution is familiar with and understands accreditation procedures and state authorization policies and procedures and identifies the accrediting association from whom accreditation will be sought.
 - 2. The institution is accredited by or must seek accreditation from a U.S. Department of Education recognized accrediting agency. The institution will provide Department staff with the agency from which it will seek or hold accreditation. A statement regarding from which accrediting body accreditation will be sought or a statement from the institution's current accrediting agency
 - 3. The institution has a statement of mission formally adopted by its governing body and made public, which defines the basic character of the institution including a brief description of the educational programs to be offered and their purposes, the students for which the programs are intended and the geographical or demographic area served by the institution and a description of how the institution relates to Colorado's broader higher education community. The mission shall be appropriate to an institution of higher education and the institution must plan to award degrees.
 - 5. The institution has a governing board that possesses and exercises necessary legal power to establish and review basic policies that govern the institution and shall have designated an executive officer to provide administrative leadership for the institution. The board shall include among its members some who represent the public interest and are sufficiently autonomous from the administration and ownership to assure the integrity of the institution. A list of the members of the board, and a brief resume for each, and the name and title of the executive officer and principal administrators and the address of the administrative office shall be submitted to the Department.
 - 6. If faculty members are employed at the time the application is filed with the department, the faculty, their academic credentials (degrees, previous experience, publications, etc.) and teaching fields shall be identified. If no faculty members are employed, the institution shall describe the qualifications of the faculty that are to be recruited and the procedures that will be used to find and contract with faculty members.
 - 7. Private institutions shall provide ownership information.

8. The institution's proposed academic programs shall be appropriately named and be based on fields of study recognized as appropriate (as demonstrated by the existence of professional literature in the field; the offering of similar programs in already-accredited institutions; and by the existence of professional organizations related to the field) for a postsecondary institution. The academic program shall comport with the institutional mission as described in documents provided to the department. The institution shall provide a list of the degrees it proposes to award and a degree (as defined in the Degree Authorization Act, §23-1-101 et seq., C.R.S.) is to be awarded upon successful completion of an educational program.
9. The content and length of the proposed academic program shall follow practices common to institutions of higher education. Typically, the proposed academic program shall include at least: (1) one undergraduate program planned for two or more years in length; or, (2) one graduate program of at least one academic year in length. Documentation shall be provided to the department that lists all requirements for a degree and the curricula offered leading to the degree, showing planned typical student programs by semester or term. Any proposed undergraduate degree program shall include a coherent general education component that is consistent with the institution's mission and appropriate to its educational programs.
10. Student access to all necessary learning resources and support services shall be provided. Necessary resources and support services vary by type of program, but all require some use of library resources. Laboratories may be required for some programs. Support services such as academic advising, financial aid counseling, and support for special, targeted, constituencies may be needed. The institution shall describe the learning resources and support services that it will provide and state how they will be provided to students on a regular, dependable basis.
11. Admission policies shall be consistent with the institution's mission and appropriate to the educational program. The Department shall be provided with a copy of the institution's admission policies.
12. The institution shall have financial resources adequate to support start-up activities and sources of funds sufficient to ensure that the institution can sustain itself once students have been admitted. The Department shall be provided with a current financial statement or an audit report of a financial audit completed within the previous twelve months by a certified public accountant.,.

D. Following the submittal of the required documents and based on the institution's selected accrediting body, the Department shall contract with an evaluation team to review all submitted materials to determine the

institution's readiness for on-site accreditation and make a recommendation regarding authorization.

14.02 Joint Authorization under Special Circumstances

14.02.01 In the special instance that a school authorized under C.R.S., Title 12, Article 59, otherwise known as the Division of Private Occupational Schools, offers baccalaureate degree programs but does not meet the majority rule (§12-59-104(d)(II)), the Colorado Commission on Higher Education will have authority to authorize the baccalaureate and higher level programs at the school under the Degree Authorization Act, §23-2-101, et seq., C.R.S. However, under such circumstances, the school will continue to follow the DPOS rule and statute until such time that the majority of its programs are at the baccalaureate level or higher.

14.02.02 Under the special circumstances, as stated in 4.02, department staff will address complaints received by students enrolled in the baccalaureate and higher degree programs pursuant to the process outlined in section 14.01.

- a. In the event that the department receives complaints by students enrolled at both the sub-baccalaureate and baccalaureate levels, department staff may coordinate the review of these complaints and include all relevant information in recommendations for board action, whether the DPOS board, the Commission or both.

15.00 Minimum Operating Standards to Qualify as a Private College or University

15.01 A private college or university is an institution which is "doing business or maintaining a place of business in the state of Colorado" and which offers courses of instruction or study wherein credits may be earned toward a degree in a field of endeavor. A publicly-supported college or university based in another state (and so would not meet the definition for a "state college or university" exemption) and which seeks or has physical presence in the state of Colorado, will be treated as a "private college or university."

15.02 All institutions must meet the following criteria to qualify for consideration of authorization and renewal of authorization:

1. Demonstrate its ability to provide appropriate student services at the new site.
2. Demonstrate its financial ability to support all operations at the new site.

3. Demonstrate its physical presence in Colorado with the appropriate documentation.

16.00 Evaluation of Application

- 16.01 Following the submission of the required documents and based on the institution's selected accrediting body, the Department shall review the application for required components and documents, the Department shall contract with an evaluation team to review all submitted materials to determine the institution's readiness for on-site accreditation and make a recommendation regarding authorization.
- 16.02 Based on the recommendation of the evaluation team, the Department shall assign the institution to one of the following categories:
 - Provisional Authorization
 - Full Authorization
 - Authorization as a Place of Business
 - Not Recommended for Authorization
- 16.03 Each evaluation team will consist of several appropriate independent and fully credentialed evaluators selected by Department staff, based on institution type and the accrediting body from which the applicant shall seek accreditation.
- 16.04 In addition to the required documents, additional materials may be requested by the evaluation team and/or department staff based on the criteria established by the accreditation association.
- 16.05 If the evaluation team does not recommend the applicant institution for state authorization, the applicant institution may not reapply for a period of one year from the date of notice and the application fee will be assessed upon reapplication. If the evaluation team recommends a conditional approval based on minor technical changes, the applicant institution will have six months to reapply and the Department will not assess another application fee.

17.00 Renewal of Authorization for Private Colleges and Universities with "Full Authorization"

- 17.01 A fully authorized private college or university shall apply for renewal of authorization in accordance with the schedule for institutional reaccreditation by its accrediting body or every three years, whichever is longer.
- 17.02 The following documents are required for renewal of authorization:
 - a. Self-evaluation report or similar
 - b. Accreditation site visit team's report
 - c. Institution's response to site visit report

d. Final determination letter from the accrediting body

18.00 Renewal of Authorization for Private Colleges and Universities with “Provisional Authorization”

18.01 Private colleges and universities that hold provisional authorization shall annually renew its authorization annually until an on-site visit has occurred by the accrediting body, accreditation is granted, and the Commission awards full authorization.

18.02 The following documents are required for renewal of provisional authorization:

- a. Any and all communication to and from the accrediting body from which the institution is seeking accreditation;
- b. Accreditation progress report;
- c. Status report of institution’s activities;
- d. Updated enrollment information;
- e. Enrollment agreements, if applicable, and any other recruitment materials used for training staff and presented to potential students;
- f. Faculty resumes

19.00 Renewal of Authorization for Private Colleges and Universities with “Probationary Authorization”

19.01 Private colleges and universities that have been placed on probation by the Commission shall annually renew its authorization with the Commission until such time the probation action is lifted by the Commission.

19.01.02 The following documents are required for renewal of authorization for an institution with probationary authorization:

- a. Accreditation status update, identifying progress regarding the adverse action issued by the accrediting body or other governmental agency;
- b. Any and all communication regarding the adverse action issued by the accrediting body or other governmental agency;
- c. Prospective timeframe for when the adverse action is expected to be acted upon.

20.00 Renewal of Authorization for Private Colleges and Universities with “Authorization as a Place of Business”

20.01 Private colleges and universities that have authorization as a place of business by the Commission shall annually renew its authorization with the Commission.

20.02 The following documents are required for renewal of a place of business authorization:

- a. Description of activities occurring at the Colorado site;
- b. Statement of institutional mission and the relevance of the mission to the Colorado site;
- c. Statement from institutional accrediting agency regarding the institution's accreditation status, including the date for the next scheduled site visit;
- d. Statement from any other authorizing agency regarding the institution's standing (i.e., programmatic accrediting agencies, home state authorizing agency);
- e. Number of employees at the Colorado site;
- f. Future plans for the Colorado site;
- g. Current enrollment agreement, if applicable.

21.00 Renewal of Authorization – All Authorized Institutions

- 21.01 A private college or university that has authorization from the Commission pursuant to §23-2-103.3, C.R.S., and maintains its accreditation shall apply to the Department for renewal of authorization in accordance with the schedule for reaccreditation by its accrediting body or every three years, whichever is longer. A seminary or religious training institution shall apply for renewal of authorization every three years. A private college or university or seminary or religious training institution that seeks renewal of authorization shall submit an application in accordance with the procedures and policies adopted by the Commission and shall pay the renewal of reauthorization fee established by the Commission pursuant to §23-2-104.5, C.R.S.
- 21.02 To renew its authorization to operate in Colorado, a private college or university or seminary or religious training institution shall demonstrate that it continues to meet all minimum operating standards specified in the Degree Authorization Act, specifically §23-2-103.8, C.R.S., and this policy. Failure to demonstrate compliance with the minimum operating standards will result in a presumption that the minimum operating standards are not met and a recommendation for revocation will be made.
- 21.03 A private college or university that has had its accreditation reaffirmed without adverse action is in compliance with §23-2-103.8, C.R.S., and is not subject to investigation pursuant to §23-2-103.4, C.R.S., (revocation) is presumed qualified for renewal of authorization, and the Department shall recommend renewal for a period of three years or the length of the institution's accreditation, if applicable, whichever is longer.

- 21.04 A seminary or religious training institution that continues to meet the minimum operating standards is presumed qualified for renewal of authorization, and the Department shall recommend that the Commission renew the institution's authorization for three additional years.
- 21.05 If a private college or university or seminary or religious training institution cannot demonstrate that it meets the minimum operating standards specified in Commission policy or pursuant to §23-2-103.3 or §23-2-103.8, if applicable, the Department shall recommend that the Commission deny the institution's application for renewal of the authorization.
- 21.06 If, within six months after receiving the notice of denial of the application for renewal, the institution corrects the action or condition that resulted in denial of the application for renewal, the institution may reapply for renewal of the authorization.
- 21.07 If the institution does not correct the action or condition within the six month period, it may submit a new application for authorization after correcting the action or condition.
- 21.08 If a private college or university is under an adverse action from its accrediting body at the time it files for an application for renewal of authorization to operate in Colorado, the Department may recommend that the Commission renew the institution's authorization or that the Commission grant a probationary renewal of the institution's authorization.
- 21.09 If an institution receives a probationary renewal of its authorization, the institution shall reapply for renewal of its authorization annually until the accrediting body lifts the adverse action, and the institution shall annually report to the Commission concerning the institution's progress in removing the adverse action.
- 21.10 If the Department recommends that the Commission grant a probationary renewal of authorization or deny an application for renewal of authorization, the Commission shall notify the private college or university or seminary or religious training institution concerning the recommendation, and the Department and the Commission shall proceed in accordance with the provisions of the "State Administrative Procedures Act", §24-4-101, C.R.S.

22.00 Change of Authorization Type - Probationary Status or Revocation

- 22.01 If the Commission has reason to believe that a private college or university or seminary or religious training institution meets one or more of the grounds specified in the following section for revocation of authorization or for placing an institution on probationary status, the Commission may order the Department to investigate the private college or university or seminary or religious training institution and make a recommendation concerning whether to revoke the institution's authorization or to place the institution on probationary status.

- 22.02 To assist the Department in conducting an investigation pursuant to §23-2-103.4 (1), C.R.S., the Commission may subpoena any persons, books, records, or documents pertaining to the investigation, require answers in writing, under oath, to questions the Commission or Department may ask, and administer an oath or affirmation to any person in connection with the investigation. In conducting the investigation, the Department may physically inspect an institution's facilities and records. A subpoena issued by the Commission pursuant to this paragraph is enforceable by any court of record in the state.
- 22.03 Based on findings of an investigation pursuant to this section, the Department shall recommend that the Commission should or should not revoke the institution's authorization or place the institution on probationary status.
- 22.04 If the Department recommends revocation or probationary status, it shall identify the applicable grounds for revocation or probationary status specified below, and the Department and the commission shall proceed in accordance with the provisions of the "State Administrative Procedures Act," §24-4-101, C.R.S.
- 22.05 With regard to the authorization of a private college or university, the Commission may:
- 22.05.01 Revoke the private college's or university's authorization or place the institution on probationary status if the private college or university:
- a. Fails to meet any of the minimum standards set forth in this policy or in statute;
 - b. Fails to substantially comply with the applicable laws or rules adopted or implemented by other governmental agencies that have jurisdiction over the institution; or
 - c. Violates the federal criminal laws or the criminal laws of this state or any other state in which the institution operates;
 - d. Revoke the private college's or university's authorization if the institution loses its accreditation;
 - e. Place the private college or university on probationary status if the institution's accrediting body places the institution on probation or the equivalent; or
 - f. Revoke the private college or university's authorization or place the private college or university on probationary status if the United States Department of Education ceases to recognize the institution's accrediting body.

22.06 The Commission may revoke a seminary's or religious training institution's authorization or place the institution on probationary status if the seminary or religious training institution:

- a. No longer meets the definition of a seminary or religious training institution specified in §23-2-102, C.R.S.;
- b. Fails to meet any of the minimum standards set forth in statute or in the Commission's policy or rule adopted to implement the statute; or
- c. Violates the federal criminal laws or the criminal laws of this state or any other state in which the institution operates.

23.00 Fee Schedule

Section §23-2-104.5, C.R.S., gives the Commission authority to establish fees for direct and indirect costs of administering the Degree Authorization Act. After initial determination of fees, fees will be established on an annual basis no later than June 30 of the year preceding implementation. The Department and Commission shall give thirty (30) days for comment unless no changes are made to the fee structure. The fee shall reflect the direct and indirect costs of administering the article. Fees shall include, but not be limited to, application fees, authorization/annual fees, renewal of authorization fees, educator preparation fees (if applicable), and pathways review fees (if applicable).

24.00 Deposit of Records upon Discontinuance

24.01 Pursuant to §23-2-103.5, C.R.S., if an authorized private college or university or seminary or religious training institution ceases operating in the state, the owner of the institutions or his or her designee shall deposit with the department the original or legible true copies of all educational records of the institution. If the Commission determines that the records of an authorized institution are in danger of being destroyed, secreted, mislaid, or otherwise made unavailable to the Department, the Commission may seek a court order authorizing the Department to seize and take possession of the records.

24.02 The Department or the Attorney General may enforce the provisions of this section by filing a request for an injunction with a court competent jurisdiction. A person may request, in accordance with the provisions of the Colorado Open Records Act, §24-72-202, C.R.S., a copy of a record held by the Department pursuant to this section. The Department shall permanently retain any student transcript. The Department shall retain any other records received for ten years following the date on which it receives or obtains the records. After the ten years, the Department shall dispose of the records in a manner that will adequately protect the privacy of personal information included in the records.

25.00 Procedure for the Closure of an Institution

25.01 In the event an institution closes and ceases operations, the owner or designee is required to provide timely notification, with as much advanced notice as is

possible, the Department and currently enrolled or recruited students in writing immediately of intention to close/cease operation.

25.02 Written notification the Department to close or cease operations must include:

- a. Name of the institution;
- b. Name of the owner, active mailing address, and telephone number where he or she may be reached after the institution physically closes;
- c. Name of the institution's Chief Executive Officer, President, or other appropriate administrator;
- d. Date of closure (or approximate of anticipated closing date);
- e. A report of the status of all students currently enrolled and those students on leave of absence whose education and training program will not be fully completed by the date of the institution's closure;
- f. Identify in writing whether there are refunds due to any students;
- g. Submit a written statement from the owner or designee affirming that all recruitment efforts, program marketing, advertisement (regardless of type, i.e. newspaper, website, television broadcast, etc.), solicitation and enrollment of new students has ceased;
- h. A copy of the written notice given to current students or recruited-but-no-yet-enrolled student informing them of the school's intent to close and copies of any other record of students having been so notified; and
- i. The expected deposit date of the student records to the Department.

25.03 Student Records must include:

- a. The individual enrollment agreement and other instruments relating to the payment for educational services, including student financial aid;
- b. Academic grades and attendance (when in doubt preserve it; seek technical assistance from the Department; or turn it over to the Department to make a final determination);
- c. The date the student began instruction at the school and information about each program in which the student is or was enrolled, including (a) the name of program, (b) length of program in clock hours or credit hours and (c) date of last instruction or of course completion;
- d. Record of any student grievance and subsequent resolution; and
- e. Transcript/record of completion showing extent of each student's record of achievement up to last date attended or up to time the institution ceased operation.

26.00 Alternative Enrollment

An option for students faced with closure of their institution is to continue their education in order to complete their program. Alternative enrollment may be provided when a college or university is faced with closure. Alternative enrollment can take two forms: (1) the students complete their studies at the original private college or university in which they are enrolled prior to closure, or (2) the private college or university makes arrangements for students to complete their educational programs at another similarly accredited college or university which offers substantially the same education, and which arrangement has been approved by the Commission. Alternative enrollment is intended to fulfill the original contract between the closing institution and the student. If alternative enrollment is arranged for another approved institution to provide the remaining education that other institution must provide comparable education and agree that students transferring from the closing institution will pay only what cost of tuition/fees remains unpaid, according to the terms and conditions found in the enrollment agreement entered into between the student and the closing institution. The Department will work with the closing institution to determine if alternative enrollments can be made available. The option of alternative enrollment is voluntary and a student may decline such an arrangement.

27.00 Financial Integrity – Surety

27.01 Pursuant to §23-2-103.8, C.R.S., the Department shall determine the financial integrity of private colleges or universities except when the private college or university:

- a. Is a party to a performance contract with the Commission under §23-5-129, C.R.S.;
- b. Has been accredited for at least twenty years by an accrediting agency that is recognized by the United States Department of Education;
- c. Has operated continuously in this state for at least twenty years; and
- d. Has not at any time filed for bankruptcy protection pursuant to Title 11 of the United States Code.

27.02 If a private college or institution does not meet the criteria above, the Department shall determine the institution's financial integrity by confirming that the institution meets or does not meet the following criteria:

- a. The institution has been accredited for at least ten years by an accrediting agency that is recognized by the United States Department of Education;
- b. The institution has operated continuously in this state for at least ten years;
- c. During its existence, the institution has not filed for bankruptcy protection pursuant to Title 11 of the United States Code;

- d. The institution maintains a composite score of at least 1.5 on its equity, primary reserve, and net income ratios, as required in 34 C.F.R. 668.172; and
- e. The institution meets or exceeds the pro rata refund policies required by the federal Department of Education in 34 C.F.R. 668 or, if the institution does not participate in federal financial aid programs, the institution's refund and termination procedures comply with the requirement of the institution's accrediting body.

27.03 If a private college or institution is part of a group of private colleges and universities that are owned and operated by a common owner, so long as all of the other institutions in the group meet the criteria specified above then the Department shall determine the institution's financial integrity by confirming that the institution meets the following criteria:

27.03.01 The institution has received and maintains full accreditation without adverse action from an accrediting agency that is recognized by the United States Department of Education, which accrediting agency requires the institution to maintain surety or an escrow account or has affirmatively waived or otherwise removed the requirement for the institution;

27.03.02 The institution has been continuously authorized by the Commission for at least five years:

- a. The institution owns and operates a permanent instructional facility in the state;
- b. The institution annually provides to the Department audited financial statements for the most recent fiscal year that demonstrate that the institution maintains positive equity and profitability;
- c. The institution maintains a composite score of at least 1.5 on its equity, primary reserve, and net income ratios, as required in 34 C.F.R. 668.172; and
- d. The institution meets or exceeds the pro rata refund policies required by the federal Department of Education in 34 C.F.R. 668 or, if the institution does not participate in federal financial aid programs, the institution's refund and termination procedures comply with the requirements of the institution's accrediting body.

27.04 Surety

Each private college or university that is not exempt or cannot demonstrate financial integrity shall file evidence of surety in the amount calculated by the

Department using the criteria above prior to receiving authorization to operate in Colorado. The surety may be in the form of a savings account, deposit, or certificate of deposit that meets the requirements of §11-35-101, C.R.S., or an alternative method approved by the Commission, or by bond. The Commission may disapprove an institution's surety if it finds there are insufficient funds to provide students with indemnification and alternative enrollment.

27.05 Bonds

27.05.01 If a private college or university files a bond, it shall be executed by the institution as principal and by a surety company authorized to do business in Colorado. The bond shall be continuous unless the surety is released as set forth in this section.

27.05.02 The surety shall be conditioned to provide indemnification to any student that the Department finds to have suffered loss of tuition or any fees as a result of any act or practice that is a violation of this policy and to provide alternate enrollment, as described below, for students enrolled in an institution that ceases operation.

27.05.03 The amount of the surety that a private college or university submits is the greater of five thousand dollars or an amount equal to a reasonable estimate of the maximum prepaid, unearned tuition and fees of the institution for the period or term during the applicable academic year for which programs of instruction are offered, including but not limited to programs offered on a semester, quarter, monthly, or class basis, except that the institution shall use the period or term of greatest duration and expense in determining this amount if the institution's academic year consists of one or more periods or terms. The private college or university shall recalculate the amount of the surety annually.

27.05.04 The Colorado Commission on Higher Education may consider alternative surety requirements for institutions that can demonstrate that existing surety covers students served by the institution operating subject to authorization by the Colorado Commission on Higher Education.

27.06 Claims of Loss of Tuition and Fees

A student, or parent or guardian of the student, who claims loss of tuition or fees, may file a claim with the Department if the claim results from an act or practice that violates a provision of this policy. Claims filed with the Department are public records except that the Department shall not make the claims records public if the release would violate a federal privacy law. The Department shall not consider a claim that is filed more than two years after the date the student discontinues his or her enrollment with the institution.

27.07 Ceasing Operation and Alternate Enrollment

If a private college or university ceases operation, the Commission may make demand on the surety of the institution and the holder of the surety upon the demand for a refund by a student or the implementation of alternate enrollment. If the surety is a bond, the principal on the bond shall pay the claim due in a timely manner. To the extent practicable, the Commission shall use the amount of the surety to provide alternate enrollment through a contract with another authorized private college or university, a community college, an area ~~vocational school~~ technical college, or any other arrangement that is acceptable to the Department. The alternate enrollment provided to a student shall replace the original enrollment agreement, if any, except that the student shall make the tuition and fee payments as required by the original enrollment agreement, if any.

27.08 Payment of Debt

A student who is enrolled in a private college or university that ceases operation and who declines alternate enrollment may file a claim with the Commission for the student's prorated share of the prepaid unearned tuition and fees that the student paid. The Commission shall not make a subsequent payment to a student unless the student submits proof of satisfaction of any prior debt in accordance with this policy. If the amount of the surety is less than the total prepaid, unearned tuition and fees that have been paid by students at the time the institution ceases operation, the Department shall prorate the amount of the surety among the students. This section applies only to students enrolled in the institution at the time it ceases operation. Once an institution ceases operation, no new students shall be enrolled. The Commission is the trustee for all prepaid, unearned tuition and fees, student loans, Pell grants, and other student financial aid assistance if an authorized private college or university ceases operation.

27.09 Claims That Do Not Involve Ceasing Operation

For claims made that do not involve a private college or university that ceases operation, the Commission shall conduct a hearing to determine whether there is loss of tuition or fees, and, if the Commission finds that claim is valid, it shall make demand upon the surety.

27.10 Suspending Authorization Based on Loss of Surety

27.10.01 A private college's or university's authorization is suspended by operation of law when surety as required by this policy no longer covers the institution. The Department shall give written notice to the institution at the last-known address at least forty-five days before the release of the surety. Authorization is suspended by operation of law until the institution files evidence of surety in like amount as the surety being released.

27.10.02 The principal on a bond filed under the provisions of this section is released from the bond after the principal serves written notice thereof to the Commission at least sixty days before the release.

The release does not discharge or otherwise affect a claim filed by a student or enrollee or his or her parent or legal guardian for loss of tuition or fees that occurred while the bond was in effect or that occurred under any note or contract executed during any period of time when the bond was in effect, except when another bond is filed in a like amount and provides indemnification for any such loss.

27.10.03 Each private college or university that files a surety shall provide annual verification of continued coverage by surety in a report to the Commission due by January 1 of each year. If a private college or university that is exempt from the provisions of this policy or that demonstrates financial integrity ceases to operate in this state, the State Attorney General may filing a claim against the institution on behalf of students enrolled at the time the institution ceases operation to recover any amount of unearned, prepaid tuition that may be owed to the students. A seminary or religious training institution is not subject to the requirements of this section.

28.00 Data Submission

Refer to the Student Unit Record Data System (SURDS) data submission guidelines.

29.00 Student Complaints and Appeals

Refer to [CCHE policy Section I, Part T](#); concerning Student Complaints and Appeals.

Formatted: Justified

Formatted: Justified, Indent: First line: 0.5"

Formatted: Justified

HISTORY: (CCHE Agenda ~~xx/xx/xx~~[10/24/16](#) Item XX, X);

SECTION I

PART L STATEWIDE TRANSFER AND gtPATHWAYS POLICY

1.00 Introduction

This policy is meant for use by Colorado Department of Higher Education staff, the General Education (GE) Council and academic advisors. Students, parents and high school guidance counselors will find the accompanying “Degree Completion and Transfer Guide” much easier to use.

The Statewide Transfer and gtPathways Policy pertains to the state general education courses, known as Guaranteed Transfer Pathways (gtPathways); Statewide Transfer Articulation Agreements; transfer of course credits from one higher education institution to another; intra-institutional transfer; and reverse transfer. The policy applies to most Colorado public higher education undergraduate degree programs.¹ The policy applies to student transfer from two-year to four-year institutions, four-year to four-year institutions, four-year to two-year institutions, two-year to two-year institutions, or within four-year institutions. This policy does not address transfer issues where the state has limited legal authority: the transfer of credits from private, non-accredited, or out-of-state institutions or the awarding of credit for non-credit bearing courses.

The policy is divided into the following sections:

- 1.00 Introduction
- 2.00 Statutory Authority
- 3.00 Definitions
- 4.00 Policy Goals
- 5.00 Roles and Responsibilities
- 6.00 Other Statutory Provisions that Affect Transfer
- 7.00 General Education and gtPathways Courses
- 8.00 Transfer Options for Students

2.00 Statutory Authority

This policy is based on the following Colorado Revised Statutes:

- 2.01 §23-1-108(7)(a), C.R.S. “The commission shall establish, after consultation with the governing boards of institutions, and enforce statewide degree transfer agreements between two-year and four-year state institutions of higher education and among four-year state institutions of higher education...”

¹ A record of the degrees that were granted waivers from gtPathways can be found in the CCHE agenda item from June 7, 2013.

- 2.02 §23-1-108.5(1), C.R.S. “The General Assembly finds, therefore, that it is in the best interests of the state for the commission to oversee the adoption of a statewide articulation matrix system of course numbering for general education courses that includes all state-supported institutions of higher education and that will ensure that the quality of and requirements that pertain to general education courses are comparable and transferable system wide.”
- 2.03 §23-1-125 et seq., C.R.S. Commission directive – student bill of rights – degree requirements – implementation of core courses – competency testing – prior learning.
- 2.04 §23-1-125(3), C.R.S. “In creating and adopting the [gtPathways] guidelines, the department and the commission, in collaboration with the public institutions of higher education, may make allowances for baccalaureate programs that have additional degree requirements recognized by the commission.”
- 2.05 §23-1-131(3)(a), C.R.S. “The commission shall collaborate with the governing boards of the two-year and four-year institutions to develop and coordinate a process to notify students concerning eligibility for the award of an associate degree. The notification process shall apply to students at a four-year institution who have accumulated seventy credit hours at a four-year institution² and who transferred to the institution after completing the residency requirements for an associate degree at a two-year institution.”
- 2.06 §23-5-122, C.R.S. “...the governing board of every state-supported institution of higher education shall have in place and enforce policies regarding transfers by students between undergraduate degree programs which are offered within the same institution or within the same institutional system.”
- 2.07 §23-60-802, C.R.S. Area ~~vocational schools~~technical colleges – credits – transfer.

3.00 Definitions

- 3.01 “Commission” means the Colorado Commission on Higher Education created pursuant to section Title 23, Article 1 of the Colorado Revised Statutes.
- 3.02 “Core courses” means the thirty-one credit gtPathways curriculum to which “...Individual institutions of higher education shall confirm their own core course requirements...” (i.e., general education requirements). “The core of courses shall be designed to ensure that students demonstrate competency in reading, critical thinking, written communication, mathematics, and technology. The core of courses shall consist of at least thirty credit hours but shall not exceed forty credit hours” [§23-1-125(3), C.R.S.].³

²Note that statute has been interpreted to mean that students must have accumulated 70 credit hours in total, at all two- and four-year institutions attended, not just at a four-year institution.

³Note that this does not apply to every degree program at every institution. Addendum B of the 2013 Performance

- 3.03 “Course numbering system” means the common system of numbering used by all institutions for gtPathways courses, such as GT-CO1 for an introductory written communication course, GT-CO2 for an intermediate written communication course, GT-MA1 for a mathematics course, and so on, pursuant to §23-1-108.5(2)(b), C.R.S.
- 3.04 “Department” means the Colorado Department of Higher Education created and existing pursuant to section §24-1-114, C.R.S.
- 3.05 “GE Council” means the General Education Council convened pursuant to §23-1-108.5(3)(a), C.R.S.
- 3.06 “gtPathways” means guaranteed transfer pathways as described in §23-1-108.5 and §23-1-125(3), C.R.S.
- 3.07 “gtPathways content criteria” means the sets of criteria for the six content areas that make up the gtPathways curriculum: 1) written communication, 2) mathematics, 3) arts and humanities, 4) social and behavioral sciences, 5) history and 6) natural and physical sciences.⁴
- 3.08 “gtPathways competency criteria” means the five competencies embedded in the gtPathways content criteria in which students must demonstrate competency: 1) critical thinking, 2) mathematics, 3) reading, 4) technology and 5) written communication, pursuant to §23-1-125(3), C.R.S.⁵
- 3.09 “‘General education courses’ means the group of courses offered by an institution of higher education that every student enrolled in the institution must successfully complete to attain an associate’s or bachelor’s degree” [§23-1-108.5(2)(c), C.R.S.] and that meet the requirements of §23-1-125(3), C.R.S. It should be noted that besides a general education core, degrees also have major and elective and other requirements (see Table 1 under section 7.00). It should also be noted that general education requirements may differ between degree programs at the same institution and that some degree programs at some institutions have received waivers from the Commission not to have to include the 31 credit gtPathways curriculum in the general education cores for some baccalaureate degrees.⁶

Contracts gave institutions flexibility from having to include the gtPathways curriculum in the general education core of their Liberal Arts & Sciences baccalaureate degrees, as long as the institution continues to offer a full gtPathways curriculum for those Liberal Arts & Sciences students who choose it. Also, §23-1-125(3) gives the Commission authority to “...make allowance for baccalaureate programs that have additional degree requirements...” A list of these degrees, that do not contain the full gtPathways curriculum, is maintained on the Department’s website at <http://highered.colorado.gov/Academics/Transfers/Students.html>.

⁴ Available on the Department’s website at <http://highered.colorado.gov/Academics/Transfers/>

⁵ Available on the Department’s website at <http://highered.colorado.gov/Academics/Transfers/>

⁶ A list of these degrees, that do not contain the full gtPathways curriculum, is maintained on the Department’s website at <http://highered.colorado.gov/Academics/Transfers/Students.html>.

- 3.10 “Native student” means a student who begins and completes an undergraduate degree program at a single institution of higher education.
- 3.11 “Reverse Transfer” means the process whereby a student who begins his or her postsecondary education at a two-year institution and transfers to a four-year institution prior to receiving an associate degree, or who has left the four-year institution prior to completing a bachelor’s degree, and has accumulated at least 70 credits and completed the residency requirements at the two-year institution, may be eligible to receive an associate of arts or associate of science degree.
- 3.12 “Statewide Transfer Articulation Agreement” means a transfer agreement between two-year and four-year state institutions of higher education and among four-year institutions, which includes provisions under which state institutions of higher education shall accept all credit hours of acceptable course work for automatic transfer from an associate of arts or associate of science degree program, pursuant to §23-1-108(7)(a), C.R.S. Further guidance is found in 23-1-108(7)(g)(III), C.R.S., which defines a Statewide Transfer Articulation Agreement as a “Statewide degree transfer agreement,” which “...means an agreement among all of the state institutions of higher education for the transfer of an associate of arts or an associate of science degree. A statewide degree transfer agreement applies to common degree programs and specifies the common terms, conditions, and expectations for students enrolled in statewide degree transfer programs.”
- 3.13 “Transfer” means transferring the credit for courses taken at one institution of higher education to another. It is important to note that while most coursework can transfer, not all credit can be applied to a student’s chosen major. That is, the receiving institution will usually *accept coursework in transfer* and list those courses on the student’s transcript but may not be able to *apply the credit* for those courses to any of the requirements in the student’s degree program.
- 3.14 “Transfer Student” means a student entering the reporting institution for the first time but known to have previously attended a postsecondary institution at the same level (e.g. undergraduate, graduate) after high school graduation (or passing an equivalency exam). The student may transfer with or without credit. This excludes students who completed remedial coursework and students who completed college-level coursework as a high school student through Concurrent Enrollment or as their homeschool curriculum.

4.00 Policy Goals

The policy goals are to provide guidance on each entity’s role in the implementation of:

- 4.01 gtPathways, “that includes all state-supported institutions of higher education and that will ensure that the quality of and requirements that pertain to general

education courses are comparable⁷ and transferable system wide,” [§23-1-108.5(1), C.R.S.]; and

4.02 The Student Bill of Rights, which states that:

- 4.02.01 “(a) Students should be able to complete their associate of arts and associate of science degree programs in no more than sixty credit hours or their baccalaureate programs in no more than one hundred twenty credit hours unless there are additional degree requirements recognized by the commission;”⁸
- 4.02.02 “(b) A student can sign a two-year or four-year graduation agreement that formalizes a plan for that student to obtain a degree in two or four years, unless there are additional degree requirements recognized by the commission;”
- 4.02.03 “(c) Students have a right to clear and concise information concerning which courses must be completed successfully to complete their degrees;”
- 4.02.04 “(d) Students have a right to know which courses are transferable among the state public two-year and four-year institutions of higher education;”
- 4.02.05 “(e) Students, upon successful completion of core general education courses, regardless of the delivery method, should have those courses satisfy the core course requirements of all Colorado public institutions of higher education;
- 4.02.06 “(f) Students have a right to know if courses from one or more public higher education institutions satisfy the students’ degree requirements;”
- 4.02.07 “(g) A student’s credit for the completion of the core requirements and core courses shall not expire for ten years from the date of initial enrollment and shall be transferable.” [§23-1-125(1), C.R.S.]

⁷ It should be noted that gtPathways is not about course equivalencies and that “comparable” does not mean “equivalent.” That is, gtPathways are guaranteed to meet gtPathways requirements of most Liberal Arts & Sciences degrees but may not meet other general education or major requirements of degrees that received waivers because those degrees have additional requirements.

⁸ At its April 1, 2004 meeting, the Commission granted waivers to exceed the 120 credit cap to the following degree programs (new credit limits in parentheses): nursing (126 cr.); teacher preparation (126 cr. with the stipulation that students can complete the program in 4-years); engineering, engineering technology, computer science and related programs (exempt from the 120 credit limit but with the stipulation that all programs must “guarantee that students will be able to complete the program requirements in 4 years”); all degree programs at Colorado School of Mines (exempt from the 120 credit limit); and landscape architecture at CSU (132 cr.). At its June 4, 2009 meeting, the Commission approved a credit waiver of 138 credits and lifted the 4-year graduation agreement requirement for all science teacher preparation programs.

5.00 Roles and Responsibilities

5.01 Students

Students are responsible to act in their best academic interests and to seek the information necessary for making informed transfer choices, including:

- 5.01.01 Contacting academic advisors at both the sending and receiving institutions to understand the limitations on transfer;
- 5.01.02 Checking with the receiving institution for the availability of Statewide Transfer Articulation Agreements, Transfer Guides, other inter-institutional transfer agreements that may exist, and graduation requirements of the institution and degree program into which the student hopes to transfer;
- 5.01.03 Understanding the limits in applying transfer credits within general education, major requirements, and elective categories for the institution and degree program into which the student hopes to transfer; and
- 5.01.04 Filing an appeal with the institution in a timely manner to resolve transfer disputes.

5.02 Governing Boards of Public Institutions or Systems

All Governing Boards of public institutions or systems:

- 5.02.01 "...shall implement the statewide degree transfer agreements and the commission policies relating to the statewide degree transfer agreements." [23-1-108(7)(a), C.R.S.]
- 5.02.02 "...shall implement the [student transfer] agreements [between degree programs offered on the same campus or within the same institutional system] and commission policies relating to the agreements." [23-1-108(7)(f), C.R.S.]
- 5.02.03 "...shall modify its existing policies as may be necessary to accept the transfer of these [gtPathways course] credits." [23-1-108.5(5), C.R.S.]
- 5.02.04 "...shall have in place and enforce policies regarding transfers by students between undergraduate degree programs which are offered within the same institution or within the same institutional system. Such policies shall include, but shall not be limited to, the following provisions:
 - (a) If, not more than ten years prior to transferring into an undergraduate degree program, a student earns credit hours which are required for graduation from such undergraduate degree program, such credit hours

shall apply to the completion of such student's graduation requirements from such undergraduate degree program following such transfer;

(b) A student who transfers into an undergraduate degree program shall not be required to complete a greater number of credit hours in those courses which are required for graduation from such undergraduate degree program than are required of students who began in such undergraduate degree program, nor shall there be any minimum number of credit hours required post-transfer other than the normal degree requirements for non-transferring students; and

(c) The grade point average which is required for a student to apply for and be fully considered for transfer into an undergraduate degree program shall be no higher than that which is required for graduation from such undergraduate degree program.” [23-5-122(1), C.R.S.]

5.02.05 “...shall adopt policies to ensure that, if a student completes a program of study at an area ~~vocational school~~technical college and subsequently enrolls in an institution within the state system of community and technical colleges, or transfers from an area technical college ~~vocational school~~ to an institution within the state system of community and technical colleges, any postsecondary course credits earned by the student while enrolled in the area technical college ~~vocational school~~ will apply in full at another area technical college ~~vocational school~~ or to an appropriate program leading to a certificate or to an associate degree at a community or technical college. Postsecondary credits earned by a student at an area technical college ~~vocational school~~ may be transferred into an associate degree program at a community college or into a degree program at a four-year institution of higher education as provided in section 23-1-108(7) and the state credit transfer policies established by the Colorado commission on higher education.” [23-60-802, C.R.S.]⁹

5.03 Public Institutions of Higher Education

All public institutions:

5.03.01 Shall publish the Student Bill of Rights [23-1-125(1)(a-g), C.R.S.] in course catalogs and advising centers.

5.03.02 Shall honor the Student Bill of Rights.

⁹ Community colleges and 4-year institutions may accept credits earned from an area technical college ~~vocational school~~ as long as that school is accredited to offer the credit. Area ~~vocational schools~~technical colleges are not accredited to offer general education (gtPathways). As of January 8, 2014, the three area ~~vocational schools~~technical colleges in Colorado are Emily Griffith Technical College, Pickens Technical College and Delta-Montrose Technical College.

Formatted: Font: 10 pt

- 5.03.03 Shall comply with "...the intent of the general assembly that academic degree programs at state-supported institutions of higher education be designed and implemented to assure and emphasize that undergraduate students have the maximum range of opportunities and assistance to complete their course of study and obtain their degree in a reasonable amount of time." [23-1-108(13)(a), C.R.S.]
- 5.03.04 "...shall review its course offerings and identify those general education courses offered by the institution that correspond with the courses included in the course numbering system. The higher education institution shall submit its list of identified courses, including course descriptions and, upon request of the commission, summaries of course syllabi, for review and approval by the commission on or before March 1, 2003." [23-1-108.5(4)(a), C.R.S.]¹⁰
- 5.03.05 "...shall publish, and update as necessary, a list of course offerings that identifies those general education courses offered by the institution that correspond with the courses included in the course numbering system." [23-1-108.5(4)(b), C.R.S.]
- 5.03.06 "...shall participate in the course numbering system." [23-1-108.5(5), C.R.S.]
- 5.03.07 Shall develop effective transfer advising systems, including but not limited to, training faculty and academic advisors, providing freshman students with planning information, and providing transfer students with appeals information.
- 5.03.08 Shall develop advising partnerships among all four-year and two-year public institutions to jointly advise students.
- 5.03.09 "...shall implement the [student transfer] agreements [between degree programs offered on the same campus or within the same institutional system] and commission policies relating to the agreements." [23-1-108(7)(f), C.R.S.]
- 5.03.10 "...shall implement the statewide degree transfer agreements and the commission policies relating to the statewide degree transfer agreements." [23-1-108(7)(a), C.R.S.]
- 5.03.11 "...shall grant full course credits to students for the core courses they successfully test out of, free of tuition for those courses." [23-1-125(4), C.R.S.]

¹⁰This process was completed.

- 5.03.12 “...shall adopt and make public a policy or program to determine academic credit for prior learning.” [23-1-125(4.5), C.R.S.]
- 5.03.13 To approve degrees with designation, the Colorado Community College System shall “...submit the degree program designation to the board for its review and approval. The community college may offer the degree program only after it has been approved by the board and by the Colorado commission on higher education. The community college shall exclusively use the degree program designation name in official publications, course catalogs, diplomas, and official transcripts” [23-60-211(1), C.R.S.] and Colorado Mountain College and Aims Community College shall “...submit the degree program designation to the board of trustees for its review and approval. The junior college may offer the degree program only after it has been approved by the board of trustees and by the Colorado commission on higher education.¹¹ The junior college shall exclusively use the degree program designation name in official publications, course catalogs, diplomas, and official transcripts” [23-71-123(3), C.R.S.].¹²
- 5.03.14 “...should work in collaboration with the commission to develop a process that reduces a potential barrier to degree completion by providing students with information about the student’s eligibility for an associate degree” [23-1-131(1)(b)]. “The two-year and four-year institutions shall agree upon the contents of the notification to eligible students. At a minimum, the notification shall include the requirements for the degree audit by the two-year institution and information concerning the process for a student to be awarded an associate degree in the future if the degree requirements are not met or the student declines the associate degree at the time of the notification” [23-1-131(3)(b), C.R.S.]. “Each two-year and four-year institution shall provide students with information concerning the process developed pursuant to this section” 23-1-131(4), C.R.S.].

5.04 Participating Private Institutions of Higher Education

Private institutions of higher education may choose to participate in gtPathways, including conforming their general education curricula to include the gtPathways curriculum; being guaranteed their approved gtPathways courses will transfer to all public and other participating nonpublic institutions, and agreeing to accept in transfer and apply credit for gtPathways courses from other participating nonpublic and public institutions of higher education, pursuant to §23-1-125(5), C.R.S.

¹¹ Refer to CCHE Policy I, V for more information on approval of new degree programs.

¹² GE Council agreed that if a two-year institution is unable to offer all coursework required for a Statewide Transfer Articulation Agreement, that institution should not offer the corresponding Degree with Designation.

5.05 Colorado Commission on Higher Education

The Commission, with the Colorado Department of Higher Education acting as its staff:

- 5.05.01 “...shall establish, after consultation with the governing boards of institutions, and enforce statewide degree transfer agreements between two-year and four-year state institutions of higher education and among four-year state institutions of higher education.” [23-1-108(7)(a), C.R.S.]
- 5.05.02 “...shall establish and enforce student transfer agreements between degree programs offered on the same campus or within the same institutional system.” [23-1-108(7)(f), C.R.S.]
- 5.05.03 Shall, “...within existing resources, ...implement and revise appropriate policies, including financial incentives, to assure that students at state-supported institutions of higher education complete their academic degree programs in the most efficient, effective, and productive manner. The policy implementation and review shall include:
- (I) Academic advising and counseling at such institutions and consideration of methods for the improvement of early and continuous availability of such academic advising and counseling in order to assist students with the completion of degree programs;
 - (II) The frequency and availability of courses essential to completion of degree programs at such institutions and evaluation of what changes may be necessary to assure that the course scheduling for degree programs by such institutions maximizes the opportunities for students to complete their course of study efficiently, effectively, and productively;
 - (III) Measures for minimizing and eliminating the restrictions against automatic transfer of credit hours of acceptable course work between such institutions and whether the provisions of transfer agreements between two-year and four-year institutions and among four-year institutions entered into pursuant to subsection (7) of this section are directed at easing such transfer restrictions;
 - (IV) Methods for minimizing the loss of credit hours when a student changes degree programs at such institution and assurance that such credit hours are transferred or substituted for appropriate course work in the other degree program;
 - (V) The review of possible solutions for access of nontraditional

and part-time students to complete programs within the student's time frame goals;

(VI) What effect, if any, the reduction of degree programs would have on the increased availability of classes within existing degree programs;

(VII) What effect increases in educational costs may have on the average length of time for a student to complete a degree program; and

(VIII) The implementation of core curricula as a measure for assisting students to graduate.” [§23-1-108(13)(a), C.R.S.]

- 5.05.04 “...shall oversee the adoption of a statewide articulation matrix system of course numbering for general education courses that includes all state-supported institutions of higher education and that will ensure that the quality of and requirements that pertain to general education courses are comparable and transferable system wide.” [23-1-108.5(1), C.R.S.]
- 5.05.05 Consider for approval gtPathways courses recommended by GE Council, pursuant to §23-1-108.5(3), C.R.S.
- 5.05.06 “...shall consult with the governing boards when convening representatives from the higher education institutions [to serve on GE Council].” [23-1-108.5(3)(a), C.R.S.]
- 5.01.07 “...shall review the [GE] council's recommendations and adopt a statewide articulation matrix system of common course numbering for general education courses, including criteria for such courses...” [23-1-108.5(3)(c)(I), C.R.S.]
- 5.05.08 “...shall adopt and implement such procedures [recommended by GE Council to document students’ success in transferring among higher education institutions].” [23-1-108.5(6)(a), C.R.S.]
- 5.05.09 “...in consultation with the governing boards and the higher education institutions, shall design and implement a statewide database to [document students’ success in transferring among higher education institutions].” [23-1-108.5(6)(b), C.R.S.]
- 5.05.10 Resolve student complaints regarding the requirements of this policy, pursuant to CCHE Policy I, T Student Complaint Policy. “The Commission shall have final authority in resolving transfer disputes.” [23-1-108(7)(a), C.R.S.]

5.05.11 “...shall adopt such policies to ensure that institutions develop the most effective way to implement the transferability of core course credits.” [23-1-125(3) C.R.S.]

5.06 General Education (GE) Council

The GE Council:

5.06.01 “...shall create a process through which it shall seek input from and consult with various higher education student organizations for each articulation agreement and for the review of general education courses and the course numbering system as required in [23-1-108.5(3)(c)].” [23-1-108.5(3)(a), C.R.S.]

5.06.02 “...shall recommend to the commission a statewide articulation matrix system of common course numbering to which the general education courses for each higher education institution may be mapped.” [23-1-108.5(3)(b), C.R.S.]¹³

5.06.03 “...shall recommend to the commission a list of general education courses to be included in the course numbering system. In identifying said general education courses, the council shall review the course descriptions, and may request summaries of course syllabi for review, focusing first on lower division general education courses.” [23-1-108.5(3)(c)(I), C.R.S.]¹⁴

5.06.04 “...shall annually review the list of general education courses and the course numbering system, including the criteria, adopted by the commission and recommend such changes as may be necessary to maintain the accuracy and integrity of the course numbering system. The council's annual review shall include consideration of the course descriptions, and the council may request summaries of course syllabi for further review.” [23-1-108.5(3)(c)(II), C.R.S.]¹⁵

5.06.05 “...shall devise and recommend to the commission procedures for exchanging information to document students’ success in transferring among higher education institutions.” [23-1-108.5(6)(a), C.R.S.]

5.06.06 Shall act as their respective institutions’ liaisons to assist the Department in the creation and adoption of statewide transfer articulation agreements; the review of proposed gtPathways courses; train academic advisors on the

¹³ This process was completed and the common course numbering system for gtPathways courses is linked on the Department’s website at <http://higher.ed.colorado.gov/Academics/Transfers/gtPathways/curriculum.html>.

¹⁴ This process was completed per initial requirements of H.B. 01-1298 (the “Berry Bill”) and is now ongoing.

¹⁵ Standard practice has been that gtPathways courses continue to carry that designation unless the institution chooses to withdraw the course from general education, the course is not offered within a two-year period, or evaluations indicate that a course does not meet the state content and competency criteria, which are linked on the Department’s website at <http://higher.ed.colorado.gov/Academics/Transfers/>.

requirements of this policy; and provide guidance to the Department in the resolution of transfer student disputes.

6.00 Other Statutory Provisions that Affect Transfer

6.01 Credit cap for degrees.

6.01.01 “Students should be able to complete their associate of arts and associate of science degree programs in no more than sixty credit hours or their baccalaureate programs in no more than one hundred twenty credit hours unless there are additional degree requirements recognized by the commission” [23-1-125(1)(a), C.R.S.]; and

6.01.02 “The commission shall establish a standard of a one-hundred-twenty-hour baccalaureate degree, not including specified professional degree programs that have additional degree requirements recognized by the commission.” [23-1-125(2), C.R.S.]¹⁶

6.02 Competency testing.

6.02.01 “...the commission shall, in consultation with each public institution of higher education, define a process for students to test out of core courses, including specifying use of a national test or the criteria for approving institutionally devised tests. Beginning in the 2010-11 academic year, each public institution of higher education shall grant full course credits to students for the core courses they successfully test out of, free of tuition for those courses.” [23-1-125(4), C.R.S.]

6.02.02 Standard practice is that institutions do not have to allow students to test out of every core course but there must be a means to test out of every gtPathways category (e.g., GT-CO1, GT-MA1, and so on).

6.02.03 Institutions may choose the assessment instruments. Portfolio review and prior learning assessment are allowable instruments.

¹⁶At its April 1, 2004 meeting, the Commission granted waivers to exceed the 120 credit cap to the following degree programs (new credit limits in parentheses): nursing (126 cr.); teacher preparation (126 cr. with the stipulation that students can complete the program in 4-years); engineering, engineering technology, computer science and related programs (exempt from the 120 credit limit but with the stipulation that all programs must “guarantee that students will be able to complete the program requirements in 4 years”); all degree programs at Colorado School of Mines (exempt from the 120 credit limit); and landscape architecture at CSU (132 cr.). At its June 4, 2009 meeting, the Commission approved a credit waiver of 138 credits and lifted the 4-year graduation agreement requirement for all science teacher preparation programs.

6.03 Credit for prior learning.

6.03.01 "...each public institution of higher education shall adopt and make public a policy or program to determine academic credit for prior learning." [23-1-125(4.5), C.R.S.]

7.00 General Education and gtPathways Curriculum

The gtPathways curriculum is the core of the general education requirements of most Liberal Arts & Sciences bachelor’s degrees. This takes some of the guesswork out of transfer because gtPathways courses, in which the student earned a C- or higher, will always transfer¹⁷ and the credit will apply¹⁸ to gtPathways requirements in every Liberal Arts & Sciences bachelor’s degree at every public Colorado institution. Depending on the bachelor’s degree, gtPathways course credit may also be applied to major and elective requirements at the receiving institution’s discretion. Non-gtPathways courses and gtPathways courses taken beyond the required 31-credit gtPathways curriculum will transfer (and be listed on the student’s transcript) but their credit is not guaranteed to apply to general education or major requirements or to electives (and count towards the 120 required credits for the bachelor’s degree). Table 1 below highlights where gtPathways courses fit in a bachelor’s degree.

Table 1: The Parts of a Bachelor’s Degree

<p>Bachelor’s Degree (usually 120 credits)</p> <p>Examples: Bachelor of Arts Bachelor of Science</p>	<p>General Education Requirements, includes:</p> <ul style="list-style-type: none"> • gtPathways (31 credits) and/or • other courses specified by the institution or major department, not to exceed 40 credits¹⁹
	<p>Major Requirements (number of credits varies)</p> <p>Examples:</p> <ul style="list-style-type: none"> • Biology • English • Political Science
	<p>Electives (number of credits varies)</p>
	<p>Other graduation requirements</p>

As shown in Table 2 below, the gtPathways curriculum is organized into six categories: 1) written communication, 2) mathematics, 3) arts and humanities, 4) history, 5) social and behavioral sciences, and 6) natural and physical sciences.

¹⁷ Transfer of credit means the receiving institution notes on its own transcript the credit earned at another institution. Credits that transfer do not reduce time to degree completion unless they are applied to degree requirements at the receiving institution.

¹⁸ Application of credit means the receiving institution applies credit earned at another institution to its own degree requirements, whether as general education, major requirements, or electives. Application of credit to degree requirements reduces time to degree completion.

¹⁹ §Per 23-1-125(3), C.R.S.

Table 2: gtPathways Curriculum

Semester Credit Hours	gtPathways Curriculum
6	<p>Written Communication: GT-CO1: Introductory Writing course (minimum 3 credits) GT-CO2: Intermediate Composition (minimum 3 credits) GT-CO3: Advanced Writing Course (minimum 3 credits) *Students may take GT-CO1 and GT-CO2 or they may take GT-CO2 and GT-CO3.</p>
3	<p>Mathematics: GT-MA1 (minimum 3 credits)</p>
15	<p>Arts & Humanities – at least 2 courses (minimum 6 credits) GT-AH1: Arts and Expression GT-AH2: Literature Humanities GT-AH3: Ways of Thinking GT-AH4: World Languages (must be 200 level)</p> <p>History – at least 1 course (minimum 3 credits) GT-HI1</p> <p>Social & Behavioral Sciences – at least 1 course (minimum 3 credits) GT-SS1: Economic or Political Systems GT-SS2: Geography GT-SS3: Human Behavior, Culture, or Social Frameworks</p> <p>*Students must select one more course to equal at least 15 credits.</p>
7	<p>Natural and Physical Sciences – two courses, one of which must be GT-SC1 GT-SC1: course with required laboratory GT-SC2: lecture course without laboratory</p>
31	TOTAL MINIMUM CREDITS

To complete the gtPathways curriculum, students are required to complete the minimum 31 semester credit hours and earn a C- grade or better in each course. The guarantee of applicability of credit of gtPathways coursework to the receiving institution's general education requirements is limited to the minimum number of semester credit hours in each category. So, for instance, if a

student takes two GT-HI1 courses and then transfers, the receiving institution must apply only one of the GT-HI1 courses. The remaining GT-HI1 course may be applied to major or elective credit at the discretion of the institution.

Students and academic advisors should note that not all of a degree's general education courses may be gtPathways approved. Courses that are gtPathways approved are designated as such in each institution's Course Catalog. Generally speaking, as long as a student does not take more general education courses than are required for his or her degree or change his or her major, then gtPathways courses completed at one public or participating private institution with a C- or better shall be applied to the degree's general education requirements or the requirements of the declared major at the receiving institution, given that the degree's general education core contains gtPathways courses. These limitations are explained below in more detail.

7.01 Limitation #1: Not All Degrees Contain the gtPathways Curriculum

Some degrees do not contain the gtPathways curriculum in whole or in part. These degrees have waivers from the Commission not to have to include gtPathways in their general education cores.²⁰ It should be noted that although the general education cores of these degrees do not contain the gtPathways curriculum, they are still in line with the general education course guidelines in §23-1-125(3), C.R.S. That is, they are "...designed to ensure that students demonstrate competency in reading, critical thinking, written communication, mathematics, and technology." It is also important to note that institutions are still required to accept gtPathways courses in transfer and apply the credit when these degrees contain gtPathways courses in their general education cores. Since not every degree contains the gtPathways curriculum, this has several implications for students who will, or believe they may, transfer:

1. The gtPathways curriculum will satisfy at least 31 credits of general education requirements in most degrees, but not all degrees.
2. If the bachelor's degree into which the student intends to transfer contains the gtPathways curriculum, or an academic advisor for that degree affirms that the student's gtPathways courses will apply to major or elective requirements, then gtPathways courses are a good choice for that student.
3. If the degree does not contain the gtPathways curriculum, and the academic advisor indicates that none or few gtPathways courses will apply to the degree requirements, then the student should be advised that, although all coursework will *transfer*, it may not *apply* so it won't get the student closer to completing the bachelor's degree. Early transfer may be a good option in these instances.

7.01.02 Limitation #2: Students May Need to Request the gtPathways Curriculum

²⁰ A list of these degrees, that do not contain the full gtPathways curriculum, is maintained on the Department's website at <http://highered.colorado.gov/Academics/Transfers/Students.html>.

Per Addendum B of the 2013 Performance Contracts,²¹ institutions of higher education were given flexibility from having to include the gtPathways curriculum in the general education core of their Liberal Arts & Sciences baccalaureate degrees, as long as the institution continues to offer a full gtPathways curriculum for those Liberal Arts & Sciences students who choose to complete the entire gtPathways curriculum. Thus, in cases where students begin a Liberal Arts & Science bachelor's degree at one institution and know they will or may transfer to another institution, the student should ensure he or she is completing the gtPathways curriculum to ensure transfer and application of as many general education credits as possible.

7.01.03 Other Limitations on gtPathways' Guarantee:

It is important to note that gtPathways courses are not based on course equivalencies but meet content and competency criteria. Same or similarly-named gtPathways courses at different institutions are not guaranteed to be equivalent to one another. Students should not presume that because they took a gtPathways course at one institution that the same or similarly-named gtPathways course at a different institution contains the same material. This is important because receiving institutions will sometimes advise students to take a course at their institution that has the same or similar name to a course they previously took at a different institution. Institutions advise students to do this when it has been determined that the student's previous coursework has not prepared them for subsequent coursework at the receiving institution. All gtPathways courses that are a part of the degree's general education will still transfer and apply to general education requirements.

8.00 Transfer Options for Students

The following parts of this Section 8.00 describe the options for students to transfer coursework among Colorado's public and participating private institutions of higher education. To be effective, these transfer options require institutions of higher education to advise students to help them know which courses are most appropriate for their intended major programs of study. Also, students need to consult with their academic advisors when registering for courses to make informed decisions if planning to transfer to another institution. Informed decision-making is the best strategy for successfully transferring coursework among institutions and ensuring this policy's effectiveness.

8.01 Transfer of gtPathways Courses

When evaluating a transfer student's transcript, each public higher education institution will apply gtPathways credits to its general education requirements (where the degree's general education core contains gtPathways courses), subject to the limitations listed above. In some cases, an institution, at its own discretion, may apply gtPathways courses to both general education and major requirements. GE Council agreed that receiving institutions may not require students to demonstrate that the gtPathways courses they took

²¹ Available on the Department's website at <http://higherred.colorado.gov/Academics/PerformanceContracts/>

at another institution adequately prepared the student for subsequent coursework at the receiving institution.

8.02 Statewide Transfer Articulation Agreements

A Statewide Transfer Articulation Agreement (STAA) is an agreement among Colorado community colleges, junior colleges and four-year public institutions that offer a degree program in common, such as a Bachelor of Arts in History. Statewide Transfer Articulation Agreements allow students to:

- 8.02.01 Graduate from a two-year institution with a 60-credit Associate of Arts (A.A.) or Associate of Science (A.S.) degree with designation, such as an Associate of Arts in Business [§23-6-211 and §23-71-123(3), C.R.S.].
- 8.02.02 Enroll, with junior status, at a 4-year institution if the student successfully completes the A.A. or A.S. degree that is the subject of the Statewide Transfer Articulation Agreement. It is important to note, however, that successful completion of the A.A. or A.S. degree does not guarantee admission into the four-year institution or the degree program at the four-year institution [§23-1-108(7)(b)(I), C.R.S.]. Students should always seek advising from the appropriate advisor at their two-year institution and the four-year institution into which they plan to transfer.
- 8.02.03 Complete the bachelor's degree in no more than 60 additional credits at the receiving four-year institution (for a total of 120 credits) [§23-1-108(7)(b)(II), C.R.S.], except where the degree program received a waiver from the Commission to exceed 120 credits [§23-1-125(1)(b), C.R.S.].

Statewide Transfer Articulation Agreements and other Degree Transfer Agreements are listed on the Department's website at <http://higher.ed.colorado.gov/Academics/Transfers/>

8.03 Institutional Transfer Guides

Institutional transfer guides ensure that a student who completes an A.A. or A.S. degree with a grade of C- or better in all courses will have at least 60 credits of his or her A.A. or A.S. degree applied to the bachelor's degree requirements at the receiving institution and the students will be granted junior status if admitted. Because most liberal arts and sciences degrees are designed to be completed in 120 credit hours, a transfer student can complete many degrees in 120 credit hours and 4 years, given that the transfer student follows the degree plan outlined in the transfer guide and does not take courses that are not required. It should be noted, however, that not all degrees for which there are transfer guides can be completed in an additional 60 credits. Completion of the curriculum prescribed within Institutional Transfer Guides does not guarantee admission to a participating receiving institution. Students must meet all admission and application requirements at the receiving institution including the submission of all required

documentation by stated deadlines. Please note: students transferring to a University of Colorado institution (Boulder, Colorado Springs, Denver) must satisfy the CU System's MAPS (Minimum Academic Preparation Standards) requirements.

Institutional Transfer Guides for each four-year institution are linked on the Department's website at <http://highered.colorado.gov/Academics/Transfers/Guides/default.html>

8.04 Transfer of Associate of Arts and Associate of Science Degrees

A student who earns an Associate of Arts (A.A.) or Associate of Science (A.S.) degree at a Colorado public institution, including completing the gtPathways curriculum with a grade of C- or better in all courses, will transfer, upon admission, with junior standing into all Liberal Arts & Sciences bachelor degree programs offered by a Colorado public four-year university. The credits earned in the associate degree program will apply at minimum to 31 credit hours of lower division general education and 29 credit hours of additional graduation credits. The receiving institution will evaluate credit for prior learning following its standard policy. Students should follow the Statewide Transfer Articulation Agreement (if there is one for the chosen bachelor degree) or the receiving institution's Transfer Guide while considering what courses to complete as part of the A.A. or A.S. degree.

8.05 Reverse Transfer (Degree within Reach)

Students who have some college completed but who have not yet attained a degree, may be eligible for an associate's degree if they meet the following criteria:

- o The student has completed 15 credit hours at a community college in Colorado;
- o The student has a minimum of 70 credit hours, including coursework at the four-year institution;
- o The student has completed those 70 credit hours within 10 years of enrollment at any institution;
- o The student's completed credit hours meet the requirements for an Associate of Science, Associate of Arts or Associate of General Studies, to be determined via degree audit at the community college; and
- o The student has not requested that your data be withheld at either institution.

For more information, see <http://degreewithinreach.org>.

8.06 Transfer of Credits from Area ~~Vocational Schools~~ Technical Colleges

Students who successfully complete Career and Technical Education (CTE) coursework may be able to transfer the credit for those courses into an Associate of General Studies (A.G.S.) degree, an Associate of Applied Science (A.A.S.) degree or a related certificate program. In regards to coursework completed at ~~Area Vocational Schools~~ Technical Colleges, (including, but not limited to, Delta-Montrose Technical College, Emily

Griffith Technical College and Pickens Technical College) pursuant to §23-60-802, Colorado Revised Statutes:

...if a student completes a program of study at an area [technical college](#) ~~vocational school~~ and subsequently enrolls in an institution within the state system of community and technical colleges, or transfers from an area [technical college](#) ~~vocational school~~ to an institution within the state system of community and technical colleges, any postsecondary course credits earned by the student while enrolled in the area [technical college](#) ~~vocational school~~ will apply in full at another area [technical college](#) ~~vocational school~~ or to an appropriate program leading to a certificate or to an associate degree at a community or technical college. Postsecondary credits earned by a student at an area [technical college](#) ~~vocational school~~ may be transferred into an associate degree program at a community college or into a degree program at a four-year institution of higher education as provided in [section 23-1-108 \(7\)](#) and the state credit transfer policies established by the Colorado commission on higher education.²²

9.00 Student Complaints

If disagreement regarding the transferability of credits for coursework or a degree occurs between a student and a receiving two-year or four-year institution, the Department will facilitate an expeditious review and resolution of the matter pursuant to Commission Policy, Section I, Part T: Student Complaint Policy. For more information, contact the Department at 303-866-2723 or file a complaint at <http://higher.colorado.gov/Academics/Complaints/default.html>

“The Commission shall have final authority in resolving transfer disputes.” [23-1-108(7)(a), C.R.S.]

HISTORY: CCHE Agenda Item V, D – March 14, 2014; CCHE Agenda Item III, I – April 11, 2014, [CCHE Agenda Item XX, X – October 24th 2016](#)

Formatted: Superscript

²² Community colleges and 4-year institutions may accept credits earned from an area [technical college](#) ~~vocational school~~ as long as that school is accredited to offer the credit. Area ~~vocational schools~~ [technical colleges](#) are not accredited to offer general education (gtPathways).

Formatted: Font: 10 pt

SECTION I

PART N ~~_____~~SERVICE AREAS OF COLORADO PUBLIC INSTITUTIONS OF HIGHER EDUCATION

1.00 Introduction

The Colorado Commission on Higher Education is charged by statute to define geographic and programmatic service areas for Colorado public institutions of higher education [23-1-109 (2)]. In 1985 consultations with governing board representatives were conducted and, at its meeting in January 1986, the Commission approved specific geographic service areas for each institution and recognized several programmatic distinctions. Revisions were made in May 1987; March 1988; December 1992; September 1994; May 1995; and June 1995.

This document provides precise narrative descriptions of the geographic service areas to augment pictorial representations for all Colorado community colleges and area ~~vocational school~~technical colleges. For all four-year institutions, their service areas are the entire state of Colorado.

When community college and area ~~vocational school~~technical colleges' service areas are discussed the narrative descriptions herein should be used because of their precision. These definitions also should be used or referenced in planning documents concerning these institutions. The listing is alphabetized by institutional title. Community college and area ~~vocational school~~technical colleges' service areas are the geographic areas in which these institutions may offer their regular programs. In some cases an area ~~vocational school~~technical college is part of a community college and the service areas generally are the same.

2.00 Geographic Service Areas for Community Colleges, ~~and~~ Area ~~Vocational Schools~~Technical Colleges, and Local District Colleges

2.01 Adams State University

Adams State ~~College~~University shall provide Resident Instruction two-year academic programs in Saguache, Mineral, Rio Grande, Alamosa, Conejos, and Costilla counties. It shall cooperate with Colorado Mesa University in providing any needed two-year academic programs, ~~coordinated by the central office of The State Colleges in Colorado,~~ in Gunnison and Hinsdale counties.

Comment [AJ1]: As of 2012, it's Adams State University

2.02 Aims Community ~~University~~College

Aims Community College serves Larimer and Weld counties. Its service area for vocational programs is the same and is shared with Front Range Community College/~~Larimer County Area Vocational/Technical School~~ for vocational programs. Front Range Community College also serves Larimer County.

2.03 Arapahoe Community College

Arapahoe Community College (ACC) serves an area defined by the boundaries below. Its service area for vocational programs is the same.

Western Boundary (from north to south): U.S. Highway 285 intersect at the western border of Jefferson County; and Jefferson County border south, encompassing all of south Jefferson County.

Northern Boundary (from west to east): U.S. Highway 85 to West Quincy Avenue; east on Quincy to South Irving; north on Irving to West Oxford; west on Oxford, following the Fort Logan Mental Health Center boundaries, to South Lowell; north on Lowell to West Hampden Avenue (U.S. 285); east on Hampden to South Federal Boulevard; north on Federal to West Dartmouth Avenue; east on Dartmouth to South Tejon; north on Tejon to Yale Avenue; east on Yale to University Boulevard; south on University to East Hampden Avenue; east on Hampden to I-25, south on I-25 to I-225; northeast on I-225 to South Yosemite Street; south on Yosemite to the intersect of I-25, which approaches Arapahoe Road; and east on Arapahoe Road to Boxelder Creek.

Eastern Boundary (from north to south): Intersect of East Hampden Avenue and I-25; I-25 southeast to I-225; I-225 northeast to South Yosemite; Yosemite south to I-25 intersect, approaching Arapahoe Road; Arapahoe Road east to Boxelder Creek; Boxelder Creek south through Arapahoe County to the Elbert County border; northern Elbert County border west to Douglas County border; and Douglas County border south encompassing all of Douglas County.

Southern Boundary (from west to east): Southern borders of Jefferson and Douglas counties.

Footnote 1 - ACC shall serve the educational needs of Martin Marietta and US West in south Jefferson County; however, Red Rocks Community College is to coordinate educational delivery in other areas of southern Jefferson County with Arapahoe Community College, whenever and wherever possible. It is suggested that written agreements and other communication be developed between the two colleges, with monitoring by the Community College and Occupational Education System.

Footnote 2 - Fort Logan Mental Health Center shall be assigned to the Community College of Denver (CCD). However, ACC shall negotiate with CCD to share in and provide educational opportunities as requested by Ft. Logan officials.

Footnote 3 - Lowry Higher Education Center is located within the service area of the Community College of Aurora (CCA). However, ACC shall negotiate with CCA to

share in and provide educational opportunities. The Community College and Occupational Education System will monitor instructional activities.

Footnote 4 - ACC will be assigned all of Douglas County as part of its service area.

2.04 ~~Arapahoe Douglas Area Vocational School~~ The Arapahoe/Douglas Career and Technical School

~~Arapahoe Douglas Area Vocational School~~ The Arapahoe/Douglas Career and Technical School serves Arapahoe Community College and the following school districts: Littleton, Cherry Creek, Englewood, Sheridan, Douglas County.

2.05 Colorado Mountain College

Colorado Mountain College serves Garfield, Eagle, Summit, Pitkin, Lake, Chaffee, Grand and Jackson counties and Routt County school district RE 2. (The section of Routt County school district RE 3 that extends into Eagle County is within the service area of Colorado Northwestern Community College). The College's service area for vocational programs is the same.

2.06 Colorado Northwestern Community College

Colorado Northwestern Community College serves Moffat and Rio Blanco counties and RE 1 and RE 3 school districts of Routt County (the latter extending into a small part of Eagle County). The College's area for vocational programs is the same.

2.07 Community College of Aurora

The Community College of Aurora (CCA) serves an area defined by the boundaries described below. Its service area for vocational programs is the same.

Western Boundary (from north to south): Quebec Street south to Hampden Avenue; west on Hampden to I-25; south on I-25 to I-225; northeast on I-225 to South Yosemite Street; south on Yosemite to the I-225 intersect, which approaches Arapahoe Road.

Northern Boundary: Highway 2 from Quebec Street northeast to the Adams County line and along that line to Boxelder Creek.

Eastern Boundary (from north to south): From Adams County line to Boxelder Creek; south on Boxelder Creek to a point equivalent to Arapahoe Road as it extends east through Arapahoe County to Boxelder Creek.

Comment [AJ2]: As per the Arapahoe CC website
<https://www.arapahoe.edu/news-story/2008/high-school-students-speak-may-15-graduation-arapahoe-douglas-career-and-technical-sc>
Formatted: Font: (Default) Times New Roman, 12 pt

Southern Boundary (form west to east): Arapahoe Road and a line extending east from Arapahoe Road to Boxelder Creek.

Footnote 1 - CCA has a major responsibility for serving the Lowry Higher Education Center. However, Arapahoe Community College and the Community College of Denver are to share in the educational delivery, clearing requests through CCA with monitoring by the Community College and Occupational Education System.

2.08 Community College of Denver

The Community College of Denver (CCD) serves an area defined by the boundaries described below. Its service area for vocational programs is the same.

Western Boundary: Sheridan Boulevard.

Northern Boundary: Interstate 70.

Eastern Boundary: Quebec Street.

Southern Boundary (from west to east): West Quincy Avenue from Sheridan intersect to South Irving Street; north on Irving to west Oxford; west on Oxford, following Fort Logan Mental Health Center boundaries to South Lowell Boulevard; north on Lowell to U.S. 285 (Hampden); east on U.S. 285 to South Federal Boulevard; north on Federal to West Dartmouth; east on Dartmouth to South Tejon; north on Tejon to Yale Avenue; east on Yale to University Boulevard; south on University to East Hampden Avenue, and east on Hampden to the intersect of Quebec Street. The southern boundary of CCD coincides with the northern boundary of Arapahoe Community College.

Footnote 1 - CCD will operate the Technical Education Center (TEC) located at 62nd and Washington Street in Adams County; the TEC shall be served through the CCD delivery system, although located outside the service area for the college.

Footnote 2 - Lowry Higher Education Center is located within the service area of the Community College of Aurora (CCA). However, CCD shall negotiate with CCA to share in and provide educational opportunities. The Community College and Occupational Education System will monitor instructional activities.

Footnote 3 - The Fort Logan Mental Health Center shall be assigned to CCD. However, Arapahoe Community College shall negotiate with CCD to share in and provide educational opportunities as requested by Fort Logan officials, with monitoring by the Community College and Occupational Education System.

- | 2.09 Delta-Montrose Area ~~Vocational~~/Technical ~~School~~College
 | The Delta-Montrose Area ~~Vocational~~/Technical ~~School~~College serves Delta, Gunnison, Ouray, Montrose, and San Miguel counties, Hinsdale school district RE 1, and Gunnison Watershed School District RE 1J in Saguache County.
- | 2.10 Emily Griffith ~~Opportunity School~~Technical College
 | Emily Griffith ~~Opportunity School~~Technical College serves the city and county of Denver.
- | 2.11 Front Range Community College (~~Front Range Community College/Larimer County Vocational Technical Center~~)
 | Front Range Community College (FRCC) serves an area defined by the boundaries described below. Its service area for vocational programs is the same. Front Range Community College also holds a service area assignment in Larimer County. Front Range Community College/~~Larimer County Vocational Technical Center~~ shares Larimer and Weld counties with Aims Community College for vocational programs.

Western Boundary (from north to south): Western borders of Boulder and Jefferson counties; Jefferson County border south to a point equivalent to 80th Avenue as it extends west to the border; 80th Avenue line east to Wadsworth Boulevard; Wadsworth south to West 66th Avenue; 66th Avenue east to Sheridan Avenue; and Sheridan south to I-70 intersect.

Northern Boundary (from west to east): Boulder County border to Adams County border and north Adams County border to I-76 intersect, reaching the intersection of Adams County border and I-76.

Eastern Boundary (from south to north): Quebec Street from I-70 to Highway 2; northeast on Highway 2 to the Adams County border.

Southern Boundary: Interstate 70.

Footnote 1 - FRCC shall provide services to Brighton, Commerce City, Adams City, major portions of Boulder and Adams counties, and the northern portion of Jefferson County. If FRCC and Red Rocks Community College officials wish to share selected areas of northern Jefferson County, cooperative agreements should be prepared between the colleges. The Community College and Occupational Education System is to be informed of such agreements and shall monitor the cooperative endeavor.

2.12 Lamar Community College

Lamar Community College serves Cheyenne, Kiowa, Prowers, and Baca counties. Its service area for vocational programs is the same.

2.13 Colorado Mesa University

Colorado Mesa University shall provide Resident Instruction two-year academic programs in Mesa, Delta, Montrose, San Miguel and Ouray counties. It shall cooperate with Adams State College in providing any needed two-year academic programs, coordinated by the central office of The State Colleges in Colorado, in Gunnison and Hinsdale counties. The College's service area for vocational programs is Mesa County.

2.14 Morgan Community College

Morgan Community College serves Morgan, Kit Carson, and Lincoln counties. It will share responsibility for serving Washington and Yuma counties with Northeastern Junior College. Morgan Community College's service area also includes eastern Adams and Arapahoe counties extending to Boxelder Creek on the west and encompasses, among others, the communities of Bennett, Strasburg, Byers, and Deer Trail. The College's service area for vocational programs is the same.

2.15 Northeastern Junior College

Northeastern Junior College serves Logan, Sedgwick, and Phillips counties exclusively and shall share the responsibility for serving Washington and Yuma counties with Morgan Community College. Its service area for vocational programs is the same.

2.16 Otero Junior College

Otero Junior College serves Crowley, Otero, and Bent counties. Its service area for vocational programs is the same.

2.17 Pikes Peak Community College

Pikes Peak Community College serves Teller, El Paso, and Elbert counties. Its service area for vocational programs includes Teller, El Paso, and Elbert counties and Kit Carson County School District RE 4J.

2.18 Pueblo Community College

Pueblo Community College serves Pueblo, Fremont, Custer, Dolores, Montezuma, La Plata, San Juan, and Archuleta counties. Its service area for vocational programs includes Pueblo, Fremont, and Custer counties.

2.19 Red Rocks Community College

Red Rocks Community College (RRCC) serves an area defined by the boundaries described below. Its service area for vocational programs is the same.

Western Boundary: Western borders of Gilpin, Clear Creek, and Park counties.

Northern Boundary (from west to east): Northern border of Gilpin County; Highway 72 south to a point equivalent to 80th Avenue; 80th Avenue extending east to Wadsworth Boulevard; Wadsworth south to 66th Avenue; and 66th Avenue east to Sheridan Boulevard.

Eastern Boundary (from north to south): Eastern border of Gilpin County to a point equivalent to 80th Avenue; 80th Avenue east to Wadsworth Boulevard; Wadsworth south to 66th Avenue; 66th east to South Sheridan Boulevard; and Sheridan south to West Quincy Avenue.

Southern Boundary (from west to east): U.S. 285 from Jefferson County border to West Quincy Avenue east to Sheridan Boulevard.

Footnote 1 - Arapahoe Community College (ACC) shall serve the educational needs of Martin Marietta and Mountain Bell in southern Jefferson County; RRCC, however, is to coordinate educational opportunities in southern Jefferson County with ACC whenever and wherever possible. This to include educational requests from Federal Correctional Facility officials. It is suggested that written agreements and other communication be developed between the two colleges, with monitoring by the Community College and Occupational Education System.

Footnote 2 - RRCC will be responsible for providing educational services to Gilpin, Clear Creek, and Park counties and major portions of Jefferson County.

~~2.20 San Juan Basin Area Vocational/Technical School~~

~~The San Juan Basin Area Vocational/Technical School serves Montezuma, La Plata, Dolores, San Juan, and Archuleta counties and Archuleta School District 50JT in Hinsdale County.~~

Formatted: Indent: Left: 0"

~~2.2420 T.H. Pickens Technical Collegecenter~~

The ~~T.H. Pickens Technical Center College~~ serves the area defined by the boundaries described below.

Formatted: Tab stops: Not at 0.19"

Formatted: Indent: Left: 0.75", Tab stops:
Not at 0.19"

Western Boundary (from north to south): Quebec Street south to Hampden Avenue; west on Hampden to I-25; south on I-25 to I-225; northeast on I-225 to South Yosemite Street; south on Yosemite to the I-225 intersect, which approaches Arapahoe Road.

Formatted: Tab stops: Not at 0.19"

Northern Boundary: Highway 2 from Quebec Street northeast to the Adams County line and along that line to Boxelder Creek.

Eastern Boundary (from north to south): From Adams County line to Boxelder Creek; south on Boxelder Creek to a point equivalent to Arapahoe Road as it extends east through Arapahoe County to Boxelder Creek.

Southern Boundary (from west to east): Arapahoe Road and a line extending east from Arapahoe Road to Boxelder Creek.

2.22 Trinidad State Junior College

Trinidad State Junior College serves Las Animas and Huerfano counties with both academic and vocational programs. Trinidad State Junior College also serves Conejos, Costilla, Alamosa, Rio Grande, Mineral, and Saguache counties with vocational programs. Academic courses required in the vocational certificate and degree programs in those six counties shall be provided by Adams State University. Trinidad State Junior College may offer other courses in those six counties that are not clearly either academic or vocational with the agreement of Adams State University.

In cooperation with the State Board for Community Colleges and Occupational Education and the Colorado Commission on Higher Education, the college will continue to extend educational opportunities to northern New Mexico through formal reciprocity arrangements.

3.00 Programmatic Distinctions Recognized By the Commission

Two-year lower division programs currently approved for Colorado Mesa University and Adams State University may be delivered as part of these institutions' resident instruction programs within service areas designated. Vocational-technical instruction and academic instruction at the lower division level shall be offered in separate and distinct service areas.

HISTORY: (CCHE Agenda [xx/xx/xx10/24/16](#) Item XX, X);

SECTION IV

Statewide Extended Studies

1.00 Introduction

Statewide Extended Studies includes all on- and off-campus instruction offered through a continuing education or extended studies unit, instruction delivered away from a four-year institution's home campus in Colorado, and on-campus cash funded programs. Instruction delivered by Statewide Extended Studies is cash funded unless otherwise approved by the Commission. Any Regional Education Provider activity that falls into the category of cash-funded or off-campus is considered part of Statewide Extended Studies. Extended Studies programs shall conduct themselves in accordance with their governing board's policies, other CCHE policies, and state law in regards to, but not limited to, tuition, student fees, new program approval, record keeping, and academic credit for third party courses.

2.00 Statutory Authority

The Commission's Statewide Extended Studies policy is based on section 23-1-109 C.R.S. that states:

(1)...state-supported institutions of higher education may engage in instruction off the geographic boundaries of their campuses... (2) The commission shall define, after consultation with the governing boards of institutions, the geographic and programmatic service areas of each state-supported institution of higher education... (3) ...instruction at two-year institutions, including the first two years of instruction at Adams state university and Colorado Mesa university, shall be funded throughout the institutions' commission-approved service areas on the same basis as on-campus instruction. (4) ...All instruction offered outside the geographic boundaries of the campus, including instruction delivered by television or other technological means, shall be a part of this program unless exempted by policy and action of the commission... [and] (5) The commission shall set policies, after consultation with the governing boards of institutions, which define which courses and programs taught outside the geographic boundaries of the campus may be eligible for general fund support. The commission may include funding for those courses and programs in its systemwide funding recommendations to the general assembly.

3.00 Definitions

“Extended studies unit” refers to any department or division at a public four year Colorado institution of higher education that offers extended studies instruction as defined in section 5.00 of this policy.

“Department” refers to Colorado Department of Higher Education (DHE).

“Commission” refers to Colorado Commission on Higher Education (CCHE).

“Space Available Program” is a program that allows institutions to enroll students in on-campus resident classes after regular registration when institutional class enrollments have been met but when space for additional enrollment remains. Students enrolling in Space Available Programs are not FTE-generating resident students.

4.00 Duties of Designated Officers and Coordination with Colorado Department of Higher Education

4.1 Designated Officer

To ensure effective coordination and communication among the various programs offered by the Extended Studies units, each higher education institution shall designate an administrative officer as the primary liaison to the Department. All institutions shall ensure that the designated officer is notified of all instruction that falls under Extended Studies. The designated officers shall guarantee Extended Studies units’ instruction has comparable quality and accessibility as regularly offered main campus instruction.

4.2 Required Registration and Record Keeping

The designated officer shall ensure that all persons who participate in instruction offered by an extended studies unit shall be registered and shall pay all required tuition and fees. Records of all students registered for extended studies instruction must be on file in accordance with the sponsoring institution’s policies.

4.3 Student Fees

While only an institution’s governing board is authorized to set student fees, it has been Extended Studies historical practice to charge fees only for services and resources from which the Extended Studies student can benefit. Student activity, athletic, or health services are examples of fees that have not been charged to Extended Studies students historically.

4.4 Academic Credit for Third Party Courses

Academic credit for third party course offerings shall be consistent in quality with all other institutional offerings.

5.00 The Four Components of Statewide Extended Studies

5.1 Extended Studies Instruction

Extended Studies instruction includes credit and noncredit cash-funded instruction, including instruction delivered at an off-campus physical location, cash-funded instruction that is delivered by an institution's Extended Studies unit to an audience on the sponsoring institution's campus, including space available programs and non-credit instruction. The following types of programs and courses are exempt from the Extended Studies policy:

- Internships, cooperative education experiences, and student teaching;
- Class excursions of a temporary nature which are provided to supplement the institution's regular curriculum and are offered solely for the benefit of regularly-enrolled, degree-seeking students of the sponsoring institution; and
- Credit courses that are part of the regular curriculum that cannot be taught without specific equipment or instructional material and that are available only at an off-campus site or field experience.

5.2 Off-Campus State-Funded Instruction

Graduate level off-campus programs may be eligible for state funding through the normal fee-for-service budgeting process per C.R.S. §23-5-130(2). College Opportunity Fund (COF) eligibility for off-campus undergraduate programs may be approved by the Commission per C.R.S. §23-1-109(5) and §23-18-202(5)(d)(I)(f). Up to one-half of one percent of the total estimated state eligible credit hours will be allocated to off-campus programs.

5.2.1 Requesting Approval for a New Program

Programs approved to collect COF stipends must adhere to COF Guidelines. Department staff will collect proposals from Extended Studies units and select programs to recommend to the Commission for approval in consultation with the designated officers. The Department will recommend Commission approval only for programs that result in the completion of a degree or other credential, such as an educator licensure sequence.

The proposal for a new COF-eligible program must contain the following elements:

- A brief description of the program;

- The location of instruction;
- Amount of COF FTE requested;
- Amount of COF eligible FTE used in the prior fiscal year by the institution's Extended Studies unit (if any);
- Statement that the program has been approved for delivery in accordance with CCHE policy Section I, Part V: Policy and Procedures for the Approval of New Academic Programs in Public Institutions of Higher Education in Colorado Operating under a Performance Contract;
- Statement of how the program will help meet the State of Colorado's workforce development needs;
- Extent to which the program is directed at underserved populations;
- Justification of any duplication of a similar program offered by another institution in the same geographic area;
- Extent to which program addresses space constraints on the main campus; and
- Institutional approval for requested state funding.

5.2.2 Requesting Ongoing Approval for Continuing Programs

Requests for ongoing approval of programs previously approved should include the name of the program, the location, and the amount of COF-eligible FTE requested. If the amount of FTE requested is higher than the original approved amount, the higher amount should be justified.

Proposals for new COF eligible programs and requests to continue previously approved programs must be received by March 1st for consideration of funding in the following academic year. The Department will review proposals in consultation with designated officers and make a recommendation to the Commission within thirty days of the submission deadline.

5.3 Out-of-State and Out-of-Country Instruction

The Out-of-State and Out-of-Country Instruction component of Statewide Extended Studies is authorized by C.R.S. §23-5-116 and includes all instruction that takes place outside of the state of Colorado, including that offered outside of the country, with the following exceptions:

- Out-of-state class excursions (field trips) that are scheduled parts of regular classes, including those that are state-funded courses or cash-funded courses;
- Correspondence courses and instruction delivered at a distance by any means;
- Internships, cooperative education experiences arranged for sites outside of Colorado that are offered to regularly-enrolled, degree-seeking students; and
- Institution-sponsored (faculty led) state funded study-abroad courses that are administered on-campus and offered primarily for the benefit of regularly enrolled degree-seeking students.

5.4 Cash Funded Instruction Delivered at a Distance

Instruction that is delivered at a distance (not in a physical location) on a cash funded basis, by any means, will be considered Extended Studies instruction.

6.00 Regional Education Provider (REP)

As regional education providers, Adams State University, Fort Lewis College, Colorado Mesa University and Western State Colorado University may meet regional needs through extension of existing programs, per C.R.S. §23-1-127(2)(a) and 23-52-101(2)(a).

Each regional education provider is encouraged to seek the advice of stakeholders from its region. Each regional education provider shall develop a plan to assess the undergraduate and graduate and other educational needs of its service area.

Each regional provider will develop a public information strategy that effectively communicates within the designated region the availability of increased access to college programs. Minimally, institutions should indicate REP programs in their class schedules and should include REP information, where appropriate, in its publications. If an institution feels that its statutory role and mission is being constrained by the academic programs developed by a regional education provider, the institution may request a review by the commission.

Formatted: Indent: First line: 0"

6.1 Sustainable Funding Options

Regional education providers need to consider the full range of funding options, recognizing that the primary goal is to provide affordable educational opportunities while also recovering expenses associated with the delivery of the program and to be able to assure students that if they begin a program that they will be able to complete the program within a reasonable period of time. The regional education provider may use three available options to sustain its proposed programs:

1. The regional education provider may offer COF eligible courses in any of its approved programs, certificates of completion or discrete courses offered to matriculated students within their defined geographical region.
2. The regional education provider may offer programs on a cash-funded basis, establishing tuition levels in accordance with its governing board's policies.
3. If a regional education provider invites another state supported institution to deliver an academic program within its region, the guest institution may offer COF eligible courses.

6.2 Determining Regional Education Provider Geographical Boundaries

Regional education providers and the other appropriate public higher education institutions in collaboration with the Commission will define an appropriate geographical region to be served (Appendix N). It is understood that the geographical area defined for a regional provider will not supplant the service area for two-year colleges and postsecondary schools offering vocational programs. To avoid program duplication and to maximize access, regional providers will work collaboratively with the two-year institutions whose service areas overlap the geographical boundaries of the regional provider. Subject to Commission approval, four-year institutions with a statewide mission shall not be precluded from offering COF eligible programs in any service area, so long as the provider institution works collaboratively with the appropriate REP. Similarly, the designation of regional education provider does not authorize an institution to restrict another public institution from offering a Commission approved program on a cash-funded basis or a Commission approved off-campus state-funded program, but the offering institutions shall notify the regional education provider in a timely manner as specified below.

6.02.01 Framework for Geographical Boundaries

The four public institutions designated to be regional educational providers (Adams State University, Fort Lewis College, Colorado Mesa University and Western State Colorado University) will meet with commission staff to suggest the boundaries for their respective geographical regions. The Commission in conjunction with appropriate public higher education institutions will determine the geographical regions by considering the regional origin of institutional enrollments; political and economic regions as defined by existing governmental entities; “common sense” boundaries that reflect tradition, geography, and distance; and the current capacity and past performance of institutions to serve off-campus constituents in a given area. The purpose of these boundaries is threefold: to assign primary responsibility to a particular REP to survey the educational needs of an area and, where feasible, to meet those needs through its own programs or with the programs of other appropriate public institutions; to eliminate unnecessary educational duplication; and to assist the interested public in identifying which REP it should approach to communicate its educational needs or concerns.

The Commission, working collaboratively with the REPs, may, where prudent, permit some flexibility and overlap in boundaries to enhance the likelihood that the educational needs of Colorado citizens are met.

In addition, the delineation of boundaries does not necessarily “close” the region to another public institution that wishes to offer a program on a cash-funded basis or a Commission approved off-campus state-funded program. A public institution that exercises that cash-funded option will be required to notify the Commission. The Commission shall resolve disputes over boundaries and conflicts resulting from cash-funded initiatives.

6.3 Brokering Programs

When the regional education provider does not offer the desired or needed four-year or advanced degree, the regional provider shall broker with another Colorado public or in-state accredited private institution to provide the program. The most effective delivery method (i.e., site based, web-based) may be used to accommodate student need.

When the regional provider determines that a two-year or less advanced program is needed or desired, the regional provider shall direct that request to a community college within its defined region, an area ~~vocational school~~ technical college or to the Colorado Community College System. If it is not possible to meet the need, then the regional provider shall consult with department staff to determine how to meet the need.

7.1 Annual Report

The Department may collect data on an as needed basis. At a minimum, each extended studies unit shall provide an annual report to the department that contains:

- An Out-of-State and Out-of-Country report which is a description of all courses offered outside the boundaries of the state of Colorado, including a statement of need for the instruction and confirmation that no state funds were used in connection with the out-of-state courses, as identified in section 5.03 of this policy [per C.R.S. §23-5-116(6)]; and
- Enrollment in non-credit bearing coursework and other educational activities that is not already reported in the enrollment file in SURDS.
- The financial report it generates for its own institution or a comparable report that has been approved by the institution's chief financial officer.

HISTORY: ((Names of institutions updated September 9, 2012 per CCHE agenda item II, M) CCHE Agenda ~~xx/xx/xx~~10/24/16 Item XX, X);

SECTION V

PART B POLICY FOR REPORTING FULL-TIME EQUIVALENT STUDENT ENROLLMENT, EFFECTIVE JULY 1, 2001

1.00 Introduction

This policy applies to "all state-supported institutions of higher education, including, post-secondary institutions in the state supported in whole or part by state funds, and including junior colleges and community colleges, extension programs of the state-supported universities and colleges, local district colleges, and area ~~vocational schools~~technical colleges and specifically the regents of the University of Colorado and the institutions it governs. The governing boards and institutions of the public system of higher education in Colorado, including the University of Colorado, are obligated to conform to the policies set by the commission within the authorities delegated to it in this article." (C.R.S. 23-1-102(2)).

This version of the Full-Time Equivalent Student Enrollment Policy is effective July 1, 2001, and replaces previous versions of the policy. Furthermore, this policy nullifies any previous interpretations of the former policy, including general memos and exemptions.

The Commission recognizes that the FTE Policy may not address every possible circumstance. Institutions shall request an interpretation from the Commission when encountering a circumstance that the policy does not explicitly address. The Commission, in conjunction with the, will provide a formal interpretation that applies to all institutions. In contrast, exemptions approved by CCHE staff and entered into the public record do not alter or establish the state policy, but only apply to the applying institution for the particular circumstance for a specified period of time. All conclusions of the Commission are final.

2.00 Statutory Authority

The Commission shall prescribe uniform financial reporting policies, including policies for counting and classifying full-time equivalent students, for the institutions and governing boards within the state-supported system of higher education. (C.R.S.23-1-105(1)).

3.00 Goals, Principles, Roles and Responsibilities

3.1 Policy Goals

- 3.1.1 To achieve an equitable utilization of available state resources by specifying a uniform way to measure a student full-time equivalent (FTE).

3.1.2 To recognize the needs of individual students and state priorities in the policies for counting and classifying full-time equivalent students.

3.1.3 To achieve simplicity in state administrative reporting procedures.

3.2 Principles

3.2.1 The FTE policy will be student-centered, measuring FTE in terms of student academic enrollment activity.

3.2.2 The policy recognizes the academic integrity of credit hours assignment, relying on institutions to determine the credit hour assignment based on student outcomes and national standards.

3.2.3 The FTE policy recognizes the statutory role and mission of an institution or institutional type.

3.2.4 Statutory intent will determine claimable student FTE.

3.3 Roles and Responsibilities

3.3.1 The Commission is responsible for adopting, applying, and interpreting the FTE Policy. The Commission may delegate its interpretation responsibility to a standing committee or the Executive Director.

3.3.2 The governing boards are responsible for implementing CCHE's FTE Policy, adopting policies and procedures to facilitate requests for interpretation.

3.3.3 Compliance with the policy is subject to audit by the State Auditor's Office. The State Auditor's Office will report any FTE deviations to CCHE and the governing board of the institution in question.

3.3.4 An institution is responsible for adhering to the policy and the [policy guidelines](#), requesting an interpretation from CCHE in ambiguous cases, providing clear documentation of the FTE calculations, and discussing issues regarding reported deviations to the General Assembly and the Commission.

Comment [BE1]: update link

4.00 FTE Definition

A full-time equivalent student equals 30 credit hours for a semester system school and 45 credit hours for a quarter system school.

5.00 Eligibility Requirements

5.1 Institutions may claim state general fund support for instruction that meets all the following four parameters:

- 5.1.1 Credit hours earned by Colorado residents as defined by state statutes, including but not limited to C.R.S. 23-7-101-111.
- 5.1.2 Credit hours earned in courses that are congruent with the delivering institution's statutory role and mission
- 5.1.3 Credit hours offered within the geographic boundaries of the campus as defined in statute (C.R.S. 23-1-109). CCHE defines geographic boundaries to include credit hours earned from any Internet course or interactive television course delivered by a Colorado public institution of higher education.
- 5.1.4 Credit hours explicitly approved by the Commission for general fund support or not explicitly excluded in Section 5.02 or limited by conditions in 5.1.5.

Colorado statute authorizes dual funding for the same instructional activity offered to concurrently enrolled high school students under certain circumstances.

5.1.5 The credit hours earned by students enrolled in a Colorado public high school may be eligible (1) if the credits meet the general criteria listed in 5.1.2 and 5.1.4, (2) the credit hours are recorded on a college transcript, and (3) the credit hours earned comply with one of the following:

- 5.1.5.1 Meet the specific statutory provisions for FTE funding under the Concurrent Enrollment Programs Act, (C.R.S. 22-35-101).
- 5.1.5.2 Meet the statutory provisions under ASCENT, (C.R.S. 22-35-108).

5.2 Instruction that may not be claimed for State general fund support.

- 5.2.1 Course enrollments that are generated by out-of-state students as defined in state statute (C.R.S. 23-7).
- 5.2.2 Course enrollments that are generated under enterprise operations, i.e., those exempt from Tabor (Article X Section 20 of Colorado Constitution).
- 5.2.3 Non-credit courses.

- 5.2.4 Course sections where the enrollment is closed to the general public, the curriculum is customized for an employer, or the course is funded by customized job training dollars that are separately appropriated (C.R.S. 23-60-304, 23-60-306, and 23-60-307).
- 5.2.5 Remedial courses offered by a four-year college, except Adams State University and Colorado Mesa University, which may offer such instruction under their two-year role and mission (C.R.S. 23-18-202).
- 5.2.6 Academic skill courses and credits earned in a vestibule remedial lab offered by a four-year institution (C.R.S. 23-18-202).
- 5.2.7 Transcribed credits that are not directly attributed to college instruction (e.g., AP, ACE, IB, and CLEP).
- 5.2.8 Enrollments for which students are not charged full tuition, e.g., tuition waivers, excluding enrollment of children and grandchildren of the original residents of Ninth Street on the Auraria campus who are granted free tuition.

6.00 Accountability

- 6.1 Compliance with the policy is subject to audit by the State Auditor’s Office. The compliance audit procedures are described in CCHE’s FTE Audit Guidelines.
- 6.2 CCHE may call for a performance audit if the FTE Reports identify an emerging issue or problem. CCHE will define the scope of the performance audit that may or may not include data that is collected for compliance audits.

HISTORY: (CCHE Agenda ~~xx/xx/xx~~10/24/16 Item XX, X);

SECTION VI

PART B IN-STATE TUITION CLASSIFICATION

1.00 Authority

Commission authority to establish tuition classification policies is given in 23-1-105(5), C.R.S.: The Commission, after consultation with the governing boards of institutions, shall establish policies for the public system of higher education for determining student residency status for tuition classification purposes within statutory guidelines in Article 7 of this title.

2.00 Institutions to Whom the Policy Applies

These policies shall apply to state-supported institutions of higher education, including, but not limited to, all postsecondary institutions supported in whole or part by state funds, and including junior colleges and community colleges, local district colleges, and area ~~vocational schools~~ technical colleges. Those private and proprietary schools that have applied and been approved for participation in Colorado student financial aid programs shall use these policies to determine in-state tuition classification for purposes related to such student aid programs, except that military personnel who qualify under 1.10 shall not be considered in-state students for purposes of 23-3.3-101 et. seq. C.R.S. and 23-3.5-10.2 et. seq. C.R.S. until they meet the one year domicile requirement.

3.00 Current Legislation

The Colorado tuition classification law is contained in 23-7-101 to 107 of the Colorado Revised Statutes.

4.1 General Policies

Institutions are to make information available to interested parties regarding the basic criteria and documentation considered by the institution in making tuition classification decisions. Such criteria and documentation should include, but are not necessarily limited to, information contained in these policies. All tuition classification decisions are the responsibility of each institution based on its staff assessment of pertinent data.

4.1.1 Verification of Lawful Presence

Colorado law requires state agencies and institutions of higher education to verify the lawful presence in the United States of all persons 18 years of age or older for receipt of public benefits, such as financial aid, by requiring the applicant to produce one of the following forms of identification:

- (1) Valid Colorado Driver's License or a Colorado Identification Card
- (2) U.S. Military Card or a Military Dependent's Identification Card
- (3) U.S. Coast Guard Merchant Mariner Card

- (4) Native American Tribal Document
- (5) An alternative form of identification as listed in the Department of Revenue's Rules for Evidence of Lawful Presence, 1 CCR 201-17.

An applicant also must execute an affidavit stating that he or she is a U.S. citizen or legal permanent resident; or that he or she is otherwise lawfully present in the U.S. pursuant to federal law. (C.R.S. §24-76.5-103(4)).

All applicants for state-funded financial aid must meet the identification requirements of C.R.S. §24-76.5-103(4) or the Department of Revenue's Rules for Evidence of Lawful Presence, 1 CCR 201-17, which are effective as of August 1, 2007. Institutions must satisfy the verification requirements of C.R.S. §24-76.5-103(4) in a manner consistent with statutory requirements, Attorney General Guidance and CCHE policy. CCHE shall audit institutions to ensure compliance.

An applicant may also meet the requirements of this statute for state-funded financial aid through any waivers granted by the Department of Revenue as provided for in the Department of Revenue's Rules for Evidence of Lawful Presence, 1 CCR 201-17, which are effective as of August 1, 2007.

- 4.1 Registering Authority - the individual designated at each campus to have primary authority for making tuition classification decisions.
- 4.2 Timely - defined by each institution as the reasonable period of time, no more than 30 days, in which to produce clear and convincing evidence regarding the petition for in-state tuition classification.
- 4.3 Date of Registration - Shall be defined by the institution but shall not be later than the first day of classes for which domiciliary classification is claimed.
- 4.4 Petition - the formal request by a student or prospective student to be considered a Colorado resident for purposes of in-state tuition classification. (Commission staff will provide a sample petition which institutions may choose to use).
- 4.5 Petitioner - the individual seeking to prove Colorado domicile for purposes of paying in-state tuition.
- 4.6 Member of the Armed Forces - An active duty member of the U.S. Armed Forces, as specified by federal law, including U.S. Army, Navy, Air Force, Marine Corps, Coast Guard, or other such service.
- 4.7 Dependent of Member of the Armed Forces-the individuals recognized by the petitioner's branch of the U.S. Armed Forces as legal dependents.
- 4.8 Appeals to initial decisions of the Registering Authority

Each institution is to have in place a process whereby a decision of the registering authority may be appealed. Such process should include, at a minimum, an opportunity

for the petition and supporting documentation to be presented to a panel of institutional or governing board representatives for review and resolution. The decision of the institution's appeals panel will be final.

The petitioner is to be notified of the decision made by the appeals panel and any reasons why the petition was denied.

4.9 Emancipation of Minors

4.9.1 At the age of twenty-two, an unemancipated, unmarried student whose parents are not Colorado residents becomes emancipated and eligible to establish his own domicile. Thus, the 12 continuous months of residence, required as a part of domicile establishment, begins on the student's twenty-second birthday. Assuming the student has taken other legally required steps to establish permanent ties with Colorado, in-state status may be achieved on the twenty-third birthday.

4.9.2 A student under the age of twenty-two whose parents are not Colorado residents will automatically be emancipated upon legal marriage. In such cases, the date of the marriage is the date of emancipation and the date on which the 12-month residency period begins.

4.9.3 An unmarried individual under the age of twenty-two is considered to have residency of his parents unless the parents have emancipated the minor by surrendering the right and responsibility to support him. There is no specific amount defined as "support." In determining whether a minor has been emancipated, an institution must ascertain that parents have not only surrendered care, custody, and control, but have also not made provision for either substantial or regular support of the student.

4.9.4 Reversal of emancipation can occur if the emancipation was caused by circumstances other than marriage. Evidence that parents have resumed or provided for support of the minor would support a decision of reversal of emancipation.

4.9.5 If a minor is emancipated less than one year before his twenty-second birthday, the date of emancipation must be used to determine the point at which domicile was established.

4.10 Military Personnel

4.10.1 Upon action of the governing board to grant in-state tuition classification under the provisions of 23-7-103(1)(c)(II) as general policy, the institutional registering authority may determine active duty members of the U.S. Armed Forces, and their dependents, eligible for in-state tuition if the petitioner produces satisfactory documentation to show that he/she is moving to or residing in Colorado on a permanent change-of-station status as certified by the appropriate military official.

4.10.2 23-7-103(1)(c)(I) allows that a person who is a dependent of a military person on active duty shall not lose the dependent's in-state tuition status if the member is transferred outside of Colorado. To qualify to receive in-state tuition, the dependent of a military member who was on active duty in Colorado during the dependent's last year of high school must attend a public institution of higher education in Colorado within twelve months after graduating from a high school in Colorado. The dependent is not eligible for in-state tuition under the provision if the person has attended an institution of higher education outside of Colorado. If such dependent was continuously enrolled as an undergraduate or graduate student after qualifying for in-state tuition, the dependent will not lose in-state tuition status if the member of the military is transferred outside of Colorado.

4.10.3 23-7-106 allows any member of the military forces of Canada stationed in Colorado, or the dependent of any such member, to receive in-state tuition status at any institution of higher education in Colorado. No member of the Canadian military shall be considered to be stationed in Colorado unless a full-time principal residence is maintained.

4.11 Immigrant and Non-Immigrant Aliens

All petitions submitted by petitioners who are not U.S. citizens can be classified in two categories:

- Immigrant alien
- Non-immigrant aliens

4.11.1 Immigrant Aliens

An individual who has received the Resident Alien Card (green card) is eligible to petition for in-state status under the same provisions as citizens. Similarly, a petitioner who has not yet received the Resident Alien Card, but has filed the Application for Adjustment of Status may petition for in-state tuition classification. For such cases, when the resident Alien Card has not yet been received, the date of the Application for Adjustment of Status should routinely be used as the date on which the petitioner was legally able to establish domicile in Colorado.

Using the date of the Application of Adjustment of Status recognizes the intent of the individual to establish a permanent home.

4.11.2 Non-Immigrant Aliens

Certain non-immigrant aliens may be legally incapable of establishing domicile. When making a tuition classification decision in response to a petition submitted by a non-immigrant, the following guidelines should be used to determine the student's ability to establish Colorado domicile.

Visa categories not capable of establishing Colorado domicile:

- F-1 Student in academic or language program.
- F-2 Spouse or child of student in academic or language program
- H-3 Trainee.
- M-1 Student in vocational or other recognized nonacademic institution.
- M-2 Spouse or child of student in vocational or other recognized nonacademic institution.

Visa categories not capable of establishing Colorado domicile if the visa holder is in Colorado primarily to learn:

- H-4 If the visa holder is a spouse or child of H-3 (as opposed to H-1 or H-2).
- J-1 Exchange visitor.
- J-2 Spouse or child of exchange visitor.

All other visa categories are capable of establishing Colorado domicile.

4.12 Minor Whose Parents Have Left Colorado

An unemancipated minor remaining in Colorado when his Colorado-domiciled parents or guardians leave the state may be eligible for in-state tuition classification under the provisions of 23-7-103,(1)(m)(II), C.R.S. If so, such in-state status shall be maintained upon transfer from one Colorado postsecondary education institution to another as long as the student remains enrolled in courses leading to degree or certificate.

For purposes of the Colorado tuition classification law, a matriculated student shall have, at a minimum:

- X Applied and been accepted for admission to the institution (if applicable),
- X Registered for classes, and
- X Enrolled in registered classes (as defined in CCHE policy V-B-2.04).

4.13 Olympic Athletes

Legislation passed by the 1986 session of the Colorado General Assembly allows Olympic athletes to attend any state-supported institution of higher education at in-state tuition rates. They are not required to file a petition to obtain such status, but shall be required to complete such documents as the institution deems necessary to verify their status as an athlete in the Olympic training program.

HISTORY: (CCHE Agenda ~~xx/xx/xx~~10/24/16 Item XX, X);

SECTION VI

PART C TUITION AND FEES

1.1 General Description and Intent

Tuition and fees, along with state support, provide financial resources to the institutions of higher education to conduct academic programs and to support a complete and comprehensive learning environment for students. Tuition and fees represent a portion of a student's cost of attendance and are used to provide goods and services to students.

Governing boards have the responsibility and authority for the financial management of their institutions. A major component of sound financial management is the setting of tuition and fees, including refund policies. Since institutions have unique roles and missions and differing student needs, governing boards must consider a number of factors when setting tuition and fees, and when establishing a refund policy. The Colorado Commission on Higher Education (the Commission) has responsibility to exercise oversight to ensure that educational quality and student access are maintained consistent with the role and mission of each institution.

It is the intent of the Commission that the following will be considered when establishing tuition and fee rates:

- Tuition and fee rate setting should be done in an open and transparent manner.
- Board approved institutional tuition and fee proposals should consider financial aid available from all sources for students with documented need and, consistent with the goals of Senate Bill 10-003 (S.B. 10-003), and strive to maintain access and affordability for resident students.

1.50 Definition of Key Terms

- Academic Course: For purposes of this policy, includes all instruction, including, but not limited to: academic, vocational, occupational, technical, music, and physical education courses.
- Academic Facilities Construction: Includes buildings and site improvements, or specific space within a multi-use building (including utilities and transportation infrastructure) as defined in C.R.S. 24-75-301. The determination of whether it is an academic facility or space shall be determined based on the function/purpose of the building or space. Academic Facilities are those facilities that are core to the role and mission of the institution and may include, but not be limited to, space dedicated to instructional, student services, or administration. If a multi-purpose building, the space determination shall be based on the primary usage of the space during the regular academic year.
- Auxiliary Facility: As defined in C.R.S. 23-5-101.5 (2) (a).
- Fees: Any amount, other than tuition, that is assessed to all individual students as a condition of enrollment in the university. Fees may be used for academic and non-academic purposes, including, but not limited to: funding registered student organizations and student government; construction, remodeling, maintenance and improvement of student centers, recreational facilities, and other projects and improvements for which a facility fee is approved; intercollegiate and intramural athletics; student health services; technology; mass transit; parking; and bond payments for which fees have been pledged.
- Institution of Higher Education: Means any state-supported institution of higher education in Colorado and the Auraria Higher Education Center. For purposes of this section, does not include local district ~~junior~~ colleges or the area ~~vocational schools~~ technical colleges.

2.1 Tuition Policy

Beginning in FY 2011-12 and continuing through FY 2015-16, governing boards shall have the authority to raise tuition rates for resident undergraduate students up to nine percent pursuant to S.B. 10-003. A governing board may receive additional authority to raise tuition rates for resident undergraduate students above nine percent through the Commission's approval of a financial accountability plan. Tuition rates for nonresident students and resident graduate students are not subject to the provisions of S.B. 10-003. Beyond FY 2016-17, tuition limitations will be subject to existing law and CCHE tuition and fee policy will be updated as needed.

Formatted: Indent: First line: 0.01"

2.2 In times of emergency, certain students (including reserve military units, individuals with specialized skills, or firefighters) are called to provide services to the country.

When the call for service or national emergency is issued, it is often necessary for students to interrupt their coursework in mid-semester without advance notice. Public two-year and four-year institutions' policies should explicitly recognize that normal withdrawal and refund policies may not be appropriate and make provisions for individuals who leave the institution mid-semester to respond to a state or national emergency, including:

- Institutions' tuition policies should permit individuals to withdraw from the course without a grade or receive an incomplete with an opportunity to complete the course work at a later time and refunds should be made on a pro-rated basis for tuition paid by reservists called to active status during times of national emergency.
- Institutions may offer these individuals the option of crediting the current term's tuition to a future semester's tuition charges.
- Institutions shall waive any fee penalty related to breaking the room and board contract for reservists who are called to active status during a national or state emergency.
- In addition, an institution shall offer a pro-rated refund of fees paid for room and board based on the date that the individual left the residence hall.
- Institutions shall adopt policy language that ensures that individuals who are unable to complete a course due to a call to active status under a state or national emergency have a choice either
- The refund and grading policies should recognize that normal withdrawal procedures such as standard withdrawal timetables may not apply.

2.3 Institutions will not be penalized financially and state support funding will not be reduced for interrupted enrollment and will be allowed to include in-state students who are called to active duty in the FTE report during the semester they are called to active duty.

3.1 Student Fee Policy

C.R.S. 23-1-105.5(1) tasks the Commission to “adopt policies concerning the collection and use of student fees by the governing boards of the state institutions of higher education, as defined in 23-5-119.5 C.R.S. The policies may address, but need not be limited to, the purposes for student fees, categories of student fees, the distinctions between tuition revenue and student fee revenue, accounting for student fee revenue, student fee fund balances, the minimum level of student involvement in the processes for establishing, reviewing, and changing the amount of, and discontinuing student fees...”

In accordance with C.R.S. 23-5-119.5(3), student fees and the use of student fee revenues should provide benefit to students consistent with the stated purpose of the fee by covering related costs including, but not limited, to:

- The construction, maintenance, furnishing, and equipping of buildings and infrastructure;
- Specific courses or programs that benefit the students who choose to enroll in the course or program;
- Student-centered facilities, services, or activities such as student centers, recreation facilities, technology, parking lots, child care, health clinics, mandatory insurance, student government, and other student organizations or activities; and
- Registration costs, costs for student orientation and graduation, and those incurred to communicate with students and their family.

Student fees should be used to support and enhance the overall student experience. Student fees and the use of student fee revenue may benefit students both directly and indirectly. For example, given capital construction timelines some students currently attending an institution may not benefit as directly from fees for capital improvements, however, up-to-date facilities enhance and support the overall student experience and ultimately increase the value of the degree conferred. Likewise, a student may not take advantage of all the programs funded through specific fees, but these fees benefit the student body as a whole.

House Bill 11-1301 made significant changes to State statutes regulating fee policy. Part of the intent of the legislation was to provide greater flexibility at the governing board level to determine fee policy while protecting opportunities for student input and allowing for greater transparency and disclosure. Commission fee policy is consistent with this legislative intent.

3.1 **Governing Board Duties**

- 3.1.1 Each governing board shall adopt for each institution it governs an Institutional Plan for Student Fees within the requirements outlined in Section 3.02 below.
- 3.1.2 Each institution of higher education, including the Auraria Higher Education Center, shall give at least a thirty-day notice to students of any fee assessment or increase. At a minimum, such notice shall specify:
 - The amount of the new fee or fee increase;
 - The reason for the fee assessment or increase;

- The purpose for which the institution will use revenues received from the fee assessment or increase;
 - Whether the fee assessment or increase is temporary or permanent and, if temporary, the repeal date for the fee assessment or increase; and
 - Any additional requirements as outlined in the institution's student fee plan.
- 3.1.3 "Each governing board shall annually review the institutional plan for student fees and approve any new fees or changes to existing fees.
- 3.1.4 Each governing board shall establish appropriate methods for receiving meaningful student input that consider the unique student-body characteristics of its institution, necessary to establish and set student fees and fee rates. The established level of student input for all fees shall be listed in the Institutional Plan for Student Fees as outlined in section 3.02.
- 3.1.5 For all Four-Year Institutions - The administration of each institution, in consultation with student representatives, shall establish a fee policy for such institution. Such policy shall be subject to the modification and approval of the governing board of the institution, in accordance with the requirements of the Institutional Plan for Student Fees as outlined in section 3.02.
- 3.1.6 For all Colorado Community College System Institutions - The State Board for Community Colleges and Occupational Education shall meet with the Student Advisory Council, established in C.R.S. 23-60-104, to establish a fee policy for all institutions under its control. Such policy shall be subject to the modification and approval of the board, in accordance with the requirements of the Institutional Plan for Student Fees as outlined in section 3.02.
- 3.1.7 For Institutions Located at the Auraria Campus - The administration of the Auraria Higher Education Center and the Student Advisory Council to the Auraria Board (SACAB) shall establish a fee policy for the institutions located at the Auraria Campus. Such policy shall be for all fees assessed by the Auraria Higher Education Center and is in addition to the policy each institution will have with its respective governing board. The policy shall be consistent with the requirements of section 3.06 and C.R.S. 23-70-107 relating to student fees assessed by the Auraria Board. Such policy shall be subject to the modification and approval of the board, in accordance with the requirements of the Institutional Plan for Student Fees as outlined in section 3.02.
- 3.1.8 The student body of the institution, through its duly elected student government may institute rules and processes for assessing student input, including referenda and student government resolutions. No new fee, fee increase, or fee extension that is defeated by a vote of the student body may be resubmitted for a student vote until the following regularly scheduled student government election.

3.2 Institutional Plan for Student Fees:

All fees are subject to the requirements of C.R.S. 23-5-119.5 and section 3.02 of this policy. Governing boards must ensure the opportunity for student involvement in the development and subsequent revisions to the applicable institutional plans for student fees. A governing board shall review its institutional fee plans annually.

Institutional fee plans shall be publicly available on the individual institution's website.

A current and accurate copy of each institution's Institutional Plan for Student Fees and any revisions to the plan must be filed with the Department of Higher Education (DHE) by September 1st of each year with the Tuition and Fee Survey outlined in section 5.00.

Institutional Plans for Student Fees are to contain information, guidance, policies, and procedures with regards to all fees assessed at the institution. Each Institutional Plan for Student Fees shall include, but not be limited to, the following components:

- Definition and categorization of all student fees based on categories deemed relevant by the governing board. Description of the purposes for each fee established at the institution(s).
- Established procedures and the method and level of student participation in establishing, setting, reviewing, modifying, and discontinuing student fees and fee rates at the institution.
- An established complaint resolution process for disputes on the imposition or amount of a student fee.”
- A time frame for budget approval and board action on tuition and fees.
- Language that specifies whether to allow for the use of student fees or tuition for academic facilities construction and describes the method and level of student involvement in any such decision. Established procedures for any student vote or referendum relating to student fees.
- A list and description of any administrative costs charged to students or student groups for the administration of the student fee. These costs may vary by type or category of fee.
- Established procedures for the institutional review of fee fund balances. The institution shall determine the threshold at which such reviews are required and may utilize different thresholds for different fees.

- A clear and transparent process for the regular review and evaluation of: fee rate assessments, fee expenditures, and institution fee policies. The institution may determine whether such reviews are to be conducted by institutional administration, independent internal entities (e.g., departments and offices review each other), or independent, external entities. The processes may vary by type or category of fee.

3.3 Disclosure Requirements:

Each institution of higher education shall separately disclose the fees charged to the students by their respective governing board for the institution, by the institution, or by any auxiliary facility associated with the institution in its student billing statements.

This requirement shall apply to fees; however, such itemization shall not be required for any academic and instructional fee that is specifically listed in the course catalogue.

- If a governing board uses revenues from a general student fee for the repayment of bonds or other debt obligations, the governing board shall specify the portion of the general student fee that is actually applied to repayment of the bonds or other debt obligations.

3.3.1 Each institution shall provide a tuition calculator on its website to enable prospective students, current students, and the general public to accurately assess the cost of attendance at the institution.

Each institution shall make information available to students and the general public on its website containing a description of all current fees, including the purposes for which the institution uses revenues from the fees.

3.3.3 Each billing statement shall conspicuously identify any optional fees or charges that are automatically assessed unless the student chooses not to pay the fee through a negative check off.

- A form or method to elect not to pay the optional fees shall accompany the billing statements.

Any optional fees or charges that are automatically assessed unless the student chooses not to pay, except for health care fees, shall be refunded by the institution or organization that receives the fee, upon request, to any student who paid the fee. The refund shall be available during the entire semester in which the student paid the fee.

3.04 Fees Related to Bonds Issued on Behalf of Auxiliary Facilities

All governing boards shall follow the procedures outlined in statute regarding fees related to bonds issued on behalf of auxiliary facilities. Procedures for fees related to bonds issued on behalf of auxiliary facilities are outlined in C.R.S. 23-5-119.5

4.00 Use of Tuition and Fees for Academic Facilities Construction

Student fees or tuition may be used for academic facilities construction if approved for use in the institutional plan for student fees as outlined in section 3.02.

5.00 Reporting Requirements

5.1 By September 1 of each year, each governing board is required to submit to the DHE a report detailing:

- Tuition rates by credit hour for all differentials assessed to undergraduate, graduate, and professional degree and non-degree seeking students.
- Fee rates by credit hour for all fees assessed to undergraduate, graduate, and professional degree and non-degree seeking students.
- Current and accurate copies of all current Institutional Plans for Student Fees.
- Reporting and explanation of any changes in current student fee rates and all new student fees as including the date of governing board review and approval.
- Other information as may be required by the DHE.

5.2 Tuition and Fee Report

By January 15 of each year, the DHE will submit to the Commission for approval and distribution to the Education Committees of the House of Representatives and the Senate of the Colorado General Assembly a report summarizing:

- Tuition decisions made by each Governing Board and their consistency with Commission policy and legislative intent.
- Fee decisions made by each Governing Board and their consistency with Commission policy.

- Significant changes or trends in tuition and fees throughout the state.

6.00 Tuition and Fee Appropriation Over-Expenditure

Anytime a governing board exceeds its appropriation for tuition set by the General Assembly in the long bill, the Department of Higher Education will review the reasons for the increase in revenue, in order to determine that tuition policies have been followed, and whether a supplemental appropriation for spending authority should be requested. Governing boards will notify the Department of any projected over-expenditure in tuition spending authority following the deadlines established in the budget calendar. If the over-expenditure is due to increases in enrollment the governing board may utilize the Enrollment/Tuition and Stipend Contingency line from the annual long bill.

Pursuant to S.B. 10-003 the requirements of this paragraph 6.00 do not apply from FY 2011-12 through FY 2015-16.

HISTORY: (CCHE Agenda ~~xx/xx/xx~~[10/24/16](#) Item XX, X);

SECTION VI

PART F STATE-FUNDED STUDENT FINANCIAL AID POLICY

1.00 Introduction

This policy describes the goals, programs, student eligibility criteria for each program, and eligibility standards for institutions participating in Colorado's three primary state-funded student assistance programs:

- Need-based aid assists students who cannot otherwise afford to attend college. Colorado Student Grant Program and Colorado Graduate Grant Program (hereinafter "Critical Colorado Career Graduate Grant Program") are designed for students with demonstrated need. Formatted: Font: Not Bold
- Merit-based aid recognizes and recruits Colorado's most outstanding students. "Merit-based assistance" is financial aid that an institution awards to a student based on the student's academic, artistic, athletic, or other special accomplishments. Colorado Graduate Scholars is currently unfunded Formatted: Font: Not Bold
- Work-based aid allows students to earn funds to assist in attending eligible educational institutions. It is considered a form of "self-help" assistance, since the student is earning money to help meet educational costs. Employment may be in jobs at eligible Colorado educational institutions, non-profit organizations, governmental agencies, or for-profit organizations. While the majority of funds are reserved for undergraduate students with documented financial need (minimum of 70 percent), a limited number of students who wish to work their way through college may benefit from the work-study program without documenting need. Formatted: Font: Not Bold
- CTE Certificate Tuition Assistance Program aid provides tuition assistance for low-income students enrolled in short CTE certificates that are ineligible for Pell grants. Formatted: Font: Not Bold

The state-funded entitlement programs (Native American Tuition Assistance Program, Dependents Tuition Assistance Program) are statutorily mandated.

2.00 Statutory Authority

Statutory authority for the Colorado Student Grant, Colorado Graduate Grant, Colorado Merit Aid, and Colorado Graduate Scholars programs is contained in 23-3.3-501, C.R.S.

Scholarship and grant program – funding.

The Commission shall use a portion of any moneys remaining after meeting the requirements of parts 2 and 3 of this article to provide other programs of financial assistance based upon financial need, merit, talent, or other criteria established by the Commission for students enrolled at institutions.

Formatted: Font: Not Bold

Statutory authority for the Colorado Work-Study Program is contained in 23-3.3-401, C.R.S.

Work-study program established – requirements.

(1) The Commission shall use a portion of any moneys remaining after meeting the requirements of parts 2 and 3 of this article to provide a work-study program of employment of qualifying students in good standing with the institution in which they are enrolled in positions that are directly under the control of the institution in which the student is enrolled or in positions with non-profit organizations, governmental agencies, or for-profit organizations with which the institution may execute student employment contracts.

Formatted: Font: Not Bold

(2) Any in-state student who is enrolled or accepted for enrollment at an institution as an undergraduate may qualify for participation in the work-study program established pursuant to this section.

(3) Funds appropriated to the Commission may also be used by the Commission in conjunction with and to supplement funds for current job opportunities or to supplement or match funds made available through any other public or private program for financial assistance. A sum not to exceed thirty percent of the funds allocated by the Commission for the work-study program may be used to provide funding on a basis other than financial need. A sum of not less than seventy percent of such money shall be used for students demonstrating financial need.

Statutory authority for the Commission's allocation method and institutional use of need-based grant funds is contained in 23-3.3-102, C.R.S. (2) The commission shall determine, by guideline, the institutions eligible for participation in the program and shall annually determine the amount allocated to each institution.

Formatted: Font: Not Bold

(3) Each state institution shall administer a financial assistance program according to policies and procedures established by the governing board of the institution. Each private institution of higher education, as defined in section 23-18-102 (9), that participates in the program of financial assistance established pursuant to this section shall administer a financial assistance program according to policies and procedures established by the governing board of the institution. Each participating nonpublic institution that is not a private institution of higher education shall administer a financial assistance program according to policies and procedures established by the commission. Each institution shall fund its assistance program using state moneys allocated to the institution and institutional moneys.

Field Code Changed

Statutory authority for the Colorado CTE grant is contained in 23-3.3-1101, C.R.S. and is not subject to the flexibility as the state need based programs.

(1) The commission shall establish a tuition assistance program for students enrolled in Career and Technical Education certificate programs. The commission shall allocate moneys to community colleges, area ~~vocational school~~ technical colleges, Colorado Mesa University, and local district ~~junior~~ colleges to provide tuition assistance for students who meet the income eligibility requirements for the Pell grant but do not qualify for the Pell grant because the certificate program in which they are enrolled does not meet the minimum credit hour requirements. The department of higher education and the institutions that receive tuition assistance moneys pursuant to this section shall administer the program in accordance with policies and procedures that the commission establishes.

Formatted: Font: Not Bold

3.00 Goals, Principles and Terminology

3.01 Policy Goals for State-Supported Financial Aid

CCHE's Financial Aid Policy is designed to facilitate access for Colorado residents and provide academic incentives that promote greater access and academic achievement in college.

3.01.01 Need-Based Aid

The goal of need-based student financial aid is to provide financial resources to Colorado residents who otherwise would be unable to pursue postsecondary education.

3.01.02 Merit-Based Aid

The goal of Colorado's Merit Program is to recruit and retain undergraduate Colorado resident students at Colorado colleges and universities who demonstrate outstanding levels of academic achievement.

Eligibility for the Colorado Merit program is determined by governing boards and may include criteria such as GPA, credit hour accumulation, course of study, or other requirements.

The Colorado's Graduate Scholars Program is currently unfunded.

3.01.03 Work-Study Aid

The goal of Colorado's Work-Study Program is to allow Colorado undergraduate resident students to earn funds while enrolled in a Colorado institution of higher education.

3.01.04 CTE Certificate Tuition Assistance

The goal of Colorado's CTE Certificate Tuition Assistance program is to provide low-income students options to quickly enter the work-force.

3.02 Principles

The Financial Aid Policy is based on the following principles:

3.02.01 Financial aid policies and practices should maximize the amount of financial aid funds available for Colorado residents by using federal dollars as the initial funding base, and by taking into consideration federal tax credits.

3.02.02 Students have a responsibility to contribute toward their cost of education. Student responsibility may be demonstrated in several forms, such as a work-study job, outside employment, and/or earning merit-based scholarships.

3.02.03 State financial aid need-based dollars should be directed toward the students with the least ability to pay the cost of higher education.

3.02.04 The state and the institutions are co-responsible for ensuring student access to higher education. The state's role is to provide leadership – by defining the operating values, specifying the statewide goals, and allocating the funds. The institutions are responsible for creating policies and programs that meet the statewide policy goals by developing the procedures, administering the programs, and making the appropriate decisions to assist individual students in achieving their educational goals.

3.02.05 The College Opportunity Fund (COF) is a way of delivering funding to institutions as stated in C.R.S. 23-18-202 and the COF stipend is not classified as student financial aid for students enrolled at Colorado public institution of higher education. The COF stipend is not included in calculating a student's Cost of Attendance (budget) nor is it a resource to the student for financial aid purposes for students attending a public institution of higher education. College Opportunity Fund dollars are, however, classified as student financial aid for eligible student recipients enrolled at participating private, non-profit colleges and universities.

3.03 Terminology

Award Year begins July 1 and ends June 30. All funds appropriated for a particular fiscal year are awarded to students enrolled during the award year.

Colorado Resident Student is a student who is eligible for in-state tuition classification as defined in Title 23, Article 7, C.R.S. For financial aid purposes, the definition applies to public and non-public institutions.

Cost of Attendance is the estimated cost of attending the institution, including tuition and fees, books and supplies, room and board, personal expenses and transportation costs. Each year, CCHE establishes parameters for living expenses that are used to establish each institutional cost of attendance.

Dependent Student is one who does not qualify as a self-supporting or independent student status as defined by FAFSA criteria.

Eligible Institution is an educational institution operating in Colorado, which meets requirements, specified in 23-3.3-101, C.R.S., and can document that it has a governance structure and institutional capability to administer a student aid program. A change in ownership or control of an eligible proprietary institution terminates eligibility. The owners must submit a new application.

Eligible Program is a program of education or training which:

- Admits, as regular students, only persons having a certificate of graduation from a secondary school (high school graduates), the recognized equivalent of that certificate (GED), or persons beyond the age of compulsory school attendance in

the State of Colorado who have been shown to have the ability to benefit from the education or training offered;

- Leads to a certificate, associate, bachelor, professional, or higher degree; or
- Is at least a two-year program which is acceptable for full credit toward a bachelor's degree; or
- Is at least a one-year program leading to a certificate or a degree that prepares a student for gainful employment in a recognized occupation; or
- Is, for a proprietary institution or a postsecondary vocational institution, a program that provides at least 600 clock hours, 16 semester or trimester hours, or 24 quarter hours of undergraduate instruction offered during a minimum of 15 weeks of instruction, leading to a certificate or degree which prepares students for gainful employment in a recognized occupation.

Eligible Student is one who is enrolled in an eligible program as a "regular student." A "regular student" is defined as a student who is enrolled or accepted for enrollment at an institution for the purpose of obtaining a degree, certificate, or other recognized educational credential offered by that institution.

Expected Family Contribution (EFC) is the amount that the student's family is expected to contribute toward cost of attendance, usually based on the family's income and assets, as evaluated by the formula known as "Federal Needs Analysis Methodology" specified in federal law.

Financial Need is the difference between the student's budget and the student's and family's resources as evaluated by the formula known as "Federal Needs Analysis Methodology" specified in federal law.

First Professional Student is a student who is enrolled in the schools of professional veterinary medicine, law, dentistry or medicine (M.D. program only).

Full-time Graduate Student is a graduate student who is enrolled in at least nine semester or quarter hours per academic term.

Full-time Undergraduate Student is an undergraduate student who at minimum is enrolled for:

- Twelve semester or quarter hours per regular academic term; or
- Twenty-four clock hours per week.

Graduate student is a degree-seeking student who is in attendance at an institution of higher education and is enrolled in an academic program of instruction beyond the baccalaureate level. The term includes any portion of a program leading to either a degree beyond the baccalaureate degree, or a first-professional degree when at least

three years of study at the pre-baccalaureate degree level are required for entrance into a program leading to such a degree. A student admitted as a special/provisional graduate student is eligible for financial aid for one term only.

Half-time Graduate Student is a graduate student who enrolls in four to eight semester or quarter hours per academic term.

Half-time Undergraduate Student is an undergraduate student who enrolls in:

- Six to eleven semester or quarter hours per regular academic term; or
- Twelve to twenty-three clock hours per week.

Independent Student is a student who meets the requirements for self-supporting or independent student status as defined in federal regulations and policy (Title 20 U.S.C. Sec. 1087vv (2008)).

Professional Judgment within the State of Colorado aid programs is the authority delegated to the Colorado financial aid administrators to exercise judgment in special circumstances when a student has substantively met the state eligibility parameters but circumstances beyond the student's control make the student technically ineligible for state financial aid. The state relies on the financial aid administrator to make such decisions that are in the best academic interest of the student. Because professional discretion provides limited flexibility to be exercised only in special circumstances, the financial aid administrator is solely responsible for ruling on the exception and documenting the decision. Professional judgment may not be used to award state aid to non-resident students.

Recent Colorado high school graduate is a student who has graduated from a Colorado high school within two years of being admitted to/enrolled in any postsecondary institution. A recent graduate must be a Colorado resident.

State-funded student assistance refers to the state student financial assistance dollars appropriated to fund the following programs:

- Need-based Programs are the financial aid programs that use "expected family contribution" or income category as a necessary criterion in making the award, including:
 - ___ Colorado Student Grant
 - ___ Colorado Graduate Grant/Critical Career Graduate Grant
- Non-need-based Funds are those programs that may be awarded on criteria that do not include "expected family contribution" or income category as a necessary criterion, including:
 - ___ Colorado Work-Study
 - ___ Colorado Merit Aid

Formatted: Font: Not Bold

Formatted: List Paragraph, Left, Tab stops: Not at -1" + 0.38" + 1" + 1.25" + 2"

Formatted: List Paragraph, Left, Bulleted + Level: 1 + Aligned at: 1" + Indent at: 1.25", Tab stops: Not at 0.38" + 0.75" + 1.25" + 1.38" + 2"

Colorado also approves special appropriations for certain groups of individuals (e.g., Tuition Assistance Programs for Dependents of Deceased or Permanently Disabled Members of the Colorado National Guard, Firefighters, Law-Enforcement Personnel or POW/ MIA, Native American Tuition Assistance Program, CTE Certificate Tuition Assistance Program). These funds are referred to as categorical programs and have special criteria typically tied to funding.

Undergraduate Student is a degree-seeking student (for the purpose of obtaining a postsecondary certificate, associate degree, or first baccalaureate degree) who is enrolled at an eligible institution. The following limits apply to certain enrollment situations:

- Undergraduate students admitted as special students, and students enrolled exclusively in basic skills courses, are eligible for one term.
- Students concurrently enrolled in high school are not eligible for any program of state-funded student assistance, including students enrolled under the Concurrent Enrollment Programs Act.
- Students are considered as undergraduate students when they are enrolled in study abroad, continuing education, technology-delivered courses, or consortium courses if:
 - The student is admitted to a degree or certificate program at the home institution.
 - The credits are applicable toward the program as if the credits were earned in regular courses at the home institution and the student's transcript at the home institution shows the individual classes taken.
 - When the courses are offered by another institution, written agreements exist between the institutions describing the acceptance of the courses toward the program to which the student is admitted prior to that enrollment.

4.00 Institutional Eligibility

4.01 Eligible Institutions

Institutions eligible for undergraduate financial aid must meet the requirements specified in 23-3.3-101 C.R.S., and include the following:

- State-supported two- and four-year institutions;
- State local district colleges;
- State area ~~vocational/technical schools~~ [technical colleges](#);
- Non-public (not-for-profit and proprietary) colleges, universities, and vocational schools. For these institutions, eligibility is legally tied to ownership. A change in ownership or control of a non-public institution terminates eligibility. The current owners must submit a new application.

Institutions eligible for graduate financial aid must meet the requirements specified in 23-3.3-101 C.R.S., and include the following:

- State-supported institutions offering graduate programs;
- Non-public colleges and universities offering graduate programs which have applied and been approved for participation by the Commission.

4.02 Application Process

The Commission accepts requests from institutions that wish to participate in state-funded financial aid programs each fall for the following fiscal year. To apply, the legal representative of the institution must submit an application (CCHE, C-3) and attach evidence documenting that the institution meets requirements of C.R.S. 23-3.3-101(3), including:

- Operated two years in Colorado under the current ownership;
- Administered federal financial aid programs for the two years under the current ownership; and
- Participated in a federal audit of the financial aid operations and resolved any outstanding audit findings.

4.03 Maintenance of Eligibility

In order for an approved postsecondary education institution to maintain eligibility to administer state-funded student assistance programs to its students, the following minimum administrative standards must be met:

- Utilization of Colorado Student Aid funds consistent with policy;
- Timely and corrected submission of required reports to CDHE;
- Demonstration of compliance with policy guidelines set forth for administration of Colorado student aid funds;
- Performance of a financial audit every two years; and
- Resolution of audit concerns prior to the start of the following award year.

5.00 Student Eligibility

To be considered for a state-supported financial aid award, all students must meet the following requirements:

- Be a U.S. citizen, permanent resident, or eligible non-citizen based on federal Title IV eligibility requirements for federal student aid;
- Have registered for selective service, if required;
- Be in good standing and demonstrate academic progress according to the institution's published Standards of Satisfactory Academic Progress for financial aid purposes;

- Undergraduate students are eligible for state financial aid until they graduate, but not to exceed a maximum of 150% of the program’s graduation requirements (credit hours), or the maximum defined by institutional policy, if more restrictive.

Exclusions

Students seeking professional degrees in theology are prohibited to receive state funded financial assistance. Professional degrees in theology as defined in 23-3.3-101, C.R.S. as:

- devotional in nature or designed to induce religious faith; and
- offered by an institution as preparation for a career in the clergy;

5.01 Student Eligibility for Need-Based Financial Aid Programs

Colorado funds two state need-based financial aid grant programs, the Colorado—Student Grant Program, and the Colorado Graduate Grant Program (“Critical Career Graduate Grant”), for Colorado residents.

5.01.01 Colorado Student Grant

Colorado Student Grants are awarded annually. To be eligible to receive a Colorado Student Grant, the student must meet the following minimum eligibility requirements:

- Be an undergraduate student enrolled in an approved certificate or degree program;
 - Be a Colorado resident;
 - Be enrolled at least half-time (i.e., six credit hours per term);
- Show documented financial need through a valid Free Application for Federal Student Financial Aid.

5.01.02 Colorado Graduate Grant (“Critical Career Graduate Grant”)

Critical Career Graduate Grants are awarded annually. To be eligible to receive a Critical Career Graduate Grant, the student must meet the need-based requirements in 5.01.03 and the following minimum eligibility requirements:

- Be a Colorado resident;
- Be enrolled at least half-time (i.e., four credit hours per term);
- Show documented financial need.

5.01.03 Eligibility Limits for Colorado Student Grant

Public and non-profit private institutions are granted financial aid flexibility and will award students in accordance with institutional policies.

Formatted: Indent: Left: 0.38", First line: 0", Don't keep with next, Don't keep lines together, Tab stops: 1.38", Left + Not at 1.25"

Proprietary institutions award state funded financial aid in accordance guidelines set forth by the state. To ensure that state need-based dollars are directed to eligible Colorado resident students who have the least ability to pay for their education; CCHE policy defines funding levels for awards granted at proprietary institutions. Using Expected Family Contribution, institutions will award need-based dollars to Pell eligible applicants. Other applicants will be considered only after meeting the need of Pell eligible applicants. Reasonable administrative practices, such as application deadlines, are recognized as realistic and appropriate. Institutions must fund Pell eligible students before consideration is given to any other students.

Pell Eligible: Students with the Least Ability to Pay

Students with an Expected Family Contribution (EFC) between zero and 100% of that required for a PELL grant. The minimum undergraduate award for this group of students is \$1,000 or the maximum amount of unmet need, whichever is less. The minimum grant is \$1,000 to allow the funds to be spread among more students, accommodating budget reductions at the state level. The maximum undergraduate award is \$5,000. Awards may be pro-rated for part-time enrollment.

Level 2: Students with Documented Need and Moderate Ability to Pay

Students with an EFC that is greater than 100% up to 200% of that required for the minimum Pell grant award. Maximum award for this category of students is \$2,500, or the maximum amount of unmet need, whichever is less. The grant can be pro-rated for part-time attendance.

Level 3: Students with Documented Need and Average Ability to Pay

All other students who demonstrate financial need as calculated by the federal methodology. Maximum award for this category of students is \$500.

5.01.04 Allocation Method

Undergraduate Need Based Aid (Colorado Student Grant)

The purposes of the Colorado Student Grant program are to provide need-based financial assistance to eligible Colorado residents as well as to encourage credit hour accumulation, persistence (including successful transfer), and timely completion. To accomplish these goals the Commission allocates state need-

based dollars to institutions based upon their enrollments of eligible Colorado resident students who have the least ability to pay for their education; that is, Colorado Student Grant funds will be allocated to Pell eligible FTE at state-supported and non-profit private institutions, by class level (i.e., Freshmen, Sophomore, Junior, and Senior). The Commission shall differentiate awards among class levels, providing increasingly larger awards for students who progress academically. In determined allocation amounts, the Commission will use the most current, reliable data available.

The Commission allocates Colorado Student Grant funds to participating public and non-profit private institutions according to the following method:

- Freshmen students are those with 0-29 semester credit hours earned; Sophomores are those with 30-59 credit hours earned; Juniors are those with 60-89 credit hours earned; and Seniors are those with 90 or more credit hours earned.
- Student FTE enrolled in Title IV eligible programs at Area [Vocational Schools](#) [technical colleges](#) will be counted as Freshmen students; all other institutions will be counted as reported.
- The Commission will annually establish a base rate for Freshmen students and incrementally larger awards based upon a student's class level. The Sophomore rate must be larger than the Freshmen (base) rate; the Junior rate must be larger than the Sophomore rate; the Senior rate must be larger than the Junior rate.
- The Commission will annually review the allocation method to ensure that changes to enrollment or funding levels are reasonable, predictable, and meet the objectives of this section.

Colorado Graduate Grant

The Commission allocates Colorado Graduate Grant funds to participating institutions following the established methodology:

- Participating State-supported four-year institutions, and approved private institutions will receive a flat payment from the state for each Pell Eligible student FTE enrolled in a critical career program.
- Payment based on the average of the actual COA-EFC at each eligible institution as reported in SURDS. Eligible private institutions will use the average of a comparable public institution.

5.02 Student Eligibility for Merit-Based Financial Aid

Colorado funds one state merit-based financial aid programs, Colorado Centennial Scholars and Colorado Graduate Scholars. State-supported merit aid is awarded annually. Students must qualify for these competitive awards each year by meeting all criteria. Institutions may adopt other eligibility criteria, in accordance with their institutional role and mission. The policy minimum standards only imply that a student may be considered for a merit award. They do not guarantee an award.

5.02.01 Colorado Merit Aid

To be eligible to receive a Colorado Merit Aid Award, the student must meet the following minimum eligibility requirements:

- Be an undergraduate student enrolled as a degree or certificate seeking student;
- Be a Colorado resident;
- Meet eligibility criteria as determined by each institution.

5.03 Student Eligibility for Work-Based Financial Aid Program

In order to participate in the Colorado Work-Study Program, a student must meet the following eligibility requirements:

- Be an undergraduate student in an approved certificate or degree program;
- Be a Colorado resident; Be enrolled at least half-time in an eligible program, except during vacation periods between consecutive terms of enrollment;
- Show documented need. This criterion applies to at least 70 percent of work-based funds. The institution has the discretion to use up to 30 percent of work-based funds to award to students without regard to need.

5.04 Professional Judgment

The state financial aid eligibility parameters are designed to apply to all financial aid recipients. This policy recognizes, however, that circumstances may exist in which the state financial aid parameters do not adequately address a particular student's situation. Financial aid administrators may exercise professional discretion on a case-by-case basis. The need for special treatment as well as the action taken must be adequately documented in the student's record.

HISTORY: (CCHE Agenda ~~xx/xx/xx~~[10/24/16](#) Item XX, X);

TOPIC: 2016 FACILITY MASTER PLAN REVIEW AND VALIDATION –
FORT LEWIS COLLEGE

PREPARED BY: CATHERINE OLUKOTUN, LEAD FINANCE ANALYST

I. SUMMARY

This action item seeks Commission approval on the 2016 Validated Facilities Master Plan for Fort Lewis College, which was approved by the Fort Lewis College Board of Trustees on October 7, 2016.

The validation asserts that the 2006 Facilities Master Plan remains pertinent as a basis for shaping the College's built environment, open space, academic planning, information technology planning, student housing, and student life commitments.

II. BACKGROUND

Institutions are statutorily required to update and revise their Facilities Master Plans (FMP) every ten years. The Master Plan is a snapshot of the campus's current facility use and capacity, as well as an outline and strategy for future facility use and layout. Specifically, it outlines institutional goals, campus settings, build-out capacity, academic, housing and student life needs, and implementation plans. The Master Plan process is intensive, involved, and often takes multiple years to complete.

The Colorado Commission on Higher Education (CCHE) is required by C.R.S. §23-1-106(3) to review and approve FMPs for all state institutions of higher education on land owned or controlled by the state or an institution of higher education. The policy and process for the creation and review of a Facilities Master Plan is in the Commission's Policies Section III, Part D. Governing Boards must approve the plans, after which they are submitted to the CCHE for review and approval.

The Fort Lewis' FMP was originally approved by CCHE on October 5, 2006. The Fort Lewis College Board of Trustees approved the 2016 Facility Master Plan Review and Validation on October 7, 2016. The validation asserts that the 2006 Facilities Master Plan remains pertinent as a basis for shaping the College's built environment, open space, academic planning, information technology planning, student housing, and student life commitments. Fort Lewis College intends to develop long range academic and technology plans before working on an amendment to the FMP which is anticipated to be completed by FY 2020-21.

Fort Lewis College began as a military post that symbolically separated Native American Culture from the expanding European-American culture in the then isolated southwestern region of Colorado. In 1891, Fort Lewis evolved into a Native American boarding school. Since 1962, the college has operated as a wholly undergraduate, state-supported, liberal arts college. Since 1911 the college has enrolled qualified Native American students tuition free. A junior college A&M program

was added to the existing high school curriculum in 1925. The high school curriculum was discontinued in 1933 and the college offered two year programs as a branch of Colorado State University. In 1956, Fort Lewis moved to its permanent location overlooking Durango, received its first North Central accreditation as a Junior college in 1958, and introduced the first seven majors of its new baccalaureate program in 1962. Today, the college serves approximately 3,700 undergraduate students.

In 2006, Fort Lewis College submitted to the Commission their last full FMP covering the decade of 2006 to 2016. The Master Plan was reviewed and approved by CCHE in October, 2006. The document identified programmatic needs for a renovated student union, a long range housing plan, improvements to the current library, a pedestrian and bikeway plan, improved science facilities, improved recreational facilities and improved media arts and theater facilities as top priorities. A key element of the plan created a pedestrian spine that aligned programming and facilities in the campus core. These plans called for a new theater location and a new student union on opposite ends of the spine anchoring a continuum of academic functions.

The newly validated 2006 FMP reasserts that the 2006-2016 Plan should continue to serve as the adopted FMP through FY 2020-21. FLC indicates that based on their Strategic Plan, both an Academic Master Plan and an Information Technology Master Plan will be developed in FY17-18. These plans will provide the College a fresh understanding needed to address questions regarding institutional goals and objectives for systems, investments and project priorities. The current Master Plan remains consistent in the College's endorsement of the Mission, Vision and Goals and Objectives. The plan will continue to provide the foundation for continuity in physical planning during the amendment review.

III. STAFF ANALYSIS

Fort Lewis College has affirmed that the 2006 FMP remains the guiding framework for the College's development until 2021, at which time it is anticipated that a new FMP will be completed. Fort Lewis College Mission has evolved over the last ten years to state:

Fort Lewis College offers accessible, high quality, baccalaureate liberal arts education to a diverse student population, preparing citizens for the common good in an increasingly complex world.

Fort Lewis' College Vision remains:

We strive to be the finest public liberal arts college in the western United States.

Facilities Master Plan Goals and Objectives

The 2006 Goals and Objectives remain both relevant and instructive as guiding principles for planning of Fort Lewis College's facility development process. The College will continue to place

emphasis on strategic planning, academic planning, information technology planning, campus culture, sustainable land use and development practices. The Goals and Objectives identify the importance of preservation of the architectural identity of the campus while providing new enriched flexible academic space and recognition of the importance of open space, both developed and natural, to create an environment that is part of the experience of students. This 2016 FMP review recommends that the College continue to follow the strategies set forth in the 2006 Goals and Objectives:

General Issues

- Develop an integrated planning process to include programming and academic planning, budget planning, staffing, resources, and facilities.
- Assure all physical plans are programmatically driven. Assure the facilities prioritization process aligns with academic plans.
- Establish a plan that can support up to approximately 5,000 full time equivalent students.
- Increase student retention and recruitment by providing amenities outside their academic lives. Give students an exciting and vibrant atmosphere to mature within.
- Increase faculty retention and recruitment by providing amenities that balance the high cost of living in the Durango community.
- Minimize the environmental impact of Fort Lewis College and promote a greater awareness of the physical environment.
- Sustainable strategies shall be incorporated to reduce energy consumption, reduce maintenance, as well as, operating and capital costs, and to help increase student comfort, performance and employee productivity. Use the appropriate US Green Building's Council's Leadership in Energy and Environmental Design (LEED) program as design guidance for physical improvements.

Image/Identity

- Assure that the campus continues to be an inviting place for both first time and daily visitors.
- Improve the presence of the College within the Durango community.
- Strive for a collegiate atmosphere that is indicative of a high quality liberal arts college.
- Endeavor to be a leader in higher education as it relates to sustainability.
- Honor the southwest region through appropriate physical development guidelines.
- Improve way finding and signage.
- Compliment the collegiate atmosphere with a Southwestern vernacular that is both respectful and culturally sensitive.
- Continue to provide a sense of place through the recognition of the uniqueness of the campus' geographical location.

Open Space and Landscape

- Maintain a good relationship of open space to developed space. The campus plateau is limited. Increase density in strategic areas in order to preserve comfortable open spaces in the educational core.
- Formalize an open space design framework, organized around a major pedestrian spine flanked by academic facilities in the academic land use zone.
- Provide gathering spaces for smaller groups of persons to promote interaction and contemplation amongst students and faculty.
- Maintain open vistas and view planes. Frame each view and bring attention to internal, as well as external points of interest.
- Establish a landscape theme with design guidelines indicative of the region.
- Be efficient with use of natural resources, especially with regards to water consumption.
- When possible, reduce the use of chemical fertilizers, pesticides, and herbicides.
- Bring attention to the campus entries. Establish a strong arrival point, a place of destination.

Building/Architecture

- New buildings, and existing building modifications, will be adaptable and flexible so that change can occur relatively easily.
- Assure buildings include appropriate support spaces.
- Create architectural design standards and guidelines that continue to support a constant scale of facilities and a consistent pallet of materials.
- New instructional spaces will include multi-purpose areas that support various uses and programs for use at the same time. Spaces must promote interaction amongst programs, and allow as much multi-disciplinary teaching and collaboration as possible.
- Embrace technology. Equip spaces that can operate effectively. Meet and exceed the expectations of our students.
- Increase utilization of housing by replacing obsolete housing and improve the quality of housing that remains.

Safety, Security and Accessibility

- Plan for facilities to be used more in the evening. Increase task and architectural lighting.
- Increase the presence of campus security.
- Improve the perception that the campus is isolated. Promote accessibility and be open to the community.
- Employ universal accessibility.
- Ensure that the use and disposal of hazardous materials is done in the least harmful manner possible.

Circulation/Parking

- Parking was planned for 50% of the number of students, faculty, staff, and part time workers at FLC. This has provided adequate parking in the past. The objective is to stay at the 50% level and provide better parking.
- Improve distribution of parking to support program locations, access, and campus safety.
- Improve the parking management program

IV. STAFF RECOMMENDATIONS

Staff recommends that the Commission approve the 2016 Validated Facilities Master Plan for Fort Lewis College.

V. STATORY AUTHORITY

C.R.S. §23-1-106(3)

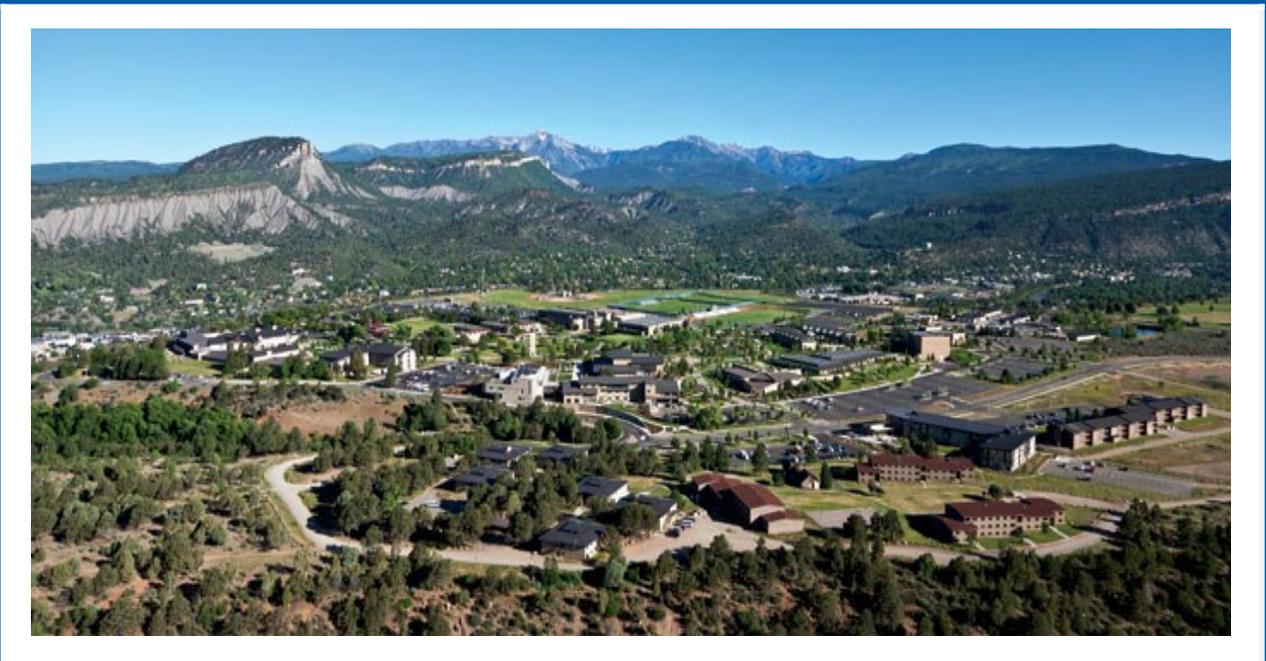
(3) The commission shall review and approve facility master plans for all state institutions of higher education on land owned or controlled by the state or an institution and capital construction or capital renewal program plans for projects other than those projects described in subsection (9) or (10) of this section. Except for those projects described in subsection (9) or (10) of this section, no capital construction or capital renewal shall commence except in accordance with an approved facility master plan and program plan.

ATTACHMENTS:

Attachment A – Fort Lewis College 2016 Facility Master Plan Review and Validation



2016 Facility Master Plan Review and Validation



SUMMARY

A review of the Fort Lewis College Facility Master Plan approved in 2006 (2006 FMP) is required of Fort Lewis College (FLC) by statute, in order to determine if the assumptions made in the plan are still valid. The College has completed an in depth investigation into the adopted plan, how it has provided direction, and its relevance to current management. As a result of this review, the College has determined that the 2006 FMP remains pertinent as a basis for shaping the built environment, open space, academic planning, information technology planning, student housing, and student life commitments.

The 2006 FMP has given the College a successful framework for development of facilities improvement projects over the past ten years. Fort Lewis has undergone steady growth of academic and auxiliary space based on the established Mission, Vision and Goals and Objectives adopted with the plan in 2006. The College does not anticipate significant changes to these benchmarks in any amendment to the 2006 FMP.

Fort Lewis College Mission has evolved over the last ten years to state:

Fort Lewis College offers accessible, high quality, baccalaureate liberal arts education to a diverse student population, preparing citizens for the common good in an increasingly complex world.

Fort Lewis College Vision remains:

We strive to be the finest public liberal arts college in the western United States.

Facilities Master Plan Goals and Objectives* (attached at the end)

The 2006 Goals and Objectives remain both relevant and instructive as guiding principles for planning of Fort Lewis College's facility development process. The College will continue to place emphasis on strategic planning, academic planning, information technology planning, campus culture, sustainable land use and development practices. The Goals and Objectives identify the importance of preservation of the architectural identity of the campus while providing new enriched flexible academic space and a recognition of the importance of open space, both developed and natural, to create an environment that is part of the experience of students. This 2016 FMP review recommends that the College continue to follow the strategies set forth in the 2006 Goals and Objectives.

Current planning efforts: The College has affirmed that the adopted 2006 FMP should continue to serve as the adopted Facility Master Plan through FY 2020-21. Fort Lewis

intends to develop long range academic and technology plans before working on an amendment to the Facility Master Plan by FY 2020-21 based on the following time line:

The College is in the process of performing an update to the Strategic Plan to be completed in FY16-17. Based on the Strategic Plan, both an Academic Master Plan and an Information Technology Master Plan will be developed in FY17-18. These plans will provide the College a fresh understanding needed to address questions regarding institutional goals and objectives for systems, investments and project priorities. The current Master Plan remains consistent in the College's endorsement of the Mission, Vision and Goals and Objectives. The plan will continue to provide the foundation for continuity in physical planning during the amendment review.

The current strategic plan calls for slow, steady growth in enrollment. In the Fall 2016 semester, headcount enrollment is approximately 3,700. During FY 2014-15, the college conducted a classroom space utilization study. The study concluded that with the addition of the Geosciences, Physics, Engineering (GPE) Hall and efficient class scheduling, classroom space is adequate to accommodate approximately 4,500 students.

Recently, the College has added two new degree programs: Bachelor of Science, Computer Engineering and Master of Arts in Education, Teacher Licensure. The Teacher Licensure program refocuses the efforts of the Teacher Education department, shifting the undergraduate degree to a master's degree. The program will be taught in a hybrid manner, reducing the impact on facilities. The Bachelor's in Computer Engineering's space needs will be met through a combination of the new GPE Hall and space currently used by the Physics and Engineering departments.

The 2012–2016 Strategic Plan laid out many goals that improved the student experience from a structural perspective; maps to graduation, improved student advising, and appropriate math pathways. The plan also called for new academic programs that address student demand. The addition of the Masters of Arts in Education, Teacher Leadership Option, Masters in Arts in Education, Teacher Licensure and Bachelor of Science, Computer Engineering programs are a result of implementation of the current strategic plan.

The College has historically used the Strategic Plan as the Academic Master Plan. Upon the completion of the new Strategic Plan, the College will work to develop its first Academic Master Plan, which will focus on the introduction of new academic programs, evaluation of existing programs and the needed infrastructure to accommodate those programs. New academic programs the College would consider include: Enhanced GIS, niche masters programs, and Environmental Studies. Many of these programs could focus on distance learning, freeing up the need for teaching space. Distance education offerings will require production space.

The College adopted a tactical Information Technology plan in 2006 that called for data warehouse, and upgrades to equipment and software. Since the development of this plan, the landscape related to technology has changed very quickly. As a result, the College has adopted a more dynamic strategy that can quickly adapt to changes in technology, such as e-learning and big data. As the College moved away from the

more static planning mechanisms, the IT staff has adapted campus technology based upon changes from vendors and the empowerment of departments to bring forward their needs. Over the last 10 years, the College has adopted many hosted and cloud based products that improve operational efficiency such as Touchnet, Terradotta, Career Services, Office 365 and the EAB Student Success Collaborative. Through this process, software needs have transformed from a development based landscape to the integration of external systems. As the campus adopts technology in teaching, the space needs will move away from stadium style classrooms to flexible spaces. Areas for video production will be needed.

The Administrative Systems Management Teams, Instructional Technology Committee and Budget Committee are all involved in helping prioritize the technology needs of the campus. Moving away from the more rigid way of planning to this opportunistic model of planning allows the campus to take advantage of opportunities presented by technology, while maintaining the student information, payroll and accounting systems. The 2017-18 technology plan will formalize this type of planning.

Fort Lewis has invested significant resources in recent years to develop the Advancement Division. Efforts for this department have been focused on fundraising the required match for the GPE hall. To date, approximately \$2.2M of the required \$4.2M match has been raised; the remaining required match will be satisfied through the use of College reserves. The Advancement Office has already started laying the groundwork for the Whalen Academic and Athletic projects that have been prioritized by the Board of Trustees.

Existing Conditions

With the incorporation of the improvements implemented over the past few years, the Existing Conditions analysis from the 2006 FMP continue to apply for building architecture and open space development. Fort Lewis has received State Capital funding for two science building projects which resulted in demolishing outdated portions of Berndt Hall, while adding modern academic spaces and amenities to aid in

the recruitment and retention of students. There have also been significant upgrades to the Student Union and enriched student residence halls creating a better sense of community and student life experience. The Berndt Hall projects added 94,591 gross square feet of new or remodeled academic space funded with the combination of State Capital dollars and cash funding. An additional 213,560 gross square feet of new or remodeled auxiliary space has been developed with cash funding. All of the projects were identified as prescribed in the 2006 FMP. The plan set the framework and the campus character that designers worked within to create continuity of the Fort Lewis College environment.

The FMP identified lowering of energy usage in the Goals and Objectives:

“Sustainable strategies shall be incorporated to reduce energy consumption, reduce maintenance, operating and capital costs, and to help increase student comfort, performance and employee productivity.”

The Fort Lewis College Energy Performance Contract was a sustainability project to upgrade energy using systems resulting in measurable reduction of energy consumption. This project included a campus-wide analysis of energy usage and system efficiencies and implemented specific energy savings improvements. The result was a campus-wide reduction in the use of fossil fuels and carbon footprint. Measurement and Verification efforts have demonstrated that the project will pay for itself with the identified utility cost savings. The successful implementation of the Energy Performance Contract also demonstrates that the College continues to embrace the established master plan goals.

In addition, the College has embraced the pursuit of sustainable strategies with regard to our new construction projects. Leadership in Energy and Environmental Design (LEED) Gold Certifications have been achieved in the three completed major construction projects: Animas Hall, Student Union South and Berndt Hall Biology. We also anticipate achieving our target of LEED Gold Certification with the new Geosciences, Physics / Engineering building that is currently under construction. In achieving the LEED Gold certifications, the College has engaged and worked closely with students, faculty, staff, design professionals and contractors.

Fort Lewis celebrated our centennial anniversary in 2011. The history of the College is unique to Colorado and provides important opportunities for Native American students to achieve their educational goals. The College continues to strive to provide strong academic support, places and environments familiar to Native American students.

Existing Vehicular Circulation has changed only slightly with an improved alignment of Fort Lewis Drive and Goeglein Gulch Road by the City of Durango working with the

College. The FMP identified the desire to create greater visibility to campus entry points so during the road project a roundabout was developed at the intersection Fort Lewis Drive and Goeglein Gulch Road. In order to achieve this milestone the College again worked with the City to swap properties enabling construction of the roundabout while the College also gained more regular land ownership along the rim of the mesa and on 8th Avenue. In the roundabout, the College placed monumental artwork, rock work and Fort Lewis College signage announcing the entry to the campus.

The main transit drop off is now located off Skyhawk Avenue, a more central location on campus. This new location has addressed safety concerns and improved accessibility to address ADA compliance.

Existing parking has changed only slightly with additional parking being developed on the east side of campus adjacent to residence halls. Parking has been divided by residential and commuter lots as a result of a Parking Demand Study.

Existing Pedestrian Circulation is mostly unchanged across the interior of campus. Improvements for general pedestrian access and accessibility were included in the site plan for the new Student Union. With this construction, a portion of the central campus pedestrian spine was rebuilt following guidelines established by the 2006 FMP. In addition, State Controlled Maintenance funding allowed the College to build a concrete sidewalk for pedestrian access from the new roundabout at Goeglein Gulch Road to connections to central campus circulation.

Facilities Audits

The building audit was re-visited in 2016 after several years. That assessment confirmed a measurable decrease in deferred maintenance concerns since the 2006 FMP. Numerous upgrades in many buildings have been accomplished with State Controlled Maintenance and College funding. The improvements have been generally based on life safety issues and the potential loss of use of space. The improvements have resulted in an increase in longevity and safety of older adaptable academic spaces. New building projects discussed earlier also resulted in academic space upgrades across campus. The improvements have required temporary space for ongoing programs to function while new projects were being constructed. New computer labs, research areas, faculty offices and student study areas have been remodeled with cash investments in order to creatively address evolving demands.

Deferred maintenance of some of the older building on campus remains a challenge for the College. Controlled Maintenance funding by the State has been limited for several years. As a result, the Legislature has only been able to provide funding for project requests based upon "life safety or loss of use," but not on deferred maintenance needs.

Fort Lewis College maintains and upgrades general fund buildings and related infrastructure as funding allows based on internal assessments and prioritizations of facility needs. Generally, prioritizations are made by considering a combination of criticality of need, strategic importance of a particular facility and availability of funding. The projects prioritized in the 2006 FMP remain the College's highest priority for development. The FMP remains current with the Whalen Gymnasium Expansion and Renovation for Exercise Science and Athletics as the current highest Capital Construction priority. A new Program Plan was commissioned to create a Precinct Plan for the entire Whalen Academic and Athletic Complex Program Plan. The Program Plan created an analysis of the needs for the expansion and renovation of the gymnasium, as well as the field and outdoor student use areas. The Whalen Gymnasium Plan proposes to divide the expansion and renovation into two complete stand-alone projects.

Fort Lewis has seen significant growth in several academic programs in recent years, including Exercise Science and Engineering. The Geosciences, Physics and Engineering wing of Berndt Hall will address many of the needs of the Engineering program. Existing space in Berndt Hall has been renovated with cash funding over the last few years to address additional needs. The Whalen Academic and Athletic Complex requests will address the growth in Exercise Science.

As mentioned earlier, the College expects to evaluate several new program areas with the adoption of the academic master plan in FY 17-18. As each new program is evaluated, student demand, financial viability, as well as, space needs will be considered.

Open Space

Fort Lewis has worked to create an effective partnership with the City of Durango in order to share resources to provide facilities for recreational use. The College has leased the following parcels of land located on the Fort Lewis Campus to the City of Durango, which have been, or are in the process of being, developed and improved for recreational use:

1. Approximately sixteen (16) acres of unimproved land located at the southwest corner of Fort Lewis Drive and Goeglein Gulch Road
2. Softball Complex consisting of three existing softball fields and related improvements and facilities
3. Land for six tennis courts and related improvements and facilities.

The term of the lease is 25 years with an extension of 10 years effective with the completion of the construction the Softball Complex. The lease can be extended an additional 10 years following the completion of the tennis courts, for a total lease term of 45 years.

The 16-acre open space parcel described in item #1 above has been developed into soccer fields for recreational events used by both the community and the College. The softball fields are also a shared asset for the use of the community and the College. These leases conform to the envisioned landscape concepts and character identified in the 2006 FMP Illustrative Plan. Goals in the FMP envisioned the creation of a greater connection between the City and the College. The FMP also identified the ideal that the College have an improved presence in the community.

In addition, in 2006 with the assistance of a \$1.2M grant from Great Outdoors Colorado, the City of Durango purchased approximately 367 acres of property owned by Fort Lewis College in Horse Gulch and on Raider Ridge to be held as open space for the

benefit of the community. The amount of land held as open space in Horse Gulch now totals over 1,300 acres and includes nearly all the trails in the meadow and on Raider Ridge.

The current vision of the physical plan for the campus is fairly similar to the Illustrative Plan that was included as part the 2006 FMP. Based upon ongoing planning work and further assessment of the individual project efforts, not all of the development ideas presented by the 2006 Update have been pursued. For example, projects that envisioned removal of existing structures rather than maintaining the shell of the building and renovating the interior go against the goal of sustainability adopted in the FMP. The original intent of the Student Union project was to construct a new building. Because of budget constraints, the College ultimately reused and added to the existing building, holding to the sustainability principles. Additionally, the 2006 FMP future plan anticipated the closure of 8th Avenue. Current administration does not believe this to be an acceptable option. These and other bold gestures depicted will be reevaluated in the future amendment to the Facility Master Plan.

In summary, the existing Facility Master Plan adopted in 2006 by Fort Lewis College has provided the foundation for continuity in physical planning, which has been based on a vision of established principals for growth. The College has affirmed that the adopted 2006 Facility Master Plan should continue to serve as our adopted plan.

2006 FMP Goals and Objectives

General Issues

- Develop an integrated planning process to include programming and academic planning, budget planning, staffing, resources, and facilities.
- Assure all physical plans are programmatically driven. Assure the facilities prioritization process aligns with academic plans.
- Establish a plan that can support up to approximately 5,000 full time equivalent students.
- Increase student retention and recruitment by providing amenities outside their academic lives. Give students an exciting and vibrant atmosphere to mature within.
- Increase faculty retention and recruitment by providing amenities that balance the high cost of living in the Durango community.
- Minimize the environmental impact of Fort Lewis College and promote a greater awareness of the physical environment.
- Sustainable strategies shall be incorporated to reduce energy consumption, reduce maintenance, as well as, operating and capital costs, and to help increase student comfort, performance and employee productivity. Use the appropriate US Green Building's Council's Leadership in Energy and Environmental Design (LEED) program as design guidance for physical improvements.

Image/Identity

Fort Lewis College
Facility Master Plan Review and Validation 2016

- Assure that the campus continues to be an inviting place for both first time and daily visitors.
- Improve the presence of the College within the Durango community.
- Strive for a collegiate atmosphere that is indicative of a high quality liberal arts college.
- Endeavor to be a leader in higher education as it relates to sustainability.
- Honor the southwest region through appropriate physical development guidelines.
- Improve way finding and signage.
- Compliment the collegiate atmosphere with a Southwestern vernacular that is both respectful and culturally sensitive.
- Continue to provide a sense of place through the recognition of the uniqueness of the campus' geographical location.

Open Space and the Landscape

- Maintain a good relationship of open space to developed space. The campus plateau is limited. Increase density in strategic areas in order to preserve comfortable open spaces in the educational core.
- Formalize an open space design framework, organized around a major pedestrian spine flanked by academic facilities in the academic land use zone.
- Provide gathering spaces for smaller groups of persons to promote interaction and contemplation amongst students and faculty.
- Maintain open vistas and view planes. Frame each view and bring attention to internal, as well as external points of interest.
- Establish a landscape theme with design guidelines indicative of the region.
- Be efficient with use of natural resources, especially with regards to water consumption.
- When possible, reduce the use of chemical fertilizers, pesticides, and herbicides.
- Bring attention to the campus entries. Establish a strong arrival point, a place of destination.

Land Use

- Improve the distribution of programs to bring order to the campus. Keep academic programs centrally located. Non-student support spaces should be located at the perimeter of campus.
- Centralize the student services at the front door to campus.
- The College should try to integrate commercial/retail activity on campus.
- Improve access between housing land uses and academic zones.
- Plan for increased use of the site for special events.
- Consider preserving key parcels of land.
- Encourage the use of the outdoors as a laboratory for academic programs.
- Continue to utilize outlying properties for academic use and research, whenever appropriate.

Building/Architecture

- New buildings, and existing building modifications, will be adaptable and flexible

Fort Lewis College
Facility Master Plan Review and Validation 2016

so that change can occur relatively easily.

- Assure buildings include appropriate support spaces.
- Create architectural design standards and guidelines that continue to support a constant scale of facilities and a consistent pallet of materials.
- New instructional spaces will include multi-purpose areas that support various uses and programs for use at the same time. Spaces must promote interaction amongst programs, and allow as much multi-disciplinary teaching and collaboration as possible.
- Embrace technology. Equip spaces that can operate effectively. Meet and exceed the expectations of our students.
- Increase utilization of housing by replacing obsolete housing and improve the quality of housing that remains.

Safety, Security and Accessibility

- Plan for facilities to be used more in the evening. Increase task and architectural lighting.
- Increase the presence of campus security.
- Improve the perception that the campus is isolated. Promote accessibility and be open to the community.
- Employ universal accessibility.
- Ensure that the use and disposal of hazardous materials is done in the least harmful manner possible.

Circulation/Parking

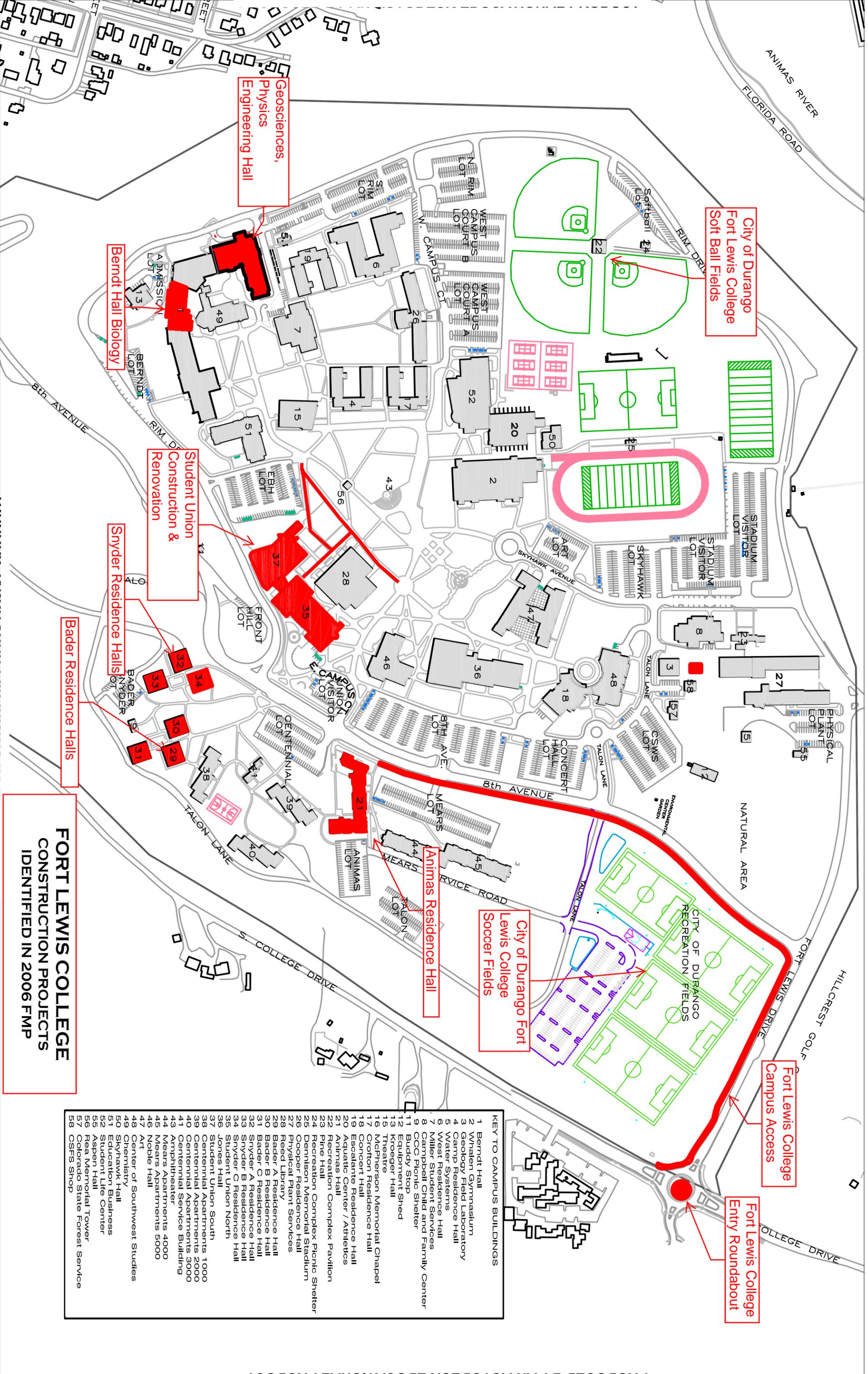
- Parking was planned for 50% of the number of students, faculty, staff, and part time workers at FLC. This has provided adequate parking in the past. The objective is to stay at the 50% level and provide better parking.
- Improve distribution of parking to support program locations, access, and campus safety.
- Improve the parking management program

FORT LEWIS COLLEGE
Construction Projects indentified in 2006 Facility Master Plan Review
Current Status

Project Name	Year complete	State Funding	Institutional Cash Funding	Cost	Gross Sq. Ft. Removed	Gross Sq.Ft. Added	Gross Sq Ft. Remodeled	Net Increase of Space	Comment
State Capital Funding									
Berndt Hall Reconstruction Biology/Agriculture/Forestry	2/1/2010	\$ 17,199,305	\$ -	\$ 17,197,199	(12,332)	33,753 gsf		21421	
Berndt Hall Reconstruction Geology/Physics/Engineering	11/7/2016	\$ 29,121,100	\$ 4,231,974	\$ 33,353,074	(16,500)	60,838 gsf		44,338	This project is in construction so final costs have not been determined. The College is projecting occupancy 11/7/2016 to be followed with move in through 1/6/2017
Road Improvements	NA								Road Improvements Project did not receive priority for funding by FLC Board of Trustees.
Gymnasium Renovation/Expansion North	NA					23,715 gsf <i>proposed</i>		23,715 gsf <i>proposed</i>	Whalen Gymnasium was made third priority to enable the College to finish the two portions of the science building. Fort Lewis piroritized Berndt Hall science renovations and expansions after adoption of the FMP based on enrollment and retention numbers.
Gymnasium Renovation/Expansion South	NA					45,043 gsf <i>proposed</i>		45,043 gsf <i>proposed</i>	Gymnasium Renovation and Expansion South is Priority #1 FY 17/18
Institutional Cash Projects									
Student Union North	2/26/2010	0	\$ 40,000,000	\$ 39,417,476	(5697)*		63858 gsf	-5697	
Student Union South	2/26/2010	0			(1078)*	39506 gsf		38428	
Animas Hall	7/1/2010	0	\$ 13,063,150	\$ 12,051,242	0	49538 gsf			
Snyder A Ph- 1	6/2/2014	0	\$ 3,486,000	\$ 3,217,950			12555 gsf	125	
Snyder B PH-1	6/2/2014	0					8497 gsf	806	
Snyder C Ph-2	7/10/2015	0	\$ 3,661,034	\$ 3,661,033			8497 gsf	806	
Bader B Ph-2	7/10/2015	0					8497 gsf	806	
Bader C Ph-3	<i>in construction</i>	0					8497 gsf	806	Currently in Construction
Bader A PH-3	<i>in construction</i>	0	\$ 4,000,000				12555 gsf	125	Currently in Construction
Anthropology Field Lab	<i>in construction</i>	FED \$ 330,000	\$ 170,000			1,560 gsf		1560	<i>in close out</i>

*A 5697 gsf greenhouse addition that had been attached to the east side of the College Union was removed as part of the remodel of the Student Union building

* Juniper Hall, a 1078 gsf building was removed for the construction of the Student Union South Building.



Geosciences,
Physics
Engineering Hall

City of Durango
Fort Lewis College
Soft Ball Fields

Berndt Hall Biology

Student Union
Construction &
Renovation

Snyder Residence Halls

Bader Residence Halls

Animas Residence Hall

City of Durango Fort
Lewis College
Soccer Fields

Fort Lewis College
Campus Access

Fort Lewis College
Entry Roundabout

**FORT LEWIS COLLEGE
CONSTRUCTION PROJECTS
IDENTIFIED IN 2006 FMP**

- KEY TO CAMPUS BUILDINGS**
- 1 Berndt Hall
 - 2 Whalen Gymnasium
 - 3 Geology Field Laboratory
 - 4 Camp Residence Hall
 - 5 Water Systems
 - 6 West Residence Hall
 - 7 Miller Student Services
 - 8 Campbell Child and Family Center
 - 9 CCC Picnic Shelter
 - 10 Buddy Stop
 - 11 Equipment Shed
 - 12 Kroeger Hall
 - 13 Theatre
 - 14 McPherson Memorial Chapel
 - 15 Crofton Residence Hall
 - 16 Escalante Residence Hall
 - 17 Aquatic Center / Athletics
 - 18 Animas Hall
 - 19 Recreation Complex Pavilion
 - 20 Pine Hall
 - 21 Recreation Complex Picnic Shelter
 - 22 Dennison Memorial Stadium
 - 23 Cooper Residence Hall
 - 24 Physical Plant Services
 - 25 Reed Library
 - 26 Bader A Residence Hall
 - 27 Bader B Residence Hall
 - 28 Bader C Residence Hall
 - 29 Snyder A Residence Hall
 - 30 Snyder B Residence Hall
 - 31 Snyder C Residence Hall
 - 32 Student Union North
 - 33 Jones Hall
 - 34 Student Union South
 - 35 Centennial Apartments 1000
 - 36 Centennial Apartments 2000
 - 37 Centennial Apartments 3000
 - 38 Centennial Service Building
 - 39 Amphitheater
 - 40 Mears Apartments 4000
 - 41 Mears Apartments 5000
 - 42 Noble Hall
 - 43 Art
 - 44 Center of Southwest Studies
 - 45 Chemistry
 - 46 Skyhawk Hall
 - 47 Education Business
 - 48 Student Life Center
 - 49 Aspen Hall
 - 50 Rea Memorial Tower
 - 51 Colorado State Forest Service
 - 52 CSFS Shop

Author: Catherine Gore
Facility Planner / Campus Architect
Fort Lewis College

DHE Input: Catherine Olukotun
Lead Finance Analyst
Colorado Department of Higher Education

Contributing: Michele Peterson
Associate Vice President, Finance & Administration
Fort Lewis College

Mark Gutt
Manager of Planning Design and Construction
Fort Lewis College

Steven J. Schwartz
Vice President, Finance & Administration
Fort Lewis College

Barbara Morris
Provost/Vice President Academic Affairs
Fort Lewis College

Bobby E. Smith
Director, Physical Plant
Fort Lewis College

Matt McGlamery
Director Information Technology
Fort Lewis College

TOPIC: DEGREE AUTHORIZATION ACT –PROPOSED REVISIONS TO THE DEGREE AUTHORIZATION ACT POLICY (SECTION I PART J) AND FEE SCHEDULE

PREPARED BY: HEATHER DELANGE, ACADEMIC POLICY OFFICER

I. SUMMARY

This consent item recommends revisions to the Degree Authorization Act (DAA) policy (CCHE policy Section I, Part J).

II. BACKGROUND

The Degree Authorization Act (§23-2-101 et seq. C.R.S.) outlines the Department’s jurisdiction over private degree-granting education institutions operating in the state of Colorado. The DAA establishes standards to prevent misrepresentation, fraud, and collusion in offering educational programs to the public and to protect, preserve, foster, and encourage the educational programs offered by private educational institutions which meet generally recognized criteria of quality and effectiveness as determined through voluntary accreditation.

DHE staff periodically reviews policy implementing the DAA to ensure continued accuracy and relevance. The Department is occasionally faced with new situations that require revisions to this policy.

Generally, the DAA provides for two levels of authorization for a private institution: (1) as a fully operating institution located in Colorado, or (2) a place of business that provides no instruction (e.g., a call center) with the main campus in another state. The most significant recommended change in this agenda item is to add another authorization level that would allow students from an out-of-state institution to complete a field experience requirement at a Colorado location/site.

III. STAFF ANALYSIS

Policy Revision Regarding Field Experience

The physical presence of an institution determines the need for authorization by the Commission. Current policy (Attachment A) contains lists of physical presence triggers and non-triggers and therefore helps guide the need for out-of-state institutions seeking authorization. An institution must seek formal authorization when the in-state activities trigger physical presence. The list for non-triggers includes the following language:

Physical presence is not triggered, solely, by any of the following:

- h. Operating limited supervised field experiences.*

Field experiences are hands-on activities for students and are found in a variety of degree programs: internships, externships, clinical rotations, etc. Under current DAA policy, an out-of-state institution can conduct a field experience for its students in Colorado without triggering the need for authorization. However, the policy limits the number of students to 10. The DHE originally included the 10-student limit to align with State Authorization Reciprocity Agreement (SARA) policies.

Since adopting the original policy language, the DHE has received several requests for authorization to bring larger groups of students. SARA requires institutions, in instances of more than 10 students, to hold authorization. Full authorization in Colorado requires a site visit, which is not appropriate in the case of a field experience. Thus, this agenda item proposes a new authorization status for field experience for a group of more than 10 students. This particular authorization level is for out-of-state institutions that do not otherwise have authorization to operate in Colorado.

Under the proposed policy, upon receiving an application for field experience authorization, Department staff will ensure that the institution holds authorization status from another state and is in good standing in the home state as well as its accrediting agency. Furthermore, the institution seeking authorization for field experience placements must provide documentation which:

- Certifies the institution intends to limit Colorado state operations to the offering of field experiences as part of a distance learning program offered from outside the state;
- Certifies the institution does not have or intend to have a physical presence in Colorado beyond the field experience, which can include a branch campus, administrative office or use of a Colorado-based address and/or telephone number;
- Provides a review of curriculum for each program for which a field experience is required;
- Certifies the accuracy and truth of the application materials;
- Lists the sites with which the out-of-state institution has a written agreement to provide field training; and,
- Provides the projected number of annual enrollments at the Colorado site.

Upon field experience authorization, out-of-state institutions will be required to comply with the applicable sections of §23-2-101 et seq., C.R.S.

Additional Policy Revisions

Additional proposed changes to policy include clarifications on required documents for authorization processes and language that ensures that the institution is in good standing with its accrediting body. This requirement reflects a similar requirement for when an institution applies to establish a branch campus or main campus move to Colorado.

Fee Schedule Revisions

Staff proposes the following revisions to the DAA fee schedule:

- Authorization Fee of \$200 per program for the authorization of an institution to place more than ten students to meet the program's field experience requirement under the Field Experience provision of policy. Staff will review the application and provide a recommendation to the Commission for authorization upon successful review of the application materials.
- Establish a new fee for unofficial transcripts at a rate of \$15. Currently, the DAA fee schedule has one fee for transcripts. Upon request, DAA retrieves, prints, authorizes, seals, and mails official transcripts for a fee of \$35. To better meet all needs of students, staff proposes to keep the fee for *official* transcripts at \$35, but then to add this lower fee for an *unofficial* transcript that can be emailed or faxed to the student.

IV. STAFF RECOMMENDATION

Department staff recommends the Commission approves the proposed changes for CCHE policy Section I, Part J.

V. STATUTORY AUTHORITY

§23-2-103.3, C.R.S., Authorization to operate in Colorado – renewal.

(1)(a) To operate in Colorado, a private college or university shall apply for and receive authorization from the Commission.

(2) To operate in Colorado, a private college shall be institutionally accredited on the basis of an on-site review by a regional or national accrediting body recognized by the United States Department of Education

§23-2-104.5, C.R.S., Fees - public hearing

(1) The commission shall establish fees to be paid by a private college or university or seminary or religious training institution for the administration of this article. The amount of the fees shall reflect the direct and indirect costs of administering this article. The commission shall propose, as part of the department's annual budget request, an adjustment in the amount of the fees that it is authorized to collect pursuant to this section. The budget request and the adjusted fees shall reflect the direct and indirect costs of administering this article.

(2) The commission may establish a fee to be paid to the department by a private college or university that is authorized pursuant to the DAA and that applies for approval of an educator preparation program per §23-1-121, C.R.S. The amount of the fee shall reflect the direct and indirect costs of the department in administering the provisions of § 23-2-121, C.R.S.

(3) Prior to establishing a new fee or increasing the amount of an existing fee, the commission shall hold a public hearing to discuss and take testimony concerning the new fee or increase in fees. The commission shall provide notice of the public hearing and the proposed new fee or fee increase to each private college or university and seminary and religious training institution at least thirty days prior to the date of the public hearing.

ATTACHMENTS

- CCHE Policy, Section I, Part J

SECTION I, PART J

DEGREE AUTHORIZATION ACT: POLICY PERTAINING TO AUTHORIZATION TO OPERATE AS A POSTSECONDARY INSTITUTION OF HIGHER EDUCATION IN COLORADO

1.00 Introduction

The Colorado Commission on Higher Education (Commission) has statutory responsibility for the administration of Title 23, Article 2 of the Colorado Revised Statutes, (amended 2012), which authorizes certain types of institutions to offer degrees or degree credits: (1) accredited private, degree-granting colleges and universities; (2) postsecondary seminaries and religious training institutions; and (3) out-of-state, public institutions with a Colorado presence. Persons or organizations which violate the provisions of the statute are subject to legal penalties.

The Colorado Department of Higher Education (Department) shall administer the statute by seeking information from any entity offering degrees or degree credits to determine the authority of an institution to operate in Colorado under this statute. Criteria are established for each institutional type to offer degrees or credits leading toward a degree.

No private college or university, out-of-state public college or university, or religious training institution or seminary shall operate within the state until authorized by the Commission to do so.

2.00 Statutory Authority

The Commission's policy for private colleges or universities, seminaries, or religious training institutions is based on Title 23, Article 2, which states in part:

The general assembly declares that this article is enacted for the general improvement of the educational programs available to the residents of the State of Colorado; to establish high standards for the education of such residents; to prevent misrepresentation, fraud, and collusion in offering such educational programs to the public; to eliminate those practices relative to such programs which are incompatible with the public interest; and to protect, preserve, foster, and encourage the educational programs offered by private educational institutions which meet generally recognized criteria of quality and effectiveness as determined through voluntary accreditation. (§23-2-101, C.R.S.).

3.00 Definitions

3.01 "Accrediting agency or accrediting body" means a regional, national, or specialized accrediting body that is recognized by the U.S. Department of Education and awards institutional accreditation. Specialized accreditation is only recognized by the state when a specialized program is offered in a freestanding institution offering programs in that specific discipline exclusively and the accrediting body has the authority to accredit both the institution and the program. Specialized accreditation normally applies to the evaluation of programs, departments, or schools which usually are parts of a total collegiate or other

postsecondary institution. The unit accredited may be as large as a college or school within a university or as small as a curriculum within a discipline. Most of the specialized accrediting agencies review units within a postsecondary institution which is accredited by one of the regional accrediting commissions. However, certain of the specialized accrediting agencies accredit professional schools and other specialized or vocational or other postsecondary institutions which are free-standing in their operations. Thus, a "specialized" or "programmatic" accrediting agency may also function in the capacity of an "institutional" accrediting agency. In addition, a number of specialized accrediting agencies accredit educational programs within non-educational settings, such as hospitals.

- 3.02 “Adverse action” means an official action by a U.S. Department of Education recognized accrediting body that results in “Show cause” or “probation” or equivalent.
- 3.03 “Alternate enrollment” means the opportunity for a student enrolled in a private college or university that ceases operation to meet the student’s educational objectives through education provided by another authorized private college or university, a community college, an area vocational school, or any other educational arrangement acceptable to the department and the commission.
- 3.04 “Authorization” means the authorization granted to a private college or university or seminary or religious training institution by the commission as provided in this article and the policies adopted pursuant to this article. Authorization is not an endorsement of the institution by either the commission or the department.
- 3.04.01 Authorization types:
- a. Full Authorization
An institution which is institutionally accredited by a U.S. Department of Education recognized accrediting agency with an on-site review of its Colorado location(s); or
 - b. Provisional Authorization
Institutions, new or new to Colorado, which have been evaluated by Department staff under CCHE procedures and authorized by the Commission to enroll students, offer instruction, graduates students, and award degrees under the condition that the institution is continuously seeking and is making satisfactory progress toward accreditation; or
 - c. Probationary Authorization
An institution with an adverse action by its accrediting agency and/or by another governmental agency may be recommended for probation by the Department, and, if imposed by the Commission,

shall remain on probation until such time the adverse action is lifted by the accrediting body or a governmental agency, verified by the Department, and acted on by the Commission; or

d. Religious Authorization

A bona fide religious postsecondary educational institution, offering only programs which are religious in nature, which is exempt from property taxation under the laws of this state and whose degrees or diplomas have no state recognition; or

e. Authorization for a Place of Business (with no instruction)

If an institution has a place of business within Colorado but offers no instruction in the state, the institution must receive a formal authorization by the Commission and must annually renew, from the effective date of the previous authorization. The institution shall be subject to the deceptive trade practices provision as found in §23-2-104, C.R.S. Such an institution may be exempted from administrative procedures regarding accreditation at the local site and financial integrity.

f. Authorization for Field Placements (with no instruction)

If an institution wishes to place more than ten students from the same program at one site to meet a field experience requirement, the institution must receive formal authorization from the Commission and must renew the authorization annually. The institution shall be subject to the deceptive trade practices provision as found in §23-2-104, C.R.S. Such an institution may be exempted from administrative procedures regarding accreditation at the local site and financial integrity.

3.05 “Commission” means the Colorado Commission on Higher Education created pursuant to section Title 23, Article 1 of the Colorado Revised Statutes

3.06 “Degree” means a statement, diploma, certificate, or other writing in any language that indicates or represents, or that is intended to indicate or represent, that the person named thereon is learned in or has satisfactorily completed a prescribed course of study in a particular field of endeavor or that the person named thereon has demonstrated proficiency in a field of endeavor as a result of formal preparation or training.

3.07 “Degree File” includes all students who have received a certificate, degree, or formal award approved by the Department during the report year. Degrees earned but not conferred during the report period should be included in the following year’s report. The file is collected annually for federal and state reporting. A summer degree file is collected for use in graduation rate calculations, but these records are reported again in the full year file.

- 3.08 “Department” means the Colorado Department of Higher Education created and existing pursuant to section 24-1-114, C.R.S.
- 3.09 “Educator Preparation File” means data relating to the cooperative agreement between the Department and the institutions of higher education that offers an educator preparation program, pursuant to Colorado Revised Statute §23-1-121(4)(c). This data includes teacher, principal, administrator, and special education endorsement area programs, as well as any endorsement listed in the Field Definitions in the SURDS database.
- 3.10 “Enrollment agreement” means the contract prepared by a private college or university or seminary or religious training institution that a student signs to indicate agreement to the terms of admission, delivery of instruction, and monetary terms as outlined in the institution’s student handbook or catalog. This definition also applies to electronic enrollment agreements.
- 3.11 “Enrollment File” includes all students enrolled in courses awarding credit toward a degree or other formal award. Also, report students enrolled in courses that are part of a vocational or occupational program, including those enrolled in off campus centers, as well as high school students taking college-level courses for credit. The population reported is not limited to students whose credit hours are included in official FTE reports. The file is collected every semester from each public postsecondary education institution participating in SURDS.
- 3.12 “Financial Aid File” The primary purpose of this file is to collect the most complete data possible about student aid awards for a fiscal year. Include all students who are enrolled with a FAFSA on file and applied for or received aid according to the criteria below:

Applied - All financial aid applicants who were enrolled and submitted a FAFSA and/or received aid reported on SURDS. This would include applicants who were never offered aid.

Received - Students who were accepted for enrollment and who received any of the following funds:

- any need-based aid;
- any non-need based aid, including no-need work-study, state, or institutional and private merit awards;
- loans;
- any other form of aid included on the financial aid file, and any aid that came through the financial aid office.

Note: recipients may not have applied for financial aid.

All students who submit an application for student aid maintained on the institution’s financial aid files, or who receive financial support from the institution and who are accepted for enrollment for one or more specific periods, if they enrolled are to be included.

Student aid includes all need-based aid, non-need based aid, merit awards, loans, and any other forms of aid included in the Financial Aid File Data Dictionary. All students who received any form of aid that came through the financial aid office are to be included, whether or not the applicant applied for need-based aid. Specifically, all recipients of merit-based state funds must be included (e.g., undergraduate merit, no-need work study, etc.), as well as students who receive awards from outside the institution if the financial aid office has knowledge of the award.

- 3.13 “Governing board” means the elected or appointed group of persons that oversees and controls a private college or university or a seminary or religious training institution.
- 3.14 “Out-of-state public institution” means an institution of higher education that is established by statute in a state other than Colorado.
- 3.15 “Owner” means:
- a. An individual, if a private, for-profit college or university is structured as a sole proprietorship;
 - b. Partners, if a private, for-profit college or university is structured as a partnership;
 - c. Members in a limited liability company, if a private, for-profit college or university is structured as a limited liability company; or
 - d. Shareholders in a corporation that hold a controlling interest, if a private, for-profit college or university is structured as a corporation.
- 3.16 “Physical presence”
- a. Establishing a physical location in a state for students to receive synchronous or asynchronous instruction; or
 - b. Requiring students to physically meet in a location in the state for instructional purposes as required for the course; or
 - c. Establishing an administrative office in the state, including:
 - 1. Maintaining an administrative office in the state for purposes of providing information to prospective students or the general public about the institution, enrolling students, or providing services to enrolled students;
 - 2. Providing office space to instructional or non-instructional staff; or
 - 3. Establishing an institutional address or phone number in the state.

Physical presence is not triggered, solely, by any of the following:

- a. Courses offered at a distance that do not require the physical meeting of a student with instructional staff in another state;
 - b. Consortial/cooperative offerings between accredited institutions with intentional cooperative agreements;
 - c. Advertising to students within a state, whether through print, billboard, direct mail, internet, radio, television, or other medium. However, an institution that is seeking authorization to operate in Colorado shall not market or advertise prospective Colorado-based programs in- or outside-of Colorado until and unless the Commission grants authorization;
 - e. An educational experience arranged for an individual student, such as a clinical, practicum, residency, or internship;
 - f. An educational field trip arranged for a group of students that are normally in residence at an institution in another state;
 - g. An accredited, out-of-state institution offering “in-house” courses, programs, and training exclusively and specifically for a private company or group is not required to seek authorization, but to avoid any regulatory misunderstanding should notify the Department of its activity;
 - h. Course offerings by an accredited institution on a U.S. military installation, limited to military personnel and their dependents;
 - i. Operation of a server, router or similar electronic service device when such a device is not housed in a facility that otherwise would constitute a physical presence; the presence of a server or similar pass-through switching device in a state does not by itself constitute the offering of a course or program from the state;
 - j. Having faculty, adjunct faculty, mentors, tutors, recruiters, or other academic administrative personnel residing in the state. The presence of instructional faculty in the state, when those faculty offer entirely online or other distance-education instruction and never meet their students in person for educational purposes while in the state, does not establish a presence of the institution in the state; or
 - k. Requiring a student to take a proctored exam at a location or with an entity in the state prescribed by the institution.
- 3.17 “Private college or university” means a postsecondary educational institution doing business or maintaining a place of business in the state of Colorado, which enrolls the majority of its students in a baccalaureate or postgraduate degree program. For the purposes of determining eligibility for participation as a Degree Authorization Act institution pursuant to this section, institutions offering certificates comprised of credit-bearing courses at the upper division baccalaureate or at the graduate level will be considered as a private college or university.
- 3.18 “Private nonprofit college or university” means a private college or university that maintains tax-exempt status pursuant to 26 U.S.C. sec. 501 (c) (3).
- 3.19 “Private occupational school” means an institution authorized by the private occupational school division under the provisions of article 59 of title 12, C.R.S.,

and that enrolls the majority of students at the certificate or associate level and is regulated by the Division of Private Occupational Schools pursuant to article 59 of title 12, C.R.S.

- 3.20 “Seminary or religious training institution” means a bona fide religious postsecondary educational institution that is operating or maintaining a place of business in the state of Colorado, that is exempt from property taxation under the laws of this state, and that offers baccalaureate, master’s, or doctoral degrees or diplomas, the content of which, are limited to the principles of the church or denomination with which it is affiliated. These institutions are not required to hold institutional accreditation but are not prohibited from seeking accreditation. Seminaries and religious training institutions are prohibited from offering or awarding degrees: in any area of physical science or medicine; appropriate only for academic institutions, such as but not limited to, Bachelor of Arts or Bachelor of Science, Master of Arts or Master of Science, Doctor of Philosophy or other degrees typically offered by academic institutions, regardless of curriculum or course content, unless the degree title includes the religious field of study (e.g. Bachelor of Arts in Religious Studies); or degrees associated with specific professional fields or endeavors not clearly and directly related to religious studies or occupations. Any seminary or religious training institution that offers instruction outside of this area must apply for authorization and must hold institutional accreditation from a U.S. Department of Education recognized regional or national accrediting body.

4.00 Responsibilities of the Private Colleges and Universities, Seminaries or Religious training institutions

- 4.01 Private colleges or universities, seminaries or religious training institutions are required to:
- 4.01.02 Seek and maintain authorization from the Commission to operate in Colorado pursuant to §23-2-101 et seq., C.R.S. In order to maintain authorization, an institution must:
 - a. Seek and maintain institutional accreditation by an accrediting body recognized by the U.S. Department of Education (**private colleges and universities only**);
 - b. Provide information and respond to inquiries by the Department and Commission; and
 - c. Notify the Department of all changes regarding campus locations and accreditation status of the institution and substantive/material changes regarding operations and programs;
 - d. Demonstrate financial integrity on an annual basis, pursuant to §23-2-103.8, C.R.S., (**private colleges and universities only**);

- e. Annually submit the Enrollment File and Degree File and, if applicable, the Financial Aid File and Educator Preparation File, as described in §23-1-121, C.R.S., pursuant to §23-2-103.1, C.R.S.;
- f. Annually provide a true and complete copy of the institution's current enrollment agreement;
- g. Shall not make or cause to be made any oral, written, or visual statement or representation that violates section §23-2-104 CRS;
- h. Shall provide bona fide instruction, in accordance with the standards and criteria set by the institution's accrediting body or in accordance with the requirements set forth for seminaries and religious training institutions;
- i. If the ownership of the institution changes, the institution shall provide to the Department, within thirty (30) days after the change, any material information concerning the transaction that is requested by the Department;
- j. If a private college or university or seminary or religious training institution violates any of the requirements set forth in this section, the Department may recommend to the Commission that the institution's authorization be placed on probationary status or revoked; and
- k. Provide timely submission of fees, pursuant to §23-2-104.5, C.R.S.

4.01.03 Private colleges or universities and seminaries or religious training institutions authorized in Colorado must provide information regarding their authorization type and status to prospective and enrolled students. This information must be reasonably accessible and, minimally, must be found in each institution's official catalog and, as appropriate, enrollment agreement. An authorized institution may not use the Commission or the Department as a perceived endorsement. An authorized institution may not state that it is "accredited" by the Commission or Department. Noncompliance with this section may be treated as an instance of deceptive trade practice in accordance with §23.2.104, C.R.S.

4.01.04 Private colleges and universities that enroll the majority of students at the baccalaureate or higher level are required to seek authorization to operate in Colorado and maintain authorization through criteria and requirements specified throughout this policy and pursuant to §23-2-101, et seq., C.R.S.

4.01.05 Private colleges and universities that enroll the majority of students at the certificate or associate degree level and are occupational in nature shall be regulated by the Division of Private Occupational

Schools and the Private Occupational Schools Board pursuant to Article 59 of Title 12, C.R.S.

4.02 Joint Authorization

Under special circumstances, institutions otherwise authorized by the Division of Private Occupational Schools (DPOS) that elect to offer baccalaureate degrees, and have received authority to do so by an approved accrediting body, may hold joint authorization between the DPOS and the CCHE. In these circumstances, the Division of Private Occupational Schools will remain the primary authorizing body; the Colorado Commission on Higher Education will authorize the baccalaureate and higher degrees.

4.02.01 Pursuant to §23-2-101, et seq., C.R.S. if as a result of changes in student enrollment, a private college or university at times meets the definition of a private college or university and should therefore be under the Colorado Commission on Higher Education and the Department of Higher Education, and at other times meets the definition of a private occupational school, therefore should be regulated by the Division of Private Occupational Schools and the Private Occupational Schools Board, the private college or university is subject to regulation by the entity that is appropriate as of July 1, 2012. If the private college or university is authorized as of said date, the institution shall be regulated by the same entity for the following three years.

4.02.03 If it is found that the institution no longer meets the definition of a private college or university, as defined by Article 59 of Title 12, C.R.S., the institution will have sixty (60) days to file an application to operate under the Private Occupational Schools Board. During the transition, and until the Private Occupational Schools Board takes action on the institution's application, the institution shall remain authorized by the Commission. Fees assessed during this process will be assessed on a case by case basis. The assessment of fees will consider fees that have been assessed by the current authorizing division.

4.02.04 Failure to apply for approval through the Division of Private Occupational Schools within sixty (60) days will subject the institution to the powers and authorities of the Division or Board pursuant to §12-59-101, et seq., C.R.S., and, as necessary, their procedures for closure.

5.00 Responsibilities of the Commission and the Department

5.01 The Commission shall:

5.01.01 Establish procedures for the Department to make recommendations to the Commission.

- 5.01.02 Grant or deny authorizations, renew authorizations, place institutions on probation, and revoke authorizations pursuant to §23-2-103.3, C.R.S., and §23-2-103.4, C.R.S.;
 - 5.01.03 Establish the types and amounts of fees that a college or university, seminary or religious training institution shall be assessed as required in §23-2-104.5, C.R.S.; and
 - 5.01.04 Establish policies requiring private colleges, universities and seminaries, religious training institutions to submit to the department, upon request, the Enrollment File and Degree File and, if applicable, the Financial Aid File and Educator Preparation File as described in §23-1-121, C.R.S.
- 5.02 The Department shall:
- 5.02.01 Recommend that the Commission grant, deny, revoke, place on probation, or renew an authorization to operate a private college or university or seminary or religious training institution;
 - 5.02.02 Maintain a list of the private colleges and universities and seminaries and religious training institutions that have authorizations on file with the Department;
 - 5.02.03 Respond to requests from institutions and students and provide a timely review of information;
 - 5.02.04 Establish and maintain a process in accordance with §23-2-104, C.R.S. and Commission policy I, T, concerning Student Complaints and Appeals; for review and action as appropriate on said complaints or appeal, providing the complaint is based on a claim of deceptive trade practice;
 - 5.02.05 Receive and maintain academic records, pursuant to §23-2-103.5, C.R.S., and as described in section 23.01 of this policy. The Department shall permanently retain any student transcripts received;
 - 5.02.06 Maintain the privacy protection of student level data submitted to the SURDS database. (See the privacy statement section).
 - 5.02.07 Administer a fee invoice to the institutions on an annual basis,
- 5.03 Pursuant to §23-2-102.5(1)(b) CRS, on or about June 4, 2015, the Department shall review the status of the private college or university to determine whether the institution should be subject to regulation by the Department and the Commission or by the Division of Private Occupational Schools and the Private Occupational School Board.

5.03.01 On or about June 4, 2015, the Department shall:

- a. Compile the enrollment and program data provided by the institutions
- b. Review the data to ensure compliance pursuant to Article 2 of Title 23.
 - i. If the data show the institution to be in compliance with this policy, no action is necessary on the part of the institution.
 - ii. If the majority of students enrolled in an institution do not meet the minimum requirements under this policy, Department staff will recommend revocation of authorization under the Commission and will provide the institution with an application for operation under the Division of Private Occupational Schools.
 - iii. If an institution does not apply for approval through the Division of Private Occupational Schools within the sixty (60) day timeframe, a recommendation for revocation of authorization will be made to the Commission.
 - iv. The Commission and Department are not authorized to regulate the operations of, including but not limited to the content of courses provided by, a private college or university or seminary or religious training institution except to the extent expressly set forth in this policy.

6.00 Privacy Statement

The Executive Director and an employee of the Department shall not divulge or make known in any way data for individual students or personnel, except in accordance with judicial order or as otherwise provided by law. A person who violates this paragraph commits a Class 1 misdemeanor and shall be punished as provided in §18-1.3-501 CRS and shall be removed or dismissed from public service on the grounds of malfeasance in office.

7.00 Interstate Reciprocity

The Commission may negotiate and enter into interstate reciprocity agreements with others states if, in the judgment of the Commission, the agreements do not obligate a private college or university or seminary or religious training institution to comply with standards or requirements that exceed the standards and requirements specified in this policy and the agreements will assist in accomplishing the purposes of this policy, unless the institution voluntarily decides to do so.

8.00 Seminaries and Religious Training Institutions

- 8.01 To operate in Colorado, a seminary or religious training institution shall apply for and receive authorization from the Department and establish that it qualifies as a bona fide religious institution and as an institution of postsecondary education, as defined by rules promulgated by the Commission. A bona fide religious institution and an institution of postsecondary education that applies for authorization pursuant to §23-2-103.3 shall pay the fee established according to §23-2-104.5. Nothing in this section shall preclude a seminary or religious training institution from seeking accreditation.
- 8.02 A seminary or religious training institution shall apply for renewal of authorization every three years to ensure compliance for those institutions authorized under the Authorization as a Seminary or Religious Training Institution.

9.00 Process for Seeking Authorization as a Seminary or Religious Training Institution

9.01 Criteria to Qualify

- 9.01.01 The statute recognizes only a “bona fide religious postsecondary educational institution” which is “exempt from property taxation under the laws of this state.” Institutions of this type may only offer programs appropriate to a religious institution.
- 9.01.02 To qualify as a “bona fide religious postsecondary institution,” the seminary or religious training institution must meet each of the following criteria:
- A. Be a non-profit institution owned, controlled, operated, maintained, or affiliated with a bona fide church or religious denomination, lawfully operating as a non-profit religious corporation pursuant to Title 7 of the Colorado Revised Statutes.
 - B. Limit the educational programs to the principles of the church or denomination with which it is affiliated and grant degrees or diplomas only in areas of study that contain on their face, in the written description of the title of the degree or diploma being conferred, a reference to the theological or religious aspect of the degree’s subject area.
 - C. Not offer or award degrees in: any area of physical science or medicine; or degrees appropriate only for academic institutions, such as, but not limited to, Bachelor of Arts or Bachelor of Science, Master of Arts or Master of Science, Doctor of Philosophy, or other degrees typically offered by academic institutions, regardless of curriculum or course content, unless the degree title includes the religious field of study (e.g., “Bachelor of Arts in Religious Studies”); or degrees associated with specific professional fields or endeavors not clearly and directly related to religious studies or occupations. Examples of such degree titles

are Bachelor of Business Administration or Master of Business Administration; Bachelor of Education, Master of Education or Doctor of Education; and Doctor of Psychology.

- D. Require at least a high school diploma or its equivalent for admission.
- E. Not market, offer or grant degrees or diplomas which are represented as being linked to a church or denomination, but which actually are degrees in secular areas of study.
- F. Have obtained exemption from property taxation under state law and shall have submitted to the Department a copy of the certificate of this exemption for the school's site and facilities verified by the Colorado Division of Property Taxation and a letter of determination signed by the Property Tax Administrator, Division of Property Taxation, Colorado Department of Local Affairs, stating that the institution is exempt from real and personal property taxation under state law.
- G. Additional evidence that may be provided by an institution seeking to substantiate that the institution is a bona fide religious institution, including: a statement of institutional mission clearly establishing the mission of the institution as solely religious, and curricula and degree, diploma, or certification programs that clearly support that singular mission; or evidence that the school holds at least pre-accreditation status with one of the following nationally recognized accrediting associations:
 - 1. The Accrediting Association of Bible Colleges; or
 - 2. The Association of Advanced Rabbinical and Talmudic Schools; or
 - 3. The Association of Theological Schools in the United States and Canada

10.00 Process to Establish Authorization as a Seminary or Religious Training Institutions

- 10.01 An institution seeking authorization as a bona fide religious institution shall submit to the Department a completed and signed Declaration for Religious Authorization, as set forth in Appendix B and document compliance with all requirements in the Declaration, and shall provide a revised Declaration at any time that information originally submitted no longer is accurate.
- 10.02 As the first step in obtaining state authorization and prior to the submission of required documentation, institutions seeking to operate in Colorado as a seminary or religious training institution shall consult in person at the Department with the administrator of the Degree Authorization Act.

10.03 Following the consultation and review of all documents submitted, the Department shall determine if the institution qualifies for authorization as a seminary or religious training institution.

11.00 Evaluation of Application

11.01 Following the submittal of the required documents, the Department shall review the application for required components and documents and make a recommendation to the Commission regarding authorization.

11.02 The Department shall either:

- Recommend for Seminary or Religious Training Authorization
- Not Recommended for Authorization

12.00 Renewal of Authorization for Seminaries and Religious Training Institutions

12.01 A seminary or religious training institution shall apply for renewal of authorization every three years. The renewal of authorization process shall demonstrate that the seminary or religious training institution continues to meet the minimum operating standards specified in this policy and section 23-2-103.8, C.R.S. Failure to do so will result in an assumption that the minimum standards are not met and a recommendation for revocation of authorization will be made.

12.02 A seminary or religious training institution that continues to meet the minimum operating standards specified in 9.01 is presumed qualified for renewal of authorization, and the Department shall recommend that the Commission renew the seminary or religious training institution's authorization for three additional years.

12.02.01 A seminary or religious training institution shall provide the Department for renewal:

- a. Updated list of program offerings
- b. Confirmation of non-profit status
- c. Confirmation of affiliation with a religious organization
- d. Confirmation of tax-exempt status pursuant to Colorado State Law

[e. Updated institutional organization information.](#)

12.03 A seminary or religious training institution that meets the criteria and rules established herein is exempt from the provisions of this policy that exclusively apply to the secular private colleges and universities authorized by the Commission.

13.00 Private Colleges and Universities

- 13.01 Pursuant to §23-2-103.3, C.R.S., to operate in Colorado, a private college or university shall apply for and receive authorization from the Commission. A private college or university shall obtain separate authorization for each campus, branch, or site that is separately accredited. A private, non-profit college or university shall submit with its application, verification of nonprofit status, including a copy of the institution's tax-exempt certificate issued by the Colorado Department of Revenue.
- 13.02 After receiving an application, the department shall review the application and any other pertinent information to evaluate whether the private college or university meets institutional accreditation requirements at the Colorado site by an accrediting body recognized by the United States Department of Education. Department staff shall not accept an application from an institution that is not in good standing with its accreditor.
- 13.03 The Department shall not recommend and the Commission shall not approve an application from a private college or university that, in the two years preceding submission of the application, has had its accreditation placed on show cause or probation, suspended or withdrawn, or has been prohibited from operating in another state or that has substantially the same owners, governing board, or principal officers as a private college or university that, in the two years preceding submission of the application, has had its accreditation suspended or withdrawn or has been prohibited from operating in another state.
- 13.04 To operate in Colorado, a private college or university shall be institutionally accredited on the basis of an on-site review by an accrediting body recognized by the United States Department of Education which is authorized to offer institutional accreditation; except that a private college or university may operate for an initial period without accreditation if the commission determines, that the private college or university is likely to become accredited in a reasonable amount of time or is making progress toward accreditation in accordance with the accrediting body's policies.
- 13.05 The Commission may grant a provisional authorization to a private college or university to operate for an initial period without accreditation. The private college or university shall annually renew its provisional authorization and report annually to the Commission concerning the institution's progress in obtaining accreditation.
- 13.06 A private college or university shall notify the Department in a timely manner of any material information related to an action by the institution's accrediting body concerning the institution's accreditation status, including but not limited to reaffirmation or loss of accreditation, approval of a request for change, a campus evaluation visit, a focused visit, or approval of additional locations. In addition, the institution shall notify the Department in a timely manner if the United States Department of Education no longer recognizes the institution's accrediting body. Failure to provide this information shall lead to revocation or probationary authorization by the Commission.

14.00 Process for Authorization/Renewal of Authorization for Private Colleges and Universities:

14.01 Process to Establish Authorization as a Private College or University

- A. Institutions seeking state authorization to operate in Colorado as a private college or university shall consult in person at the Department with the administrator of the Degree Authorization Act prior to the submission of required documentation.
- B. The applicant shall submit all required materials to the Department and Department staff will determine if the criteria in section 9.01 have been met.
- C. To receive state authorization an organization must provide documentation that demonstrates that each of the following criteria has been met:
 - 1. The institution is familiar with and understands accreditation procedures and state authorization policies and procedures and identifies the accrediting association from whom accreditation will be sought.
 - 2. A statement of which accrediting body from which accreditation will be sought or a statement from the current accrediting agency from which accreditation of the Colorado campus will be sought.
 - 3. The institution has a statement of mission formally adopted by its governing body and made public, which defines the basic character of the institution including a brief description of the educational programs to be offered and their purposes, the students for which the programs are intended and the geographical or demographic area served by the institution and a description of how the institution relates to Colorado's broader higher education community. The mission shall be appropriate to an institution of higher education and the institution must plan to award degrees.
 - 5. The institution has a governing board that possesses and exercises necessary legal power to establish and review basic policies that govern the institution and shall have designated an executive officer to provide administrative leadership for the institution. The board shall include among its members some who represent the public interest and are sufficiently autonomous from the administration and ownership to assure the integrity of the institution. A list of the members of the board, and a brief resume for each, and the name and title of the executive officer and principal administrators and the address of the administrative office shall be submitted to the Department.
 - 6. If faculty members are employed at the time the application is filed with the department, the faculty, their academic credentials (degrees, previous experience, publications, etc.) and teaching fields shall be

identified. If no faculty are employed, the institution shall describe the qualifications of the faculty that are to be recruited and the procedures that will be used to find and contract with faculty members.

7. Private institutions shall provide ownership information.
8. The institution's proposed academic programs shall be appropriately named and be based on fields of study recognized as appropriate (as demonstrated by the existence of professional literature in the field; the offering of similar programs in already-accredited institutions; and by the existence of professional organizations related to the field) for a postsecondary institution. The academic program shall comport with the institutional mission as described in documents provided to the department. The institution shall provide a list of the degrees it proposes to award and a degree (as defined in the Degree Authorization Act, §23-1-101 et seq., C.R.S.) is to be awarded upon successful completion of an educational program.
9. The content and length of the proposed academic program shall follow practices common to institutions of higher education. Typically, the proposed academic program shall include at least: (1) one undergraduate program planned for two or more years in length; or, (2) one graduate program of at least one academic year in length. Documentation shall be provided to the department that lists all requirements for a degree and the curricula offered leading to the degree, showing planned typical student programs by semester or term. Any proposed undergraduate degree program shall include a coherent general education component that is consistent with the institution's mission and appropriate to its educational programs.
10. Student access to all necessary learning resources and support services shall be provided. Necessary resources and support services vary by type of program, but all require some use of library resources. Laboratories may be required for some programs. Support services such as academic advising, financial aid counseling, and support for special, targeted, constituencies may be needed. The institution shall describe the learning resources and support services that it will provide and state how they will be provided to students on a regular, dependable basis.
11. Admission policies shall be consistent with the institution's mission and appropriate to the educational program. The Department shall be provided with a copy of the institution's admission policies.
12. The institution shall have financial resources adequate to support start-up activities and sources of funds sufficient to ensure that the institution can sustain itself once students have been admitted. The Department shall be provided with a current financial statement, an

audit report of a financial audit completed within the previous twelve months by a certified public accountant, or other substantial evidence.

- D. Following the submittal of the required documents and based on the institution's selected accrediting body, the Department shall contract with an evaluation team to review all submitted materials to determine the institution's readiness for on-site accreditation and make a recommendation regarding authorization.

14.02 Joint Authorization under Special Circumstances

- 14.02.01 In the special instance that a school authorized under C.R.S., Title 12, Article 59, otherwise known as the Division of Private Occupational Schools, offers baccalaureate degree programs but does not meet the majority rule (§12-59-104(d)(II)), the Colorado Commission on Higher Education will have authority to authorize the baccalaureate and higher level programs at the school under the Degree Authorization Act, §23-2-101, et seq., C.R.S. However, under such circumstances, the school will continue to follow the DPOS rule and statute until such time that the majority of its programs are at the baccalaureate level or higher.
- 14.02.02 Under the special circumstances, as stated in 4.02, department staff will address complaints received by students enrolled in the baccalaureate and higher degree programs pursuant to the process outlined in section 14.01.
- a. In the event that the department receives complaints by students enrolled at both the sub-baccalaureate and baccalaureate levels, department staff may coordinate the review of these complaints and include all relevant information in recommendations for board action, whether the DPOS board, the Commission or both.

15.00 Minimum Operating Standards to Qualify as a Private College or University

- 15.01 A private college or university is an institution which is "doing business or maintaining a place of business in the state of Colorado" and which offers courses of instruction or study wherein credits may be earned toward a degree in a field of endeavor. A publicly-supported college or university based in another state (and so would not meet the definition for a "state college or university" exemption) and which seeks or has physical presence in the state of Colorado, will be treated as a "private college or university."
- 15.02 All institutions must meet the following criteria to qualify for consideration of authorization and renewal of authorization:

1. Demonstrate its ability to provide appropriate student services at the new site.
2. Demonstrate its financial ability to support all operations at the new site.
3. Demonstrate its physical presence in Colorado with the appropriate documentation.

16.00 Evaluation of Application

- 16.01 Following the submission of the required documents and based on the institution's selected accrediting body, the Department shall review the application for required components and documents, the Department shall contract with an evaluation team to review all submitted materials to determine the institution's readiness for on-site accreditation and make a recommendation regarding authorization.
- 16.02 Based on the recommendation of the evaluation team, the Department shall assign the institution to one of the following categories:
- Provisional Authorization
 - Not Recommended for Authorization
- 16.03 Each evaluation team will consist of several appropriate independent and fully credentialed evaluators selected by Department staff, based on institution type and the accrediting body from which the applicant shall seek accreditation.
- 16.04 In addition to the required documents, additional materials may be requested by the evaluation team and/or department staff based on the criteria established by the accreditation association.
- 16.05 If the evaluation team does not recommend the applicant institution for state authorization, the applicant institution may not reapply for a period of one year from the date of notice and the application fee will be assessed upon reapplication. If the evaluation team recommends a conditional approval based on minor technical changes, the applicant institution will have six months to reapply and the Department will not assess another application fee.

17.00 Renewal of Authorization for Private Colleges and Universities with "Full Authorization"

- 17.01 A fully authorized private college or university shall apply for renewal of authorization in accordance with the schedule for institutional reaccreditation by its accrediting body or every three years, whichever is longer.
- 17.02 Required documents for renewal of authorization:
- a. Self-evaluation report or similar

- b. Accreditation site visit team's report
- c. Institution's response to site visit report
- d. Final determination letter from the accrediting body

18.00 Renewal of Authorization for Private Colleges and Universities with "Provisional Authorization"

18.01 Private colleges and universities that hold provisional authorization shall renew ~~its~~ authorization annually until an on-site visit has occurred by the accrediting body, accreditation is achieved, and the Commission awards full authorization.

18.02 Required documents:

- a. Any and all communication to and from the accrediting body from which the institution is seeking accreditation;
- b. Accreditation progress report;
- c. Status report of institution's activities;
- d. Updated enrollment information;
- e. Enrollment agreements, if applicable, and any other recruitment materials used for training staff and presented to potential students;
- f. Faculty resumes;
- g. Updated list of programs offered at the Colorado site;
- h. Updated bond information;

19.00 Renewal of Authorization for Private Colleges and Universities with "Probationary Authorization"

19.01 Private colleges and universities that have been placed on probation by the Commission shall annually renew its authorization with the Commission until such time the probation action is lifted by the Commission.

19.01.02 Required documents for institutions with probationary authorization:

- a. Accreditation status update, identifying progress regarding the adverse action issued by the accrediting body or other governmental agency;
- b. Any and all communication regarding the adverse action issued by the accrediting body or other governmental agency;
- c. Prospective timeframe for when the adverse action is expected to be acted upon.

20.00 Renewal of Authorization – All Authorized Institutions

- 20.01 A private college or university that has authorization from the Commission pursuant to §23-2-103.3, C.R.S., and maintains its accreditation shall apply to the Department for renewal of authorization in accordance with the schedule for reaccreditation by its accrediting body or every three years, whichever is longer. A seminary or religious training institution shall apply for renewal of authorization every three years. A private college or university or seminary or religious training institution that seeks renewal of authorization shall submit an application in accordance with the procedures and policies adopted by the Commission and shall pay the renewal of reauthorization fee established by the Commission pursuant to §23-2-104.5, C.R.S.
- 20.02 To renew its authorization to operate in Colorado, a private college or university or seminary or religious training institution shall demonstrate that it continues to meet all minimum operating standards specified in the Degree Authorization Act, specifically §23-2-103.8, C.R.S., and this policy. Failure to demonstrate compliance with the minimum operating standards will result in a presumption that the minimum operating standards are not met and a recommendation for revocation will be made.
- 20.03 A private college or university that has had its accreditation reaffirmed without adverse action is in compliance with §23-2-103.8, C.R.S., and is not subject to investigation pursuant to §23-2-103.4, C.R.S., (revocation) is presumed qualified for renewal of authorization, and the Department shall recommend renewal for a period of three years or the length of the institution's accreditation, if applicable, whichever is longer.
- 20.04 A seminary or religious training institution that continues to meet the minimum operating standards is presumed qualified for renewal of authorization, and the Department shall recommend that the Commission renew the institution's authorization for three additional years.
- 20.05 If a private college or university or seminary or religious training institution cannot demonstrate that it meets the minimum operating standards specified in Commission policy or pursuant to §23-2-103.3 or §23-2-103.8, if applicable, the Department shall recommend that the Commission deny the institution's application for renewal of the authorization.
- 20.06 If, within six months after receiving the notice of denial of the application for renewal, the institution corrects the action or condition that resulted in denial of the application for renewal, the institution may reapply for renewal of the authorization.
- 20.07 If the institution does not correct the action or condition within the six month period, it may submit a new application for authorization after correcting the action or condition.

- 20.08 If a private college or university is under an adverse action from its accrediting body at the time it files for an application for renewal of authorization to operate in Colorado, the Department may recommend that the Commission renew the institution's authorization or that the Commission grant a probationary renewal of the institution's authorization.
- 20.09 If an institution receives a probationary renewal of its authorization, the institution shall reapply for renewal of its authorization annually until the accrediting body lifts the adverse action, and the institution shall annually report to the Commission concerning the institution's progress in removing the adverse action.
- 20.10 If the Department recommends that the Commission grant a probationary renewal of authorization or deny an application for renewal of authorization, the Commission shall notify the private college or university or seminary or religious training institution concerning the recommendation, and the Department and the Commission shall proceed in accordance with the provisions of the "State Administrative Procedures Act", Article 4 of Title 24, C.R.S.

21.00 Change of Authorization Type - Probationary Status or Revocation

- 21.01 If the Commission has reason to believe that a private college or university or seminary or religious training institution meets one or more of the grounds specified in the following section for revocation of authorization or for placing an institution on probationary status, the Commission may order the Department to investigate the private college or university or seminary or religious training institution and make a recommendation concerning whether to revoke the institution's authorization or to place the institution on probationary status.
- 21.02 To assist the Department in conducting an investigation pursuant to §23-2-103.4 (1), C.R.S., the Commission may subpoena any persons, books, records, or documents pertaining to the investigation, require answers in writing, under oath, to questions the Commission or Department may ask, and administer an oath or affirmation to any person in connection with the investigation. In conducting the investigation, the Department may physically inspect an institution's facilities and records. A subpoena issued by the Commission pursuant to this paragraph is enforceable by any court of record in the state.
- 21.03 Based on findings of an investigation pursuant to this section, the Department shall recommend that the Commission should or should not revoke the institution's authorization or place the institution on probationary status.
- 21.04 If the Department recommends revocation or probationary status, it shall identify the applicable grounds for revocation or probationary status specified below, and the Department and the commission shall proceed in accordance with the provisions of the "State Administrative Procedures Act," Article 4 of Title 24, C.R.S.
- 21.05 With regard to the authorization of a private college or university, the Commission may:

21.05.01 Revoke the private college's or university's authorization or place the institution on probationary status if the private college or university:

- a. Fails to meet any of the minimum standards set forth in this policy or in statute;
- b. Fails to substantially comply with the applicable laws or rules adopted or implemented by other governmental agencies that have jurisdiction over the institution; or
- c. Violates the federal criminal laws or the criminal laws of this state or any other state in which the institution operates;
- d. Revoke the private college's or university's authorization if the institution loses its accreditation;
- e. Place the private college or university on probationary status if the institution's accrediting body places the institution on probation or the equivalent; or
- f. Revoke the private college or university's authorization or place the private college or university on probationary status if the United States Department of Education ceases to recognize the institution's accrediting body.

21.06 The Commission may revoke a seminary's or religious training institution's authorization or place the institution on probationary status if the seminary or religious training institution:

- a. No longer meets the definition of a seminary or religious training institution specified in §23-2-102, C.R.S.;
- b. Fails to meet any of the minimum standards set forth in statute or in the Commission's policy or rule adopted to implement the statute; or
- c. Violates the federal criminal laws or the criminal laws of this state or any other state in which the institution operates.

22.00 Fee Schedule

Section 23-2-104.5, C.R.S., gives the Commission authority to establish fees for direct and indirect costs of administering the Degree Authorization Act. After initial determination of fees, fees will be established on an annual basis no later than June 30 of the year preceding implementation. The Department and Commission shall give thirty (30) days for comment unless no changes are made to the fee structure. The fee shall reflect the direct and indirect costs of administering the article. Fees shall include, but not be limited to, application fees, authorization/annual fees, renewal of authorization fees, educator preparation fees (if applicable), and gtPathways review fees (if applicable).

23.00 Deposit of Records upon Discontinuance

- 23.01 Pursuant to §23-2-103.5, C.R.S., if an authorized private college or university or seminary or religious training institution ceases operating in the state, the owner of the institutions or his or her designee shall deposit with the department the original or legible true copies of all educational records of the institution. If the Commission determines that the records of an authorized institution are in danger of being destroyed, secreted, mislaid, or otherwise made unavailable to the Department, the Commission may seek a court order authorizing the Department to seize and take possession of the records.
- 23.02 The Department or the Attorney General may enforce the provisions of this section by filing a request for an injunction with a court competent jurisdiction. A person may request, in accordance with the provisions of the Colorado Open Records Act, Part 2 of Article 72 of Title 24, C.R.S., a copy of a record held by the Department pursuant to this section. The Department shall permanently retain any student transcript. The Department shall retain any other records received for ten years following the date on which it receives or obtains the records. After the ten years, the Department shall dispose of the records in a manner that will adequately protect the privacy of personal information included in the records.

24.00 Procedure for the Closure of an Institution

- 24.01 In the event an institution closes and ceases operations, the owner or designee is required to provide timely notification, with as much advanced notice as is possible, to the Department and currently enrolled or recruited students in writing immediately of the intention to close/cease operation.
- 24.02 Written notification the Department to close or cease operations must include:
- a. Name of the institution;
 - b. Name of the owner, active mailing address, and telephone number where he or she may be reached after the institution physically closes;
 - c. Name of the institution's Chief Executive Officer, President, or other appropriate administrator;
 - d. Date of closure (or approximate of anticipated closing date);
 - e. A report of the status of all students currently enrolled and those students on leave of absence whose education and training program will not be fully completed by the date of the institution's closure;
 - f. Identify in writing whether there are refunds due to any students;
 - g. Submit a written statement from the owner or designee affirming that all recruitment efforts, program marketing, advertisement (regardless of type, i.e. newspaper, website, television broadcast, etc.), solicitation and enrollment of new students has ceased;

- h. A copy of the written notice given to current students or recruited-but-not-yet-enrolled students informing them of the school's intent to close and copies of any other record of students having been so notified; and
- i. The expected deposit date of the student records to the Department.

24.03 Student Records must include:

- a. The individual enrollment agreement and other instruments relating to the payment for educational services, including student financial aid;
- b. Academic grades and attendance (when in doubt preserve it; seek technical assistance from the Department; or turn it over to the Department to make a final determination);
- c. The date the student began instruction at the school and information about each program in which the student is or was enrolled, including (a) the name of program, (b) length of program in clock hours or credit hours and (c) date of last instruction or of course completion;
- d. Record of any student grievance and subsequent resolution; and
- e. Transcript/record of completion showing extent of each student's record of achievement up to last date attended or up to time the institution ceased operation.

25.00 Alternative Enrollment

An option for students faced with a closure is to continue their education in order to complete their program. Alternative enrollment may be provided, under which (1) either the students complete their studies at the original private college or university in which they are enrolled, before it closes or (2) arrangements are made and students are given an opportunity to complete their education at another private, Commission authorized school which offers substantially the same education.

Alternative enrollment is intended to fulfill the original contract between the closing institution and the student. If alternative enrollment is arranged for another approved institution to provide the remaining education that other institution must provide comparable education and agree that students transferring from the closing institution will pay only what cost of tuition/fees remains unpaid, according to the terms and conditions found in the enrollment agreement entered into between the student and the closing institution.

The Department will work with the closing institution and its accrediting body to determine if alternative enrollments can be made available. The option of alternative enrollment is voluntary and a student may decline such an arrangement.

26.00 Financial Integrity – Surety

- 26.01 Pursuant to §23-2-103.8, C.R.S., the Department shall determine the financial integrity of private colleges or universities except when the private college or university:
- a. Is a party to a performance contract with the Commission under §23-5-129, C.R.S.;
 - b. Has been accredited for at least twenty years by an accrediting agency that is recognized by the United States Department of Education;
 - c. Has operated continuously in this state for at least twenty years; and
 - d. Has not at any time filed for bankruptcy protection pursuant to Title 11 of the United States Code.
- 26.02 If a private college or institution does not meet the criteria above, the Department shall determine the institution's financial integrity by confirming that the institution meets or does not meet the following criteria:
- 26.02.01 The institution has been accredited for at least ten years by an accrediting agency that is recognized by the United States Department of Education;
 - 26.02.02 The institution has operated continuously in this state for at least ten years;
 - 26.02.03 During its existence, the institution has not filed for bankruptcy protection pursuant to Title 11 of the United States Code;
 - 26.02.04 The institution maintains a composite score of at least 1.5 on its equity, primary reserve, and net income ratios, as required in 34 CFR 668.172; and
 - 26.02.05 The institution meets or exceeds the pro rata refund policies required by the federal Department of Education in 34 CFR 668 or, if the institution does not participate in federal financial aid programs, the institution's refund and termination procedures comply with the requirement of the institution's accrediting body.
- 26.03 If a private college or institution is part of a group of private colleges and universities that are owned and operated by a common owner, so long as all of the other institutions in the group meet the criteria specified above then the Department shall determine the institution's financial integrity by confirming that the institution meets the following criteria:
- 26.03.01 The institution has received and maintains full accreditation without adverse action from an accrediting agency that is recognized by the United States Department of Education, which accrediting agency requires the institution to maintain surety or an

escrow account or has affirmatively waived or otherwise removed the requirement for the institution;

- 26.03.02 The institution has been continuously authorized by the Commission for at least five years:
- a. The institution owns and operates a permanent instructional facility in the state;
 - b. The institution annually provides to the Department audited financial statements for the most recent fiscal year that demonstrate that the institution maintains positive equity and profitability;
 - c. The institution maintains a composite score of at least 1.5 on its equity, primary reserve, and net income ratios, as required in 34 CFR 668.172; and
 - d. The institution meets or exceeds the pro rata refund policies required by the federal Department of Education in 34 CFR 668 or, if the institution does not participate in federal financial aid programs, the institution's refund and termination procedures comply with the requirements of the institution's accrediting body.

26.04 Surety

Each private college or university that is not exempt and cannot demonstrate financial integrity shall file evidence of surety in the amount calculated by the Department using the criteria above prior to receiving authorization to operate in Colorado. The surety may be in the form of a savings account, deposit, or certificate of deposit that meets the requirements of §11-35-101, C.R.S., or an alternative method approved by the Commission, or by bond. The Commission may disapprove an institution's surety if it finds there are insufficient funds to provide students with indemnification and alternative enrollment.

26.05 Bonds

- 26.05.01 If a private college or university files a bond, it shall be executed by the institution as principal and by a surety company authorized to do business in Colorado. The bond shall be continuous unless the surety is released as set forth in this section.
- 26.05.02 The surety shall be conditioned to provide indemnification to any student that the Department finds to have suffered loss of tuition or any fees as a result of any act or practice that is a violation of this policy and to provide alternate enrollment, as described below, for students enrolled in an institution that ceases operation.

26.05.03 The amount of the surety that a private college or university submits is the greater of five thousand dollars or an amount equal to a reasonable estimate of the maximum prepaid, unearned tuition and fees of the institution for the period or term during the applicable academic year for which programs of instruction are offered, including but not limited to programs offered on a semester, quarter, monthly, or class basis, except that the institution shall use the period or term of greatest duration and expense in determining this amount if the institution's academic year consists of one or more periods or terms. The private college or university shall recalculate the amount of the surety annually.

26.05.04 The Colorado Commission on Higher Education may consider alternative surety requirements for institutions that can demonstrate that existing surety covers students served by the institution operating subject to authorization by the Colorado Commission on Higher Education.

26.06 Claims of Loss of Tuition and Fees

A student, or parent or guardian of the student, who claims loss of tuition or fees, may file a claim with the Department if the claim results from an act or practice that violates a provision of this policy. Claims filed with the Department are public records except that the Department shall not make the claims records public if the release would violate a federal privacy law. The Department shall not consider a claim that is filed more than two years after the date the student discontinues his or her enrollment with the institution.

26.07 Ceasing Operation and Alternate Enrollment

If a private college or university ceases operation, the Commission may make demand on the surety of the institution and the holder of the surety upon the demand for a refund by a student or the implementation of alternate enrollment. If the surety is a bond, the principal on the bond shall pay the claim due in a timely manner. To the extent practicable, the Commission shall use the amount of the surety to provide alternate enrollment through a contract with another authorized private college or university, a community college, an area vocational school, or any other arrangement that is acceptable to the Department. The alternate enrollment provided to a student shall replace the original enrollment agreement, if any, except that the student shall make the tuition and fee payments as required by the original enrollment agreement, if any.

26.08 Payment of Debt

A student who is enrolled in a private college or university that ceases operation and who declines alternate enrollment may file a claim with the Commission for the student's prorated share of the prepaid unearned tuition and fees that the student paid. The Commission shall not make a subsequent payment to a student

unless the student submits proof of satisfaction of any prior debt in accordance with this policy. If the amount of the surety is less than the total prepaid, unearned tuition and fees that have been paid by students at the time the institution ceases operation, the Department shall prorate the amount of the surety among the students. This section applies only to students enrolled in the institution at the time it ceases operation. Once an institution ceases operation, no new students shall be enrolled. The Commission is the trustee for all prepaid, unearned tuition and fees, student loans, Pell grants, and other student financial aid assistance if an authorized private college or university ceases operation.

26.09 Claims That Do Not Involve Ceasing Operation

For claims made that do not involve a private college or university that ceases operation, the Commission shall conduct a hearing to determine whether there is loss of tuition or fees, and, if the Commission finds that claim is valid, it shall make demand upon the surety.

26.10 Suspending Authorization Based on Loss of Surety

26.10.01 A private college's or university's authorization is suspended by operation of law when surety as required by this policy no longer covers the institution. The Department shall give written notice to the institution at the last-known address at least forty-five days before the release of the surety. Authorization is suspended by operation of law until the institution files evidence of surety in like amount as the surety being released.

26.10.02 The principal on a bond filed under the provisions of this section is released from the bond after the principal serves written notice thereof to the Commission at least sixty days before the release. The release does not discharge or otherwise affect a claim filed by a student or enrollee or his or her parent or legal guardian for loss of tuition or fees that occurred while the bond was in effect or that occurred under any note or contract executed during any period of time when the bond was in effect, except when another bond is filed in a like amount and provides indemnification for any such loss.

26.10.03 Each private college or university that files a surety shall provide annual verification of continued coverage by surety in a report to the Commission due by January 1 of each year. If a private college or university that is exempt from the provisions of this policy or that demonstrates financial integrity ceases to operate in this state, the State Attorney General may filing a claim against the institution on behalf of students enrolled at the time the institution ceases operation to recover any amount of unearned, prepaid tuition that may be owed to the students. A seminary or religious

training institution is not subject to the requirements of this section.

27.00 Data Submission

Refer to SURDS data submission guidelines

28.00 Student Complaints

Refer to CCHE policy I, T; concerning Student Complaints.

DRAFT

TOPIC: RECOMMEND AUTHORIZATION TO OFFER SUPPLEMENTAL ACADEMIC INSTRUCTION AT COLORADO MESA UNIVERSITY

PREPARED BY: DR. IAN MACGILLIVRAY, DIRECTOR OF ACADEMIC AFFAIRS

I. SUMMARY

This consent item recommends authorization for Colorado Mesa University (CMU) to offer Supplemental Academic Instruction (SAI) with ENG 111: English Composition.

II. BACKGROUND

Pursuant to §23-1-113(1.5), C.R.S., the commission may authorize a state institution of higher education to provide supplemental academic instruction (SAI) to students with limited academic deficiencies (students who do not score above the minimum cut score on national assessments of college readiness, like ACT) and to receive Colorado Opportunity Fund (COF) stipend payments even though the institution is not authorized to provide basic skills courses.

Table 1 below shows the current SAT and ACT cut scores used for placement decisions. Institutions use these scores to determine if a student is ready for college-level, credit-bearing coursework in English and mathematics. Prior to the legislation and [Commission Policy I, W](#) that made SAI possible, a student admitted into a four-year institution that scored a few points below these cut scores was typically required to enroll in a community college for non-credit-bearing remedial (basic skills) coursework. SAI, however, allows many of these students to stay at their home institution and enroll directly into credit-bearing English and mathematics general education coursework with extra support (SAI), thus enabling them to finish college faster and with fewer obstacles. Furthermore, the credit-bearing English and mathematics courses taught co-requisitely with SAI are required to be GT Pathways approved, thus ensuring applicability to general education requirements at any public institution of higher education.

Table 1: College-Ready Assessment Cut Scores

Assessment	English (Reading)	Math
ACT	18	19
New SAT	470	500

To be authorized to offer SAI, an institution must submit a proposal to the department that includes information about a) the cut score range on national, primary assessments (like ACT and SAT) it will use for placement into SAI; b) what secondary assessment will be used to ensure appropriate placement; c) a process for how the institution will intervene and advise students about appropriate SAI options; d) how the institution will ensure students understand the requirement to complete credit-bearing English and mathematics general education coursework within their first 30 credit hours; e) the requirement to flag and report each SAI course and student enrolled in SAI in the Student Course Enrollment File in SURDS; f)

communication between SAI faculty and credit-bearing course faculty; g) SAI staffing and support, including contact information for the SAI institutional liaison(s) with the department; SAI and co-requisite gtPathways course content descriptions and syllabi; and h) the institution's plan to assess whether or not its SAI offerings are meeting benchmarks of student success.

Institutions receive preliminary three-year authorization, after which they will be re-evaluated on the success of their implementation of SAI. The department has taken on the responsibility of collecting and analyzing student SAI records. The department will report the outcomes of SAI programs on an annual basis.

III. STAFF ANALYSIS

CMU requests authorization to attach SAI to ENG 111: English Composition. Depending on developmental needs, the SAI will consist of a one-credit developmental course, ENGC 092 Writing Studio or READ 092 Reading Studio.

a) Cut score range on national, primary assessments it will use for placement into SAI:

The ACT or SAT is being used as the primary assessment in English. Students who wish to enroll in ENG 111 should have an ACT English score of 18 or higher and an ACT Reading score of 17 or higher. For SAT, the old SAT verbal cut score is 430 or higher; for the new SAT reading/writing (SATRW) the cut score is 470 or higher; for the GED Reasoning Language Arts exam a score lower than 170 will be considered as having limited academic deficiency, triggering the need for a secondary assessment.

b) Secondary assessment used to ensure appropriate placement.

CMU uses the ACCUPLACER Sentence Skills and Reading tests for secondary assessment. If a student does not meet the cut score for the ACT English or either of the SAT tests, students testing between 70-94 on the ACCUPLACER sentence skills test will be advised for placement into ENGC 092 simultaneously with ENGL 111. When a student does not meet the cut score for ACT Reading or either of the SAT tests, students testing between 62-79 on the ACCUPLACER Reading Comprehension test will be advised for placement into READ 092 and paired with ENGL 111. (Note: Students with deficiencies in both Sentence Skills and Reading are advised for placement into non-SAI developmental courses.)

c) Process for how the institution will intervene and advise students about appropriate SAI options?:

Students who are identified in the primary assessment as potentially needing the SAI intervention will be contacted in person, by phone, or by email and asked to complete online the secondary assessment in the form of the ACCUPLACER. During the registration process, the CMU Advising Center will work with students to enroll them into the appropriate course(s) once a correct placement has been established.

d) How will the institution ensure students understand the requirement to complete credit-bearing English and mathematics general education coursework within their first 30 credit hours?:

During their contact with the CMU Advising Center, students will be informed of the requirement to complete the credit-bearing composition course (ENGL 111) with SAI within the first 30 credits. Further, students will be given guidance in using DegreeWorks, a Banner-connected graduation reporting program, which will clearly indicate that requirement in the CMU Essential Learning section of the report.

e) Requirement to flag and report each SAI course and student enrolled in SAI in the Student Course Enrollment and Undergraduate Applicant Files in SURDS:

Colorado Mesa University affirms it will comply with this requirement when submitting SURDS data.

f) Communication between SAI faculty and credit-bearing course faculty:

The Western Colorado Community College (the 2-year statutory role & mission of CMU) Director of Instruction and Developmental Education and the CMU Director of Composition will coordinate the program and work with the instructors from ENGC 092, READ 092, and ENGL 111.

g) SAI staffing and support, including contact information for the SAI institutional liaison(s) with the department; SAI and co-requisite GT Pathways course content descriptions and syllabi:

The SAI liaison for CMU is Dr. Kurt Haas, Assistant Vice President of Academic Affairs. The English SAI liaison is Dr. William Wright, Director of Composition.

Here are the descriptions for ENGC 092, READ 092, and ENGL 111 as approved through the university's curriculum process:

ENGC 092: Writing Studio (1 credit)

This course is designed to offer supplemental support for students in ENGL 111 and writing intensive courses across the disciplines.

READ 092: Reading Studio (1 credit)

This course is designed to offer supplemental support for students in reading intensive courses across the disciplines. Daily mini-lessons based on Ten Steps to Advanced College Reading Skills, and will follow with individual assistance with discipline-specific vocabulary from college texts.

ENGL 111 English Composition-GTCO1 (3 credits)

Introduction to writing as a process with an emphasis on achieving rhetorical purpose.

h) Institution's plan to assess whether or not its SAI offerings are meeting benchmarks of student success:

CMU is committed to assessing all student pathways to success and will continue to do so with SAI. Developmental pathways are evaluated and assessed each year to inform improvements. The institution will continue to use multiple evaluative methods – both quantitative and qualitative to work towards continuous improvement. CMU will track data on the success rates of students who take the SAI, in part comparing their success (grade of B or better) and retention rates to similarly prepared students prior to the implementation of ENGC/READ 092. We will also compare those success and retention rates to the students that entered ENGL 111 without a measurable academic deficit.

IV. STAFF RECOMMENDATION

Staff recommends the Commission authorize Colorado Mesa University to offer supplemental academic instruction with ENG 111: English Composition.

V. STATUTORY AUTHORITY

23-1-113. Commission directive - admission standards for baccalaureate and graduate institutions of higher education - policy – definitions

(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.

(b) Each governing board shall adopt policies and procedures that are aligned with the policy established by the commission pursuant to paragraph (a) of this subsection (1.5) and that ensure that, to the extent required by the commission policy, each matriculated student takes or has

taken basic skills placement or assessment tests in English and mathematics. The institution that enrolls the student shall select which tests to use from among those that meet the standards established in the commission policy and shall administer the tests. The commission, in consultation with the governing boards, shall ensure the comparability of the placement or assessment tests for the purpose of providing consistent reporting data as such data are required by section 23-1-113.3 (4).

(c) Students identified by institutions as needing basic skills courses based on their test scores shall complete the appropriate basic skills courses by the time the student completes thirty college-level credit hours. The commission, in consultation with the governing boards, shall ensure that each student identified as needing basic skills courses receives written notification identifying which state institutions offer basic skills courses and the approximate cost and relative availability of the basic skills courses, including any on-line courses.

TOPIC: RECOMMEND APPROVAL OF COMPUTER ENGINEERING DEGREES AT COLORADO STATE UNIVERSITY

PREPARED BY: DR. IAN MACGILLIVRAY, DIRECTOR OF ACADEMIC AFFAIRS

I. SUMMARY

This consent item recommends approval of three degrees at Colorado State University: (1) Master of Science (M.S.) in Computer Engineering, Plan A; (2) M.S. in Computer Engineering, Plan B; and (3) Ph.D. in Computer Engineering.

II. BACKGROUND

CRS §23-5-129(6)(b) outlines the Colorado Commission on Higher Education's role and responsibility in the review and approval of new academic programs at institutions operating under a performance contract, which states that new and modified program proposals shall be reviewed and approved only on the basis of fit with the institution's statutory role and mission.

III. STAFF ANALYSIS

The following is summarized from the institution's proposal:

(1) M.S. in Computer Engineering, Plan A

The Master of Science Degree in Computer Engineering will produce professionals capable of applying in-depth knowledge, creativity, and research experience to analyze, design, develop, and improve computer systems in technically demanding careers. All master's students will gain new knowledge through advanced level coursework that prepares them to achieve significant technical objectives in a variety of contexts. Students will focus on hardware and software for a wide-range of applications, such as mobile and cloud computing, big data medical devices, aerospace, and smart-grid systems. Students pursuing the M. S. Plan A degree in computer engineering will conduct research under the supervision of a faculty advisor culminating in a thesis.

(2) M.S. in Computer Engineering, Plan B

The Master of Science Degree in Computer Engineering will produce professionals capable of applying in-depth knowledge, and creativity to analyze, design, develop, and improve computer systems in technically demanding careers. All master's students will gain new knowledge through advanced level coursework that prepares them to achieve significant technical objectives in a variety of contexts. Students will focus on hardware and software for a wide-range of applications, such as mobile and cloud computing, big data medical devices, aerospace, and smart-grid systems.

(3) Ph.D. in Computer Engineering

The Ph.D. program will create the next generation of leaders in the thriving field of computer engineering. Under the tutelage of renowned computer engineering faculty, Ph.D. students will dive deeper into the discipline, produce important contributions, and drive future advancements through original research. Going a step further than the master's program, Ph.D. graduates will be able to design a research project that tests a defined hypothesis. In contrast to M.S. thesis students which frequently will develop new applications for existing knowledge, Ph.D. students must create fundamentally new content which has never previously existed, adding to the body of knowledge in their field. They will have the experience and skillset to develop new tools and methods to achieve higher performance in computer systems and components, while optimizing the design process.

Additional information on this proposed degree, unrelated to fit with statutory role and mission, is in Appendix A.

These degrees support the institution's statutory role and mission, which states:

There is hereby established a university at Fort Collins to be known as Colorado state university. Colorado state university shall be a comprehensive graduate research university with selective admission standards offering a comprehensive array of baccalaureate, master's, and doctoral degree programs. Consistent with the tradition of land grant universities, Colorado state university has exclusive authority to offer graduate and undergraduate programs in agriculture, forestry, natural resources, and veterinary medicine. The Colorado commission on higher education, in consultation with the board of governors of the Colorado state university system, shall designate those graduate level programs that are the primary responsibility of Colorado state university. Colorado state university has the responsibility to provide on a statewide basis, utilizing when possible and appropriate the faculty and facilities of other educational institutions, those graduate level programs. The commission shall include in its funding recommendations a level of general fund support for these programs [23-31-101, C.R.S.].

Pursuant to Colorado Revised Statutes 23-5-129(6)(b), department staff finds the proposed degrees are consistent with the institution's statutory role and mission. The institution's governing board approved the programs at its October 7, 2016 meeting.

IV. STAFF RECOMMENDATION

Staff recommends that the Commission approve the (1) Master of Science (M.S.) in Computer Engineering, Plan A; (2) M.S. in Computer Engineering, Plan B; and (3) Ph.D. in Computer Engineering at Colorado State University.

III. STATUTORY AUTHORITY

CRS §23-5-129 Governing boards - performance contract - authorization – operations

(6) While operating pursuant to a performance contract negotiated pursuant to this section, the governing board of a state institution of higher education:

(b) Need not consult with nor obtain approval from the Colorado commission on higher education to create, modify, or eliminate academic and vocational programs offered by the institution, so long as such creations, modifications, and eliminations are consistent with the institution's statutory role and mission. Institutions shall submit information to the department demonstrating that the creation or modification of an academic or career and technical education program is consistent with the institution's statutory role and mission. The Colorado commission on higher education shall have the authority to override the creation or modification of an academic or vocational program if the change made by the governing board is inconsistent with the institution's statutory role and mission.

CRS §23-1-121-Commission directive - approval of educator preparation programs – review

(2) The commission shall adopt policies establishing the requirements for educator preparation programs offered by institutions of higher education. The department shall work in cooperation with the state board of education in developing the requirements for educator preparation programs. At a minimum, the requirements shall ensure that each educator preparation program complies with section 23-1-125, is designed on a performance-based model, and includes:

(a) A comprehensive admission system that includes screening of a candidate's dispositions for the field in which he or she is seeking licensure, consideration of a candidate's academic preparation for entry into his or her desired endorsement area or areas, and preadmission advising for students who are considering becoming candidates. The department shall work in collaboration with the programs to define any dispositions considered to be appropriate for educators.

(b) Ongoing advising and screening of candidates by practicing educators or faculty members;

(c) Course work and field-based training that integrates theory and practice and educates candidates in the methodologies, practices, and procedures of standards-based education, as described in parts 4 and 10 of article 7 of title 22, C.R.S., and specifically in teaching to the state academic standards adopted pursuant to section 22-7-406, C.R.S., or, beginning December 15, 2012, teaching to the state preschool through elementary and secondary education standards adopted pursuant to section 22-7-1005, C.R.S.;

(d) A requirement that, during the course of the preparation program, each teacher candidate in an initial licensure program complete a minimum of eight hundred hours, each principal and administrator candidate complete a minimum of three hundred hours, and each other advanced degree or add-on endorsement candidate complete appropriate supervised field-based experience that relates to predetermined learning standards and includes best practices and national norms related to the candidate's endorsement;

(e) A requirement that each candidate, prior to graduation, must demonstrate the skills required for licensure, as specified by rule of the state board of education pursuant to section 22-2-109 (3), C.R.S., in the manner specified by rule of the state board;

(f) Comprehensive, ongoing assessment including evaluation of each candidate's subject matter and professional knowledge and ability to demonstrate skill in applying the professional knowledge base.

APPENDIX:

- Appendix A: Supplemental Information

APPENDIX A: SUPPLEMENTAL INFORMATION

This supplemental information is unrelated to the proposed degree's fit with the institution's statutory role and mission. The following is summarized from the institution's proposal:

EVIDENCE OF NEED

With heavy demand from current and prospective students for graduate level computer engineering coursework, combined with a substantiated need for computer engineers in the field, we believe there is a ripe opportunity to contribute to the long-term goals of the university, address an important societal need, and help fill a growing gap in the global workforce. In addition, most Electrical and Computer Engineering departments offer graduate degrees in both electrical engineering and computer engineering. It is a natural and logical progression to also offer master's degrees in computer engineering – a vital move for remaining competitive among our academic peers.

Even more compelling is the demand for computer engineering coursework among prospective graduate students. Each year, hundreds of students around the world apply to our graduate program. As part of our pre-screening process, we ask applicants to indicate their primary area of interest within electrical engineering. Last year alone, 373 applicants specified computer engineering as their field of choice. Of the 165 computer engineering applicants who met our rigorous requirements and were accepted into our program, only 34 computer engineering applicants were accepted. Without a graduate degree program in computer engineering, we believe we are losing talented students to other universities as applicants who are searching for a more computer engineering-focused degree are unlikely to select Colorado State.

According to the most recent NACE Job Outlook Report in 2014, computer engineering graduates are among the most highly sought after new employees. Computer engineering was ranked in the top five at the master's level.

DUPLICATION

Currently, the University of Denver (DU) is the only institution in Colorado with an advanced degree program in computer engineering. DU offers a master's degree however the program is extremely small, producing only one computer engineering M.S. graduate in the last three years. They do not offer a Ph.D. specifically in computer engineering.

TOPIC: CCHE POLICY I, E: STATEWIDE REMEDIAL EDUCATION POLICY
- REVISIONS

PREPARED BY: DR. IAN MACGILLIVRAY, DIRECTOR OF ACADEMIC AFFAIRS

I. SUMMARY

This discussion item highlights revisions made to the Commission's Policy I, E: Statewide Remedial Education Policy.

II. BACKGROUND

Pursuant to C.R.S. 23-1-113.3, the Commission shall adopt and the governing boards shall implement standards and procedures whereby state institutions of higher education may offer remedial education courses.

State-supported institutions of higher education with a two-year statutory role and mission may offer and receive state general funds for remedial courses. Any state-supported institution of higher education without a two-year role and mission is prohibited from claiming general fund support for remedial courses. However, these institutions may offer remedial courses by contracting with a Colorado public community college or on a cash-funded basis, except for Metropolitan State University of Denver and the University of Colorado Denver. The Community College of Denver is the only institution on the Auraria campus authorized to deliver remedial courses – for state support or for cash. These institutions may also offer Supplemental Academic Instruction (if authorized by the Commission).

Students are flagged as needing remedial education in the Student Unit Record Database System (SURDS) if they do not meet or exceed the cut scores for English and quantitative reasoning mathematics. The Department uses the data on remedial students, submitted to SURDS by the institutions, to write the annual *Legislative Report on Remedial Education*. The addition of new placement exams and cut scores necessitate this revision.

The Department convened a task force of two- and four-year institutional representatives to recommend these revisions. Stakeholder groups, including Academic, General Education, Registrar and Admissions Councils have reviewed the appended draft and support it.

III. STAFF ANALYSIS

This revision is intended to be a “quick fix” to update the policy with new placement exams and cut scores. The institutions need the approved cut scores to know when a student likely requires remedial education or Supplemental Academic Instruction versus not. A substantial revision is planned for 2017. The Department is currently pulling data to ensure students will not be harmed by the proposed changes planned for 2017. A redlined, draft of the revised policy is appended as Appendix A.

There are three types of recommended changes to this revision:

1. Non-substantive fixes that clarify but do not change the meaning, such as with Sections:
 - a. 3.00 Terminology;
 - b. 5.02 Governing Boards shall; and
 - c. 5.03 Institutions shall.
2. The addition of new assessments and college-ready cut scores in Table 1 in Section 8.00; and
3. The addition of math pathways guidance that can be used for advising students to prepare for and enroll in the appropriate mathematics course for their intended major, also in Section 8.00.

Staff intends to bring the finalized policy revision to the Commission's December 1, 2016 meeting for approval.

IV. STAFF RECOMMENDATIONS

This item is for discussion only; no formal action is required by the Commission at this time.

V. STATUTORY AUTHORITY

23-1-113.3. Commission directive - basic skills courses

(1) As part of the policy adopted by the commission pursuant to section 23-1-113 (1.5) (a), the commission shall adopt and the governing boards shall implement standards and procedures whereby state institutions of higher education may offer basic skills courses, as defined in section 23-1-113 (11) (b), pursuant to this section.

(2) (a) Adams state university, Colorado Mesa university, Western state Colorado university in Chaffee and Gunnison counties, any local community college, and any community college governed by the state board for community colleges and occupational education may offer basic skills courses, as defined in section 23-1-113 (11) (b), and receive stipend payments from the state on behalf of eligible undergraduate students, as defined in section 23-18-102 (5), enrolled in basic skills courses.

(b) Except as otherwise provided in subsection (5) of this section, any state institution of higher education not specified in paragraph (a) of this subsection (2) is prohibited from offering a basic skills course, unless the course is offered by contract through any of the institutions of higher education specified in paragraph (a) of this subsection (2).

(c) Notwithstanding the provisions of paragraph (b) of this subsection (2), Metropolitan state university of Denver and the university of Colorado at Denver are prohibited from offering basic skills courses either directly or through contract with an institution specified in paragraph (a) of this subsection (2).

(3) The state board for community colleges and occupational education, local community colleges, Adams state university, Colorado Mesa university, and Western state Colorado university shall:

(a) Track all students who are required to take basic skills courses pursuant to section 23-1-113 (1.5) in order to determine whether those students successfully complete requirements for graduation;

(b) Compile data regarding student performance that describes with regard to students who take basic skills courses pursuant to section 23-1-113 (1.5):

(I) The school districts from which said students graduated;

(II) The number of said students graduating from each school district; and

(III) The basic skills for which said students require remediation; and

(c) Report annually to the department the data compiled pursuant to paragraphs (a) and (b) of this subsection (3).

(4) (a) The department shall transmit annually to the education committees of the senate and the house of representatives, or any successor committees, the joint budget committee, the commission, and the department of education an analysis of the data:

(I) Regarding students who take basic skills courses pursuant to section 23-1-113 (1.5); and

(II) Regarding the costs of providing basic skills courses pursuant to section 23-1-113 (1.5) and whether students who complete said basic skills courses successfully complete the requirements for graduation.

(b) The department shall disseminate the analysis to each school district and to public high schools within each district.

(5) Any state institution of higher education not specified in paragraph (a) of subsection (2) of this section offering a basic skills course on a cash-funded basis shall report annually to the department the same data that is required to be compiled and reported pursuant to paragraphs (a) and (b) of subsection (3) of this section.

(5.5) The institution and the department shall report the information specified in subsections (3) and (4) of this section on an individual student basis, using each student's unique student identifier.

(6) For purposes of this section, "local community college" shall include Aims community college and Colorado mountain college.



SECTION I

PART E STATEWIDE REMEDIAL EDUCATION POLICY

1.00 Introduction

Colorado Revised Statute 23-1-113.3 authorizes the Colorado Commission on Higher Education (Commission) to establish criteria to be used by all public higher education institutions in the state in identifying students who need remedial courses in English and mathematics, and to develop standards whereby institutions may offer remedial courses. The Commission is required to review and revise these standards periodically to ensure they are allowing for the greatest student success.

The Commission recognizes that too many students are not prepared for college-level work when they enroll in an institution. Colorado's Master Plan for higher education, *Colorado Competes*, challenges the state's system of higher education to improve the effectiveness of remedial education and to thereby increase student persistence and completion rates.

The policy applies to all state-supported institutions of higher education admitting first-time undergraduate students, including students admitted into extension programs. The governing boards and institutions of the public system of higher education in Colorado are obligated to conform to the policies set by the Commission within the authorities delegated to it by C.R.S. 23-1-113.3.

This policy comprises the following sections:

- 1.00 Introduction
- 2.00 Policy Goals
- 3.00 Terminology
- 4.00 Statutory Authority
- 5.00 Roles and Responsibilities
 - 5.01 Commission
 - 5.02 Governing Boards
 - 5.03 Institution
 - 5.04 Student
- 6.00 Students Exempt from ~~Assessment~~Secondary Evaluation

- 7.00 Process and Procedure
 - 7.01 Funding
 - 7.02 Accountability and Data Reporting
- 8.00 College-Ready Assessment Cut Scores

2.00 Policy Goals

The Colorado Statewide Remedial Education policy is intended to promote clear communication between and among students, K-12 and higher education, and the public. The policy is informed by national best practices and by data on student performance in Colorado. The policy further is intended to promote alignment among education policies in the state, including Colorado Department of Education's high school graduation guidelines, statewide admissions standards, and statewide transfer policy (GT Pathways). Finally, the policy seeks to provide flexibility to institutions and allow multiple pathways to educational success for students.

The Remedial Education Policy is designed:

1. To enable students to be successful in credit-bearing math and English courses.
2. To improve student outcomes in basic education by ensuring that all students have accurate and timely information regarding course, degree and support options.
3. To provide transparency by informing stakeholders, students, K-12 and higher education, and the public about outcomes of remediation.

3.00 Terminology

Assessment Tests: Colorado accepts ~~six~~the assessment instruments listed in Table 1 for determining if the first-time student is college-ready in English or mathematics based on the relevant college-ready cut scores ~~listed in Table 1~~. Institutions of higher education may choose to use any or all approved primary assessments listed below in Table 1. Institutions must accept ACT or SAT scores that are not more than three years old, at a minimum.

~~—ACT Assessment Test:~~

~~English: ACT Assessment English or ACT Writing (Writing assessment is not required)~~

~~Math: ACT Assessment mathematics~~

~~—SAT Assessment Test:~~

~~English: SAT Verbal or SAT Essay Writing~~

~~Math: SAT Mathematics~~

~~—Accuplacer Assessment Test:~~

~~English: Sentence Skills~~

~~Math: Elementary Algebra~~

~~—Compass Assessment Test:~~

~~English: Writing skills test~~

~~Math: Math placement test~~

~~—Partnership for Assessing Readiness for College and Career (PARCC*)
Assessment~~

~~English language arts/literacy~~

~~Mathematics~~

~~—Smarter Balanced® Assessment~~

~~English language arts/literacy~~

~~Mathematics~~

~~* Partnership for Assessment of Readiness for College and Careers (PARCC) and Smarter Balanced instruments (SBAC) 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.~~

Basic skills courses means courses that are prerequisites to the level of work expected at a postsecondary institution.

First-Time Undergraduates, as applied in this policy, means an undergraduate students enrolling in a higher education institution for the first-time with less than 24 semester credit hours postsecondary experience. Enrollment in personal enrichment or occupational certificate programs is not considered previous postsecondary experience. Prior enrollment as a high school student concurrently enrolled in a higher education institution does not preclude a student from being categorized as first-time.

Three groups of students are included in the definition of first-time undergraduate, unless exempted:

- first-time, degree-seeking undergraduates;
- non-degree seeking undergraduates who change to degree-seeking status; and
- Non-degree seeking first-time undergraduates who have graduated from a Colorado public or private high school (or its equivalent) during the previous academic year.

National assessment test scores include, but are not limited to, ACT test scores

and SAT test scores.
Primary Evaluation means the assessment administered for admission purposes.

Remedial Courses means basic skills courses designed for students who lack the academic competencies necessary to succeed in a college-level curriculum.

Secondary Evaluation means an assessment or other institution-specific secondary-evaluation process used to place a student into courses after admission, when the student's primary assessment is missing or indicates he/she is not college-ready in one or more areas.

Supplemental academic instruction, as interpreted for this policy, means co-requisite instruction in English and mathematics for students with limited academic deficiencies who are placed into college-level coursework that is approved for statewide transfer pursuant to C.R.S. section 23-1-125 (3). "Supplemental academic instruction" does not include prerequisite basic skills courses.

4.00 Statutory Authority

23-1-113. Commission directive - admission standards for baccalaureate and graduate institutions of higher education - policy - definitions (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.

5.00 Role and Responsibilities

5.01 **The Commission** shall:

5.01.01 Design and implement statewide policies for remedial education.

5.01.02 Provide the General Assembly information on the number, type and cost of remedial education and supplemental academic instruction provided.

5.01.03 Develop appropriate funding policies that support the institutional roles and missions.

5.01.04 Ensure the reliability and validity of placement or assessment tests.

5.01.05 Ensure that Governing Boards inform each student identified as needing basic skills remedial coursework which state institutions offer such basic skills courses and the approximate cost and relative availability of such courses, including any electronic on-line courses.

5.02 **Governing Boards** shall:

~~5.02.01 Ensure that each first-time undergraduate student enrolled at one of its institutions has been assessed in English and mathematics prior to enrolling in the first semester of the student's college career.~~

5.02.02 Ensure a secondary evaluation process is in place at each institution that will allow students to demonstrate college-level readiness if they have not provided the information in Table 1 or who test below the college-ready cut scores (see Table 1) to be placed into college-level coursework as appropriate.

5.02.03 Ensure that each enrolled first-time undergraduate student identified as needing basic skills remedial coursework is provided with written notification identifying which state institutions offer such basic skills courses, including any electronic on-line courses.

5.02.04 Ensure that each enrolled first-time undergraduate whose has not yet demonstrated college-level readiness assessment score indicates inadequate college preparation in English and/or mathematics has the appropriate advising information regarding the necessity to enroll in remedial skill classes or Supplemental Academic Instruction (SAI) courses during the first semester following a placement test.

5.02.04.01 Students scoring at or above the cut score (see Table 1) are ready for college-level courses. Institutions may not require students to take remedial coursework if they have been deemed college-ready. However, scores may or may not indicate readiness for a program of study.

5.02.04.02 Institutions may place students scoring below the cut score (see Table 1), or who do not have a cut score (as is the case with many adult learners), into college-level courses ~~in some cases~~ with SAI based on the institution's secondary evaluation process and if that institution has an approved SAI program.

5.02.05 Ensure that institutions inform students needing remediation of the responsibility to complete the coursework within the first 30 semester credit hours.

5.02.06 Require institutions to:

- Specify the test administration policy, including dates and location of test administration (e.g., contract with another college).
- Specify its practices for informing students regarding the availability of remedial courses, including any electronic on-line courses.
- Specify the practices for determining how the students who are diagnosed as needing remedial courses have satisfied the remedial requirements.

5.03 **Institutions** shall:

5.03.01 Assess students who wish to place directly into credit-bearing courses (not remedial or with SAI) for college-readiness in English and mathematics if a student has not already been assessed. ~~the institution shall ensure that the state-approved tests are administered as required.~~

5.03.02 Provide a secondary evaluation for students scoring below the cut score (see Table 1). Institutions shall make every effort to do so prior to enrollment.

5.03.03 Inform students identified as needing basic skills remedial coursework that remedial courses must be completed no later than the end of the first year (i.e., within the first 30 semester credit hours after being matriculated as a college student). For students with unmet remedial needs who have completed 30 or more semester credit hours, institutions must require that student meet with an academic advisor on the need to address basic skill deficiencies before registering for additional coursework.

5.03.04 Offer basic skills courses as allowed within statutory role and mission.

5.03.05 Place students in the appropriate level of coursework upon assessment. Students not meeting the specified minimum cut score may be deemed college-ready based on an institutionally-designed secondary evaluation.

5.03.06 Offer co-requisite Supplemental Academic Instruction (SAI), if they

choose to implement SAI and have a Commission-approved policy in place, to students deemed to have limited academic deficiencies.

5.03.07 Submit remedial and Supplemental Academic Instruction data to the Commission.

5.04 **Students shall:**

5.04.01 Take the required assessment and placement tests, if necessary as determined by the institution, prior to the first term of enrollment.

5.04.02 Provide to the institution official assessment scores from assessments that student has taken.

5.04.03 Take the appropriate remedial coursework no later than the end of their first year (or within the first 30 semester credit hours) if identified as needing remediation.

6.00 Students Exempt from Secondary Evaluation

6.01 The following students are exempt from secondary evaluation:

6.01.01 Students who successfully completed* a college-level English and/or college-level mathematics course;

6.01.02 Students who have completed one of the assessments found in Table 1 within the past three years;

6.01.03 Students who successfully completed* necessary remedial course(s), if required, in English and/or mathematics;

** Note: "Successfully completed" refers to a student who earns a grade of "C-" or higher or who has satisfactory completion;*

6.01.04 Students who earned a transfer-oriented associate degree (i.e., A.A. or A.S.), excluding A.G.S. and A.A.S. graduates. Commission Academic Affairs Policy section I part F: Admissions Standards Policy requires transfer students to have completed basic skills courses before being considered for transfer admission;

6.02 International students (students who have a non-U.S. transcript) may be exempt; institutions may choose to determine possible remedial needs based on a secondary evaluation.

6.03 The following students are also exempt from secondary evaluation, unless the

student intends to take college-level English or mathematics courses;

The following students are also exempt from secondary evaluation, unless the student intends to take college-level English or mathematics courses:

6.03.01 Pursuing a career and technical certificate;

Note: Some institutions' assessment requirements may be more stringent than that set by the Commission (e.g., requiring assessment of certificate-seekers).

6.03.02 Concurrently-enrolled in high school, taking courses in a program of study that does not require assessment for placement (e.g., art or photography);

6.03.03 Enrolled as exchange students, coming from another institution, state or country for study, for a defined period of time (e.g., academic term or year); or

6.03.04 Non-degree seeking undergraduate students (unless recent high school graduates) until the student becomes degree-seeking.

7.00 Process and Procedures

7.01 Funding

7.01.01 Any state-supported institution of higher education with a two-year statutory role and mission may offer and receive state general funds for basic skills courses.

7.01.02 Any state-supported institution of higher education without a two-year role and mission is prohibited from claiming general fund support for basic skill credit hours. However, these institutions may offer basic skills courses by contracting with a Colorado public community college or on a cash-funded basis, except for Metropolitan State University of Denver and the University of Colorado Denver. Colorado statute states that the Community College of Denver is the only institution on the Auraria campus authorized to deliver basic skills courses – for state support or for cash. These institutions may also offer Supplemental Academic Instruction with college-level courses (if authorized by the Commission).

7.01.03 Institutions of higher education with a two-year statutory role and mission may include basic skills credit hours generated by concurrently enrolled students in the 12th grade in the number claimed for state general fund support.

7.02 Accountability and Data Reporting

7.02.01 Any institution that provides basic skills courses, whether the courses are delivered for cash or receive state support, and/or provides Supplemental Academic Instruction, shall collect data to evaluate student performance,

including data that describes the students who take basic skills courses and/or Supplemental Academic Instruction courses, the SASID to connect the student to the school district from which they graduate, the basic skills and/or Supplemental Academic Instruction areas that required instruction, and the credit hours earned in these courses.

7.02.02 All institutions providing basic skills or Supplemental Academic Instruction courses shall submit the required files to the Commission, following its prescribed data definitions and reporting dates.

7.02.03 The institutions shall provide any financial information, including FTE generated by remedial and Supplemental Academic Instruction courses and program costs, following prescribed data definitions and formats.

7.04.04 The Commission shall transmit annually to the Education Committees of the Senate and the House of Representatives, the Joint Budget Committee, and the Department of Education, an analysis of the data including:

7.02.04.01 The number of students who take basic skills and/or Supplemental Academic Instruction courses;

7.02.04.02 The costs of providing basic skills and/or Supplemental Academic Instruction courses; and

7.02.04.03 Whether students who complete said basic skills and/or Supplemental Academic Instruction courses successfully complete the requirements for graduation/ transfer/completion.

7.02.05 Pursuant to C.R.S. 23-1-113.3, the Commission must provide a high school feedback report to Colorado school districts on remediation of their recent high school graduates. For that report, recent high school graduates are defined as degree- and non-degree seeking undergraduates. The high school graduation cohort from the Colorado Department of Education will be used to assign basic skills students to a high school and/or district.

7.02.06 The Commission shall disseminate the analysis to each Colorado school district, the public high schools within each district and institutions of higher education, complying with Commission's adopted Privacy Policy

8.00 College-Readiness Assessment Cut Scores

Table 1 below provides scores on assessment tests recognized under this policy that institutions shall use in identifying students who need remedial courses in English and mathematics.

This table will be evaluated by the Commission every three years against

Colorado specific data. The Commission may adjust the cut scores based on empirical data of student performance in college English and college mathematics courses.

Table 1 – College-Ready Assessment Cut Scores

Assessment Test	English Cut Score	<u>Quantitative Reasoning*</u> Math Cut Score
<u>New SAT (Taken March 2016 and later)</u>	<u>470 Evidence-Based Reading and Writing</u>	<u>500 Math Section</u>
<u>Old SAT</u>	430 <u>Critical Reading</u>	460
ACT	18	19
<u>ACT Writing Subscore2-4</u>	TBD	—
<u>Community College Placement Test</u>	<u>5 Written Essay (WRES) and 96 Reading Adaptive Assessment (READ)</u> Or <u>6 on WRES and 80 on READ</u>	<u>106 Basic Algebra Adaptive Assessment (BAAD)</u>
<u>New Accuplacer (Available fall 2016)</u>	<u>#? Reading Comprehension</u> Or <u>#? Writing</u>	<u>#? Quantitative Reasoning, Statistics and Algebra (QAS)</u> or <u>#? Advanced Algebra Functions (AAF)</u>
<u>Old Accuplacer</u>	<u>80 Reading Comprehension</u> or <u>95 Sentence SkillsTBD</u>	<u>61 Elementary Algebra</u> TBD
<u>GED[®] (Beginning in 2014)</u>	<u>165 Reasoning Through Language Arts</u>	<u>165 Mathematical Reasoning</u>
<u>HiSET</u>	<u>15 Language Arts – Reading</u> And/or? <u>15 Language Arts - Writing</u>	<u>15 Math</u>
<u>TASC</u>	<u>580 Reading</u> And/or? <u>560 Writing</u>	<u>560 Math</u>

	<u>And/or?</u> <u>6 Writing Essay</u>	
<u>Compass</u>	<u>79</u>	<u>63</u>
<u>PARCC 11th Grade English Language Arts/Literacy & Mathematics</u>	<u>Level 3 if student continues to take challenging English courses (as determined by the institution) through high school graduation</u> <u>OR</u> <u>Level 4FBD</u>	<u>Level 3 if student continues to take challenging math courses (as determined by the institution) through high school graduation</u> <u>OR</u> <u>Level 4FBD</u>
<u>SBAC 11th Grade English Language Arts/Literacy & Mathematics</u>	<u>Level 3 (2583) if student continues to take challenging English courses (as determined by the institution) through high school graduation</u> <u>OR</u> <u>Level 4 (2682)FBD</u>	<u>Level 3 (2628) if student continues to take challenging math courses (as determined by the institution) through high school graduation</u> <u>OR</u> <u>Level 4 (2718)FBD</u>

* It should be noted that the college-ready mathematics cut scores in Table 1 do not reflect the level of preparation needed to be successful in College Algebra, Trigonometry, Pre-Calculus and Calculus. Whereas a 500 or more on the new SAT indicates readiness for "Quantitative Reasoning" or "Mathematics for the Liberal Arts" (the math courses required in most Arts & Humanities degrees) a score higher than 500 is needed to indicate readiness for the math required in most STEM, Business and Health Sciences degrees and these cut scores vary by institution.

Mathematics college-level courses (also referred to as "math pathways") usually vary by the type of degree program, as follows:

- **Career and Technical Education (CTE):** The college-level mathematics course is often contextualized in the vocation, such as "Technical Mathematics." (These are usually certificates, A.A.S. and B.A.S. degrees.)
- **Arts & Humanities:** The college-level mathematics course is usually called something like "Math for the Liberal Arts" or "Quantitative Reasoning" for degrees in Arts & Humanities fields like Art, English, History and Philosophy. (These are usually B.A. and B.S. degrees.)
- **Social & Behavioral Sciences:** The college-level mathematics course is usually "Introduction to Statistics" for degrees in Social & Behavioral Science fields like Anthropology, Criminal Justice, Psychology and Sociology. (These are usually B.A. and B.S. degrees.)
- **STEM, Business & Health Sciences:** The college-level mathematics course is usually "Calculus I" for degrees in Science, Technology, Engineering and Math (STEM) degrees;

many Business degrees; and certain Health Science degrees like audiology, nursing and public health. (These are usually B.A. and B.S. degrees.)

~~These subscores are being researched by the Department and will be added.~~

~~Not required, not a primary assessment, but can be used as a secondary evaluation.~~

~~Partnership for Assessment of Readiness for College and Careers (PARCC) and Smarter Balanced (SBAC) 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.~~

HISTORY: (CCHE Agenda 12/05/13 Item VI, B);

TOPIC: FISCAL YEAR 2017-18 BUDGET REQUEST

PREPARED BY: TODD HAGGERTY, ACTING CHIEF FINANCIAL OFFICER
TONYA COVARRUBIAS, LEAD FINANCE ANALYST
ANDREW RAUCH, LEAD FINANCE ANALYST
CAT OLUKOTUN, LEAD FINANCE ANALYST
EMILY BURNS, FINANCE ANALYST

I. SUMMARY

This action item is to provide approval and/or guidance to staff for the implementation of the annual General Fund request, student financial aid calibration, funding allocations to governing boards, establish tuition recommendations for FY 2017-18, and approve the capital construction priority list.

II. BACKGROUND

Statute requires the Colorado Commission on Higher Education to annually submit (1) a budget request that includes allocations to governing boards, the financial aid calibration, and tuition policy recommendations; as well as (2) a capital construction priority list.

Annual Budget Request

The annual budget request is developed by the Department, in consultation with the Office of State Planning & Budgeting (the Governor's budget arm), to provide an annual investment in higher education. Included in the budget request are the allocations to each governing board, pursuant to the Higher Education Allocation Formula; the level of state financial aid investment requested, which must be at least calibrated with the operating fund request; and tuition policy recommendations that reflect the investment of the two other pieces.

The Department and the Commission, in collaboration with the institutions and stakeholders, have advanced a holistic approach to align state funding streams with meeting the goals of the Master Plan. Over the last few years implementation of the new outcomes-based funding allocation formula, linked tuition policy, and a state financial aid model have tied Colorado's major funding streams for public institutions to meeting the master plan goals.

Higher Education Funding Allocation Formula: *An Outcome-Based Approach*

State general fund investment in higher education is allocated to public institutions based on the number of students enrolled (College Opportunity Fund stipend); the costs associated with serving those students (Role & Mission); and, the overall successes with student retention and completion (Outcomes).

Tuition Policy

There is a direct link between tuition levels and state general fund investment in higher education. To ensure the Governor and General Assembly are appropriately informed, analysis is provided to demonstrate the impact levels of state investment have on tuition in conjunction with the Department's annual General Fund budget request.

State Financial Aid: *The Completion Incentive Model*

In 2013, Colorado put into a place a new methodology for allocating state financial aid to the public institutions of higher education. The model provides an incentive for timely completion by providing a set funding amount to institutions for each PELL-eligible student; increasing this amount as students achieve a new grade level; and, eliminating the award after the student's fifth year.

Capital Construction Priority List

The annual Capital Construction Priority List is developed by the Commission's Fiscal Affairs and Audit (FAA) Standing Committee, with the technical support of Department staff, for submission to the General Assembly's Capital Development Committee (CDC) by November 1st.

Each year submitted projects, new and continuing, are reviewed. The FAA makes a recommendation to the full Commission of a prioritized list of capital requests, the amount of state funds requested for these projects, as well as the total amount of institutional cash contributions for them.

The recommendations of the FAA Standing Committee will be provided to the Commission as a hand-carry document the day of the Commission meeting.

Once approved by the CCHE, department staff will forward the final CCHE prioritization list to the CDC, the Joint Budget Committee (JBC), and the Governor's Office of State Planning and Budgeting for integration into the Governor's budget request. For FY2017-2018, OSPB limited the CCHE submission of projects to its top 20 priorities.

III. STAFF ANALYSIS

As of this writing, the Governor's request for state supported institutions of higher education, and other budget requests for the Department of Higher Education - such as Operating Investment and Student Financial Aid - are not known.

It is not clear at this time whether the Governor's requests will be released in advance of the November 1 statutory deadline and be available for the October 24 CCHE meeting. Therefore, an additional hand-carry document will be provided to Commissioners the day of the meeting.

In order for staff to carry out the Commission's final recommendation, it is necessary for the Commission to approve the approach to the allocation and tuition recommendation, based on General Fund scenarios. Thereby directing staff to carry out the CCHE's decisions once the specifics of the Governor's General Fund request is known.

A conference call has been scheduled for the Commission for November 2, 2016 from 3-4pm to formally adopt the FY 2017-18 requests.

IV. STAFF RECOMMENDATIONS

As of this writing, the Governor's request for state supported institutions of higher education and other budget requests for the Department of Higher Education.

- **If the specifics of the General Fund request are public by the October 24, 2016 meeting:**
 - **Staff recommends that CCHE approve the allocations based on the Governor's request as reflected in the document staff will hand deliver to the meeting.**

- **If the specifics of the General Fund request are not public by the October 24, 2016 meeting:**
 - **Staff recommends CCHE approve the allocations and corresponding tuition limit recommendation based on the scenarios staff will provide at the meeting, and instruct staff to apply those decisions to the specifics of the Governor's request.**

V. STATUTORY AUTHORITY

Budget Request:

C.R.S. § 23-1-105(8)

The funding recommendations made by the commission for state-supported institutions of higher education and by the executive director for the divisions of the department of higher education shall be made to the governor and to the general assembly as part of the budget request for the department of higher education and shall be submitted in accordance with the budget procedures of part 3 of article 37 of title 24, C.R.S., and in conformance with section 24-75-201.1 C.R.S.

Higher Education Funding Allocation Formula:

C.R.S. § 23-18-307

(3) For the 2016-17 state fiscal year and each fiscal year thereafter, the department and the commission shall submit a budget request by November 1 of each year that includes:

- (a) A detailed description of the fee-for-service contract role and mission funding factors and the performance funding metrics and the values assigned to each factor and metric; and
- (b) The fee-for-service contract provisions of section 23-18-303 as applied to each institution, including details of the funding requested for each institution for each role and mission funding factor and each performance funding metric.

(4) In developing the annual general appropriations bill, the joint budget committee shall follow the provisions of section 23-18-303 in calculating the amounts of fee-for-service contracts, including the role and mission funding factors and performance funding metrics as determined by the commission, but may apply different weights to the factors and metrics than the values determined by the commission. If the joint budget committee alters the value of a factor or metric, the new value shall be applied to the determination of all fee-for-service contracts pursuant to section 23-18-303.

Tuition Recommendation:

C.R.S. § 23-5-129(6)(c)

While operating pursuant to a performance contract negotiated pursuant to this section, the governing board of a state institution of higher education”...such institution “shall report to the Colorado commission on higher education its plans for any tuition or other proposed increases for the following fiscal year, using approved forms, for the commission to review and make recommendations to the general assembly during the annual budget process.”

C.R.S. § 23-1-108(12)(b):

For fiscal years beginning on or after July 1, 2016, the Commission shall establish tuition policies based on institutional role and mission, and the governing boards shall set tuition consistent with said policies.

Financial Aid:

C.R.S. § 23-3.3-102

(1) The general assembly hereby authorizes the commission to establish a program of financial assistance, to be operated during any school sessions, including summer sessions for students attending institutions.

(2) The commission shall determine, by guideline, the institutions eligible for participation in the program and shall annually determine the amount allocated to each institution.

Capital Construction Priority List:

C.R.S. § 23-1-106

(7) (a) The commission annually shall prepare a unified, five-year capital improvements report of projects to be constructed, but not including those capital construction or capital renewal projects to be undertaken pursuant to subsection (9) or (10) of this section, coordinated with education plans. The commission shall transmit the report to the office of state planning and budgeting, the office of the state architect, the capital development committee, and the joint budget committee, consistent with the executive budget timetable, together with a recommended priority of funding of capital construction or capital renewal projects for the system of public higher education. The commission shall annually transmit the recommended priority of funding of capital construction or capital renewal projects to the capital development committee no later than November 1 of each year.

Attachments for Agenda Item V, A will be provided at the meeting.

TOPIC: MID-COURSE REVIEW OF THE CCHE MASTER PLAN

PREPARED BY: KACHINA WEAVER, CHIEF POLICY OFFICER
DIANE DUFFY, CHIEF OPERATING OFFICER
DR. BETH BEAN, CHIEF RESEARCH OFFICER
INTA MORRIS, CHIEF ADVOCACY & OUTREACH OFFICER
TODD HAGGERTY, ACTING CHIEF FINANCIAL OFFICER
DR. TIM FLANAGAN, CHIEF STUDENT SUCCESS & ACADEMIC
AFFAIRS OFFICER

I. SUMMARY

This discussion item is a continuation of the Commission's 5-year review and update of the CCHE's Master Plan (2012 -2022). This month the focus will be on the following:

- **Measuring Attainment:** What goes into the measurement of attainment in Colorado? How was 66% attainment set as the goal for Colorado? What is needed to reach our 66% attainment goal?
 - **CCHE Decision Point:** Should we continue to maintain the goal of 66% credential attainment by 2025?
- **Individual Institutional Performance Contracts** Overview of institution specific performance contracts i.e. what they are; why are they necessary; how were the current ones developed; why must they be updated; how will that be accomplished? *The in-depth discussion by Commissioners on this subject to occur in December.*
- **Revisiting the Master Plan - Discussion Topics for Commissioners:** Overview of an initial list of "discussion topics" for Commissioners developed by staff. Feedback on these from Commissioners will allow staff to begin drafting an edited version of the Master Plan for consideration and comment by Commissioners. *The in-depth discussion by Commissioners on this subject to occur in December.*

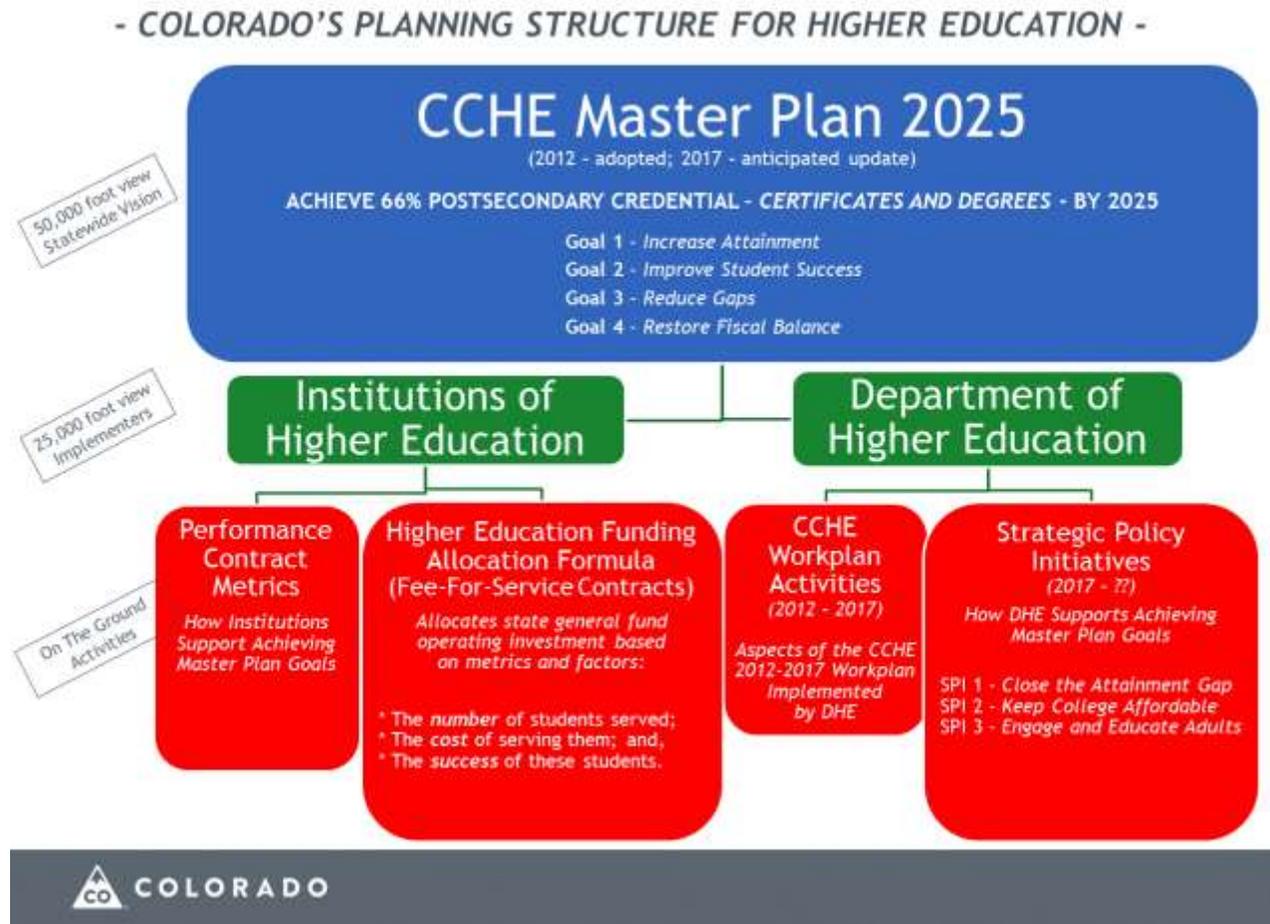
II. BACKGROUND

The CCHE issued Colorado Competes, a Completion Agenda for Higher Education, in 2012, setting goals and a vision for higher education in Colorado. The plan identifies a primary performance goal of increasing the number of Coloradans who hold a postsecondary credential – certificates and degrees - to 66%. Currently, the Colorado rate is about 54%. The benefits (social, economic, civic) of increasing postsecondary attainment are well documented and growing in value. The Master Plan includes three complementary goals, as follows:

- **Goal 2 - Improve Student Success**
- **Goal 3 - Reduce Gaps**
- **Goal 4 - Restore Fiscal Balance**

HOW ARE THE MASTER PLAN GOALS BEING ACHIEVED?

The Master Plan envisions the work of increasing credentials, improving student success and reducing gaps as the responsibility of institutions of higher education, the Department and CCHE.



Following are the key responsibilities of each:

- **Governing Boards of Public Institutions of Higher Education** - Governing boards are individually executing activities that support the overall statewide goals in a variety of ways that reflect their individual role and mission. As required by statute, individual Fee-for-Service Contracts and Performance Contracts outline their goals and evaluate their progress.
- **Department of Higher Education** – The Department reviewed all of its programs and activities for relevance to the Master Plan goals. We then developed three Strategic Policy Initiatives (SPIs) that encompass all divisions of the Department, are within our control to influence and achieve, and that we believe will contribute to progress on the overall Master Plan goals.
 - **SPI 1 - Close the Attainment Gap**

- **SPI 2** - *Keep College Affordable*
 - **SPI 3** - *Engage and Educate Adults*
- **CCHE–The Master Plan** included a 5-year work plan, which outlined specific activities that the CCHE expected to accomplish between 2012 and 2017. This CCHE has completed almost all items in the work plan (see attached Summary Update, which was also provided at the August retreat).

REVISITING THE MASTER PLAN

We have begun an iterative process, to be conducted over the next eight Commission meetings, to revisit the Master Plan with the goal of discussing its continued relevance and incorporating updated data and information. We anticipate that these discussions will culminate with a May 2017 Discussion Item and June 2017 Action Item on the CCHE agendas to adopt an updated Master Plan.

During this same timeframe, the Department will be working with governing boards to revisit and negotiate new performance contracts.

PROGRESS TO-DATE

- **August 2016 Retreat** - Commissioners learned how we are tracking progress on the statewide goals; what that progress has been; and, what activities the Department and institutions have been engaged in to realize these goals.
- **September 2016 CCHE Meeting** – Commissioners discussed the goals laid out in the 2012 Master Plan; learned what the progress has been made; and affirmed that these goals are still important and applicable today, acknowledging that some data and information will need to be updated and some modifications made.

ANTICIPATED NEXT STEPS

- **October CEO Meeting** – Share issue brief about the performance contracts and process to initiate new contracts effective July 1, 2017.
- **October through December 2016** – DHE staff work with Data Advisory Group to vet the performance contract metrics.
- **December 2016 CCHE Meeting** - Commissioners to have an in-depth discussion about key topics staff have identified, in order to begin the first
- **February 2017 CCHE Meeting** – First round of edits to the Master Plan to be provided to Commissioners for discussion, reaction, and direction back to staff.

III. STAFF ANALYSIS

MEASURING ATTAINMENT

Much discussion has happened around what it will take to meet our attainment goals and how we measure that progress.

What are the Components of the Credential Attainment Measure?

It is important to understand first that credentials awarded by our public institutions are but one component of attainment measure. The majority of the data come from the U.S. Census Bureau and measures the portion of the entire state population that hold a credential. The number of credentials produced by our public Colorado colleges and universities are measured in the student data collection system, called SURDS. Colorado's credential attainment measure is comprised of the following:

- Degrees granted by *public* IHEs to persons who remain in Colorado
- Degrees granted by *private* IHEs to persons who remain in Colorado
- Immigration/Emigration of persons with degrees or other postsecondary credentials into and out of Colorado
- Population change overall, including deaths of persons with degrees/credentials
- An estimate of current and projected certificate attainment

How was 66% Set as the Goal for Colorado?

The historical context for establishing the 66% credential attainment goal in Colorado includes the following milestones:

- In 2009, President Obama set a goal that the nation should once again have the highest proportion of college graduates in the world by the year 2020. In 1990, the U.S. ranked first in the world in four-year degree attainment among 25-34 year olds; today, the U.S. ranks 12th. This population was specifically identified as it enabled international comparison.
- To reach this goal, the U.S. Department of Education projects that the proportion of college graduates in the U.S. will need to increase by 50% nationwide by the end of the decade. The DOE projects Colorado's attainment rate will need to increase to 60-63% to meet attainment goals.
- In late 2009, the Lumina Foundation announced its "Big Goal"—since relabeled as "Goal 2025"—"*to increase the proportion of Americans, aged 25-64, with high quality degrees, certificates and other credentials to 60% by the year 2025.*"
- In 2012, the Department contracted with the National Center for Higher Education Management Statistics to help establish the credential attainment target number for Colorado. NCHEMS recommended a goal of 66% credential attainment by 2025.
- In 2012, Colorado's 66% credential attainment goal for Coloradans aged 25-34 was adopted by the Commission as part of the Master Plan.

What is Needed to Reach the 66% Goal?

Colorado's landmark Master Plan, *Colorado Competes – A Completion Agenda for Higher Education*, set the agenda for the Commission and established the goal of reaching 66% credential attainment for Coloradans aged 25 to 34. In setting this completion goal, we concluded that "*an annual increase of approximately 1,000 degrees and certificates, maintaining the current proportion of certificates, associate degrees, and bachelor's degrees produced by our public and private institutions, will get us to the state's 66% goal by 2025*".

It is important to recognize that this goal, and the number of additional credentials initially identified as being needed, was aspirational and based on forecasted estimates. It also provided a "big goal" upon which to build a plan around – a Master Plan.

The approach taken in 2012 to set credential attainment targets has been difficult to explain and understand. During Commission discussions, it was suggested that staff step back and take a more straight forward approach to forecasting what is needed to reach the 66% goal.

Staff will be prepared to share the new approach and associated assumptions at the October meeting.

CCHE Decision Point: Should we continue to maintain the goal of 66% credential attainment by 2025?

INSTITUTIONAL PERFORMANCE CONTRACTS

Institutional performance contracts are the mechanism through which the Master Plan manifests itself in the institutional work. Each performance contract includes metrics, agreed upon by the applicable institution, that identify how the institution will be measured with regard to the four Master Plan goals.

Statutory Mandate to have a Performance Contract

Colorado Revised Statute (CRS) 23-5-129(2)(a) requires all institutions to have a performance contract with the Department and CRS 23-1-108(f)(I) requires the Master Plan be implemented through these contracts, as negotiated with the governing boards, identifying the goals and expectations for the public institutions of higher education to support achievement of the statewide goals identified in the Master Plan.

Further, C.R.S. 23-1-109.7(2) requires all institutions to enter into a Fee-for-Service contract with the Department for their annual funding, and that such Fee-for-Service contract may only be executed if it is consistent with the respective institutions performance contract. Therefore, if an institution does not have a performance contract in place, it will be unable to enter into a Fee-for-Service contract and thus be ineligible to receive state funding.

Value of Performance Contracts & Performance Funding Mechanism

The passage and implementation of HB 14-1319 generated some discussion about whether or not the performance contracts continued to have value and be relevant. As state earlier, it is through these documents that institutions agree to the metrics they will be working toward that will advance meeting the Master Plan goals. The content of each performance contract is developed collaboratively by the individual institution and the Commission, respecting their unique role and mission.

SB 11-052 requires a portion of state general fund investment in higher education be distributed based on individual institution success with their performance contract metrics. Application of this funding mechanism is to begin once state operating fund investment for higher education hits or exceed \$706 million. We are currently at \$672 million for FY 2016-17.

Staff believes this performance funding mechanism will complement the outcomes-based funding allocation formula created pursuant to HB 14-1319. It also provides a way to recognize and reward all institutions - *the Local District Colleges and Area Technical Colleges, as well as the ten primary governing board* - for their performance and respect their unique institutional roles and missions. However, unlike the higher education allocation formula which was dictated

by statute, this process and distribution would be “owned” by the public colleges and universities, along with the Colorado Commission on Higher Education.

The implementation of the performance funding would fully align state funding mechanisms with the CCHE Master Plan; provide a continuous improvement framework around performance for our institutions; and provide an additional opportunity for requesting increased state funding.

Lastly, having a performance contract in place waives several policies and reporting burdens for institutions, including program review (per Addendum B of the individual performance contracts).

What Have We Learned?

We have learned much since the adoption of the current performance contracts in 2012.

Performance Contract Metrics: There are over 70+ total metrics that institutions are reporting on and the Department is evaluating (see attached spreadsheet illustrating the metrics). The most recent collection of performance metric data revealed several issues with this process, as well as the data received. These issues included:

- Insufficient Data
- Incorrect Calculation Methodologies
- Varying Interpretations by Submitting Institutions

The prevalence of these problems significantly reduces the integrity and applicability of the data and prevents this data being used for financial allocation.

- *More than half*, or 53%, of submitted metrics were flagged for at least one of the following reasons:
 - Insufficient Supporting Data
 - No provided Outcome Status
 - Ambiguous Data Labels
 - Incorrect Methodology
- 40% of submitting institutions provided at least one of their metrics without the necessary ‘three-year averaging’ method.
- 25% of the metrics referencing a peer comparison were submitted without this comparative information.

The sheer number of metrics and the complexity in ensuring that all institutions collect and report their data in a uniform manner has resulted in thousands of hours of Department and institutional staff time. So far, the data has been collected three times, and it is still not to a point that it could be used in a consistent way. This clearly demonstrates an inefficient and unsustainable process that needs simplification and streamlining.

Achievement of Goals: About $\frac{3}{4}$ of all metrics were achieved by governing boards. Of the metrics not achieved the majority were related to Goal number 3 and closing gaps.

- **Goal 1 - Increase Attainment**.....4 metrics were not achieved
- **Goal 2 - Improve Student Success**5 metrics were not achieved
- **Goal 3 - Reduce Gaps**.....10 metrics were not achieved
- **Goal 4 - Restore Fiscal Balance**.....3 metrics were not achieved

Suggested Process for Performance Contract Work

The current performance contracts were negotiated in 2012 and expire on June 30, 2017. This work will dovetail with the revisiting of the Master Plan, as the two end products should align with each other.

When the current performance contracts were drafted, a team of Commissioners met with institutional leadership at each institution, supported by DHE staff, to negotiate the metrics that would apply to that particular institution.

Staff recommends a similar process for this cycle:

- Each institution would be assigned one Commissioner to serve as liaison.
- A working team would be established for each institution to establish the performance contract criteria for 2017. The team would be comprised of:
 - Two to three Commissioners (including the Commissioner liaison), supported by DHE staff,
 - The institutions Governing Board chair, and institutional representation as invited by the institutions chair.
- The Commissioners serving as liaisons would report back to the full Commission each month on the progress of the team's work.
- Collaborative team meetings would be held to negotiate new contracts:
 - Initial meetings would be held in person in January and February 2017.
 - Revisions and metric negotiations expected to occur in March and April.
 - Final contracts must be signed by June 30, 2017 by the Governing Board Chair, the CEO of the institution/system, the Chair of CCHE, and the Executive Director of DHE.

Working with Stakeholders

Through the Advisory Committee, the Commission is fortunate to have a number of important voices directly involved in its work. The Chief Executive Officers, Chief Financial Officers, and the data staff from the institutions are critical to this work as well - each of which have standing monthly meetings with the DHE team to discuss issues of importance. An update on the progress of the Master Plan and performance contract work will be provided at these meetings, and participants will be asked for their feedback, input, and suggestions.

In addition, the Department will ensure that outreach occurs with other stakeholder groups as those opportunities arise (i.e. public information officers, academic council, faculty, policy groups, etc.).

Next Steps

The next CEO meeting is scheduled for Thursday, October 27th. At this meeting staff will share an issue brief on the performance contracts, with recommendations around the process for negotiating the new ones, and get their feedback and input. This information will help staff develop the agenda item for the December 1, 2016 CCHE meeting, along with providing Commissioners with staff recommendations for this part of the overall Master Plan project.

REVISTING THE MASTER PLAN - DISCUSSION TOPICS FOR COMMISSIONERS

The Commission asked that staff develop an initial edited draft of the Master Plan as a launching point for your discussions.

To begin that process, staff conducted a review of the current Master Plan and developed an initial list of “discussion topics” for Commissioners. These issues are important for staff to have feedback on in order to begin drafting that that initial edited version. The following is that list for you to consider and contemplate in preparation for the December meeting, during which an in-depth presentation by staff and discussion by Commissioners will occur.

Staff anticipates a first edited draft of the Master Plan would be shared with Commissioners and discussed at the February 2017 CCHE meeting.

➤ **THE FOUR GOALS - Revisit Language, Update Data** [*beginning on Master Plan page 9*]

- **GOAL 1 - Increasing Attainment** [*Master Plan pages 10-11*]

- **Discussion Point:** What makes up the 66% Goal?
- **Data Points Staff are Collecting:**
 - Number of credentials needed each year.
 - Workforce needs.
 - Percentage of adult population with degree or certificate.
 - Adult population lacking education after high school.
 - Adults lacking high school education.
 - Percentage of 25-34 year olds by 2025.
 - Population increase expectations.
 - College enrollment by region of state and by full time/part-time/other.

- **GOAL 2 - Improving Student Success** [*Master Plan pages 12-13*]

- **Discussion Points:** The current focus of discussion around this goal, reflecting data on completion, is on improving remedial education; encouraging full-time attendance by students; and, ensuring transferability.

Are these still the main indicators and milestones for student success we want to focus on? Especially given the last years’ work on remedial and

supplemental instruction; our recognition that fulltime is becoming less and less the norm; and all we've done on transfer?

- **Data Points Staff are Collecting:**
 - Number of certificates and degrees completed per 100 students enrolled.
 - Numbers for the Colorado Educational Pipeline.
- **GOAL 3 - Reducing Gaps** [*Master Plan pages 14-15*]
 - **Discussion Point:** Current language intentionally includes all gaps (economic, ethnic, geographic) and stated the goal as wanting to “increase the diversity of students...to better reflect Colorado’s current populations ...”.
 - **Data Points Staff are Collecting:**
 - Attainment by ethnicity (uses 2008-10 data).
 - Momentum points in achievement – enroll in college; need remediation; complete credit-bearing English or math class; return in year two; 24 hours or more per academic year; graduate in 150% of time.
- **GOAL 4 - Restoring Fiscal Balance** [*Master Plan pages 16-17*]
 - **Discussion Point:** Current language focuses on (1) increasing public revenue and requires institutions to demonstrate productivity and quality (i.e., return on investment; and (2) the Commission needing to advocate for higher education being viewed as an investment. Do we maintain this focus or change the direction of the goal?
 - **Data Points Staff are Collecting:**
 - State comparison of 2-yr and 4-yr efficiency and cost-effectiveness.
 - Average tuition vs. state funding.

IV. STAFF RECOMMENDATIONS

Staff recommends that the Commission recommit to the 66% attainment goal.

V. STATUTORY AUTHORITY

C.R.S. 23-1-108 Duties and powers of the commission with regard to systemwide planning

(1) The commission, after consultation with the governing boards of institutions and as a part of the master planning process, shall have the authority to:

(a) Establish a policy-based and continuing systemwide planning, programming, and coordination process to effect the best use of available resources;

(b) Establish such academic and vocational education planning as may be necessary to accomplish and sustain systemwide goals of high quality, access, diversity, efficiency, and accountability. Such planning shall include identification by each governing board of programs of excellence at institutions under their control and plans for enhancement and improvement for those programs.

C.R.S. 23-1-108 (1.5) (a) On or before September 1, 2012, the commission shall develop and submit to the governor and the general assembly a new master plan for Colorado postsecondary education. The commission shall collaborate with the governing boards and chief executive officers of the state institutions of higher education in developing the master plan. In addition, the commission shall take into account the final report of the higher education strategic planning steering committee appointed by the governor. In drafting the master plan, addressing the issues specified in paragraph (b) of this subsection (1.5), and establishing the goals as described in paragraph (c) of this subsection (1.5) for the state system of higher education, the commission shall also take into consideration the data collected pursuant to subsection (1.7) of this section.

(b) At a minimum, the commission shall address the following issues in developing the master plan:

(I) The needs of the state with regard to the system of higher education and the top priorities for the state system of higher education in meeting those needs;

(II) Alignment of the state system of higher education with the system of elementary and secondary education and increasing the rate at which students who graduate from Colorado high schools enroll in and complete postsecondary and career and technical education;

(III) Accessibility and affordability of the state system of higher education, including consideration of methods to reduce the student debt load and increase need-based financial aid funding;

(IV) Funding for the state system of higher education and strategies for stabilizing and sustaining an adequate funding level;

(V) The role and mission of the state institutions of higher education and the governance structure of the state system of higher education;

(VI) The role of two-year and four-year junior colleges and area technical colleges in helping to address the workforce and economic development needs of the state within the system of higher education; and

(VII) The importance of private and proprietary institutions with regard to higher education in the state, although consideration of said institutions in the plan in no way implies control or state authority over their operations.

(c) The commission shall design the master plan to achieve, at a minimum, the following goals:

(I) Increasing the overall number of baccalaureate degrees, associate degrees, and career and technical education certificates issued by the public institutions of higher education in the state, while maintaining accessibility to the institutions, to provide support for economic development and a well-educated workforce for the business community in the state;

(II) Implementing systemic approaches, including coordinated and proven transitional programs, that strengthen the continuity of public education from elementary and secondary through postsecondary education for traditional and nontraditional students;

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

(IV) Reducing the educational attainment gap between majority and underrepresented populations throughout the state;

(V) Reducing the geographic disparities in access to and opportunity to complete a broad array of quality higher education and career and technical education programs;

(VI) Addressing opportunities for students with disabilities, including intellectual disabilities, to participate in postsecondary education;

(VII) Implementing strategies that strengthen the link between higher education and economic development and innovation in the state; and

(VIII) Improving and sustaining excellence in career and technical education and undergraduate and graduate degree programs.

(d) (I) The commission shall ensure that the master plan prepared pursuant to this subsection (1.5) specifically addresses providing coordinated and proven programs that support and help ensure the success of students who graduate from Colorado high schools and are enrolling as first-time freshmen students and meet one or more of the following criteria:

(A) The student's family is low-income and the student is likely to incur significant student debt in attending an institution of higher education;

(B) The student's parents did not attend postsecondary education and may not have graduated from high school;

- (C) The student is a member of an underrepresented population; or
- (D) The student has limited access to technologies to support learning.
- (II) Programs that may be addressed in the master plan include but need not be limited to:
- (A) Providing student support services including counseling or tutoring;
- (B) Implementing measures to reduce student debt by making effective use of financial assistance and assisting in fee payments and textbook costs; and
- (C) Providing assistance in obtaining access to technology.
- (e) Prior to submitting the master plan to the governor and the general assembly, the commission shall distribute a draft of the plan to the governing boards for comment. Each governing board shall submit to the commission its comments and any suggested revisions within thirty days after receiving the draft plan. The commission shall discuss and consider any revisions suggested by the governing boards to the draft master plan.
- (f) (I) The commission shall ensure that the master plan is implemented through the performance contracts authorized pursuant to [sections 23-5-129](#) and [23-41-104.6](#) by negotiating with the governing boards individualized goals and expectations for the public institutions of higher education, which goals and expectations support achievement of the statewide goals identified in paragraph (c) of this subsection (1.5) and in the master plan. The commission and the governing boards shall ensure that the institutions' renegotiated performance contracts are finalized no later than December 1, 2012.
- (II) In fulfilling the requirements of paragraph (c) of subsection (1) of this section, the commission shall refer to each institution's role and mission and service area, as necessary, to interpret jointly with the institution's governing board the implications of the role and mission and service area on the academic, financial, and student services elements of each institution's performance contract.

ATTACHMENT(S):

- CHART: Performance Contract Metrics – 2012 Contracts

PERFORMANCE CONTRACT METRICS - 2012 Contracts

		Required Indicators	Indicator Number	Performance Contract Metrics	Institutions Applied to	# of IHE's	% of Total		
Credential Completion	Minimum of two indicators and 20 total points.	1.1, 1.2, or 1.3	1.1	Increase undergraduate credentials awarded by one percentage point per year.	ASU, CCCS, CMC, CSU, CSU-Pueblo, CSU-Global, FLC, CU	8	67%		
			1.2	"Maintain excellence" by conferring undergraduate credentials per 100 students enrolled at a level at or among the top 25% of peer institutions	ASU, CSU-Global, UNC, WSCU	4	33%		
			1.3	"Maintain excellence" by maintaining graduation rates at or among the top 25% of peer institutions	Aims, Mines, CSU-Global	3	25%		
					1.4	Annually increase the graduation rate of transfer students	CSU-Pueblo, CSU-Global, FLC, UNC	4	33%
					1.5	Annually increase proportion of undergraduate credentials awarded in STEM disciplines	CSU, FLC	2	17%
					1.6	Annually increase graduate degree productivity as measured by the number of graduate credentials awarded compared to the number of graduate students (FTE) enrolled.	CSU	1	8%
					1.7	<u>INSTITUTION DEVELOPED INDICATORS</u> <ul style="list-style-type: none"> • ASU: "Maintain excellence" by conferring graduate credentials per 100 students enrolled at a level at or among the top 25% of peer institutions • Aims: Annually increase the completion rate of students in all degrees and certificates including those certificates less than 30 hours • CCCS: Annually increase the number of transfers from two-year institutions to public and private four-year institutions • CMC: For each CMC bachelor's program, annually increase the number of graduates by 5% (starting from the second year when graduates are expected) • Mines: <ul style="list-style-type: none"> o 1.7.1 "Maintain excellence" in focusing on STEM mission by awarding over 90% of undergraduate degrees awarded in the STEM disciplines o 1.7.2 Increase grad rate to 70% of greater by end of contract term • CSU: Annually decrease the median time/credits to graduation for undergraduate resident students • CU: Increase the number of graduate and professional credentials awarded • WSCU: <ul style="list-style-type: none"> o 1.7.A. Annually increase number of credentials (graduate included) in STEM o 1.7.B. Annually increase the number of credentials that support statewide economic development and meet Colorado workforce demands. 	ASU, Aims, CCCS, CMC, Mines, CSU, CU, WSCU	8	67%
					Student Momentum and Success	Minimum of two indicators and 20 total points.		2.1	Annually increase the successful completion (C or better) of introductory gtPathways courses in English and Mathematics
2.2	Annually increase the proportion of students who accumulate at least 24 credit hours	ASU, Aims, CSU-Pueblo, FLC	4	33%					
2.3	Annually increase transfer out rate of degree-seeking associate of art or associate of science students who earn at least 12 credit hours		0	0%					
2.4	Annually increase the number of resident students who successfully complete the remedial course sequence		0	0%					
2.5	Annually increase retention rates across all student levels (e.g., sophomore, junior, senior)	ASU, CCCS, CSU, FLC, CU, WSCU	6	50%					
2.6	<u>INSTITUTION DEVELOPED INDICATORS</u> <ul style="list-style-type: none"> • ASU: Annually increase the number of credit hours taken per headcount. • Aims: Annually increase the proportion of students who complete the final developmental course in English or Math and complete College Level Eng. or Math with a C or better • CCCS: Annually increase remedial course completion rates • CMC: Annually increase the pass rate (C- or better) in all courses by 1 percent. • Mines: <ul style="list-style-type: none"> o 2.6.1 "Maintain excellence" in placement of new graduates by having at least 90% of bachelor degree recipients (using a 3-year rolling average) either enrolling in graduate school or employed in a position related to their course of study within one year of graduation o 2.6.2 Increase freshman retention rate to 90% of above by the end of the contract period. o 2.6.3 "Maintain excellence" by maintaining a freshman retention rate at or above 25% of peer institutions • CSU: Annually increase the proportion of freshman cohort students who accumulate at least 30 credit hours by the beginning of the third semester • CSU-Global: Annually increase the number of enrolled transfer students • CU: Increase the number of undergraduate transfer students enrolled • UNC: Annually increase the three-year rolling average for retention rates for academically-prepared (index score of 94 or higher) Pell-eligible students across all levels • WSCU: Annually increase the number of resident students who successfully complete both remedial instruction and supplemental academic instruction 	ASU, Aims, CCCS, CMC, Mines, CSU, CSU-Global, CU, UNC, WSCU	10	83%					

PERFORMANCE CONTRACT METRICS - 2012 Contracts

	Required Indicators	Indicator Number	Performance Contract Metrics	Institutions Applied to	# of IHE's	% of Total	
Closing Progress and Attainment Gaps	Minimum of two indicators and 20 total points.	3.1 or 3.2	3.1	Annually reduce disparities in graduation rates between resident underserved and resident non-underserved students	Aims, CMC, CSU, CSU-Global, CU, WSCU	6	50%
			3.2	Annually reduce disparities in degree completion (graduates per 100 FTE) between resident underserved and resident non-underserved students	ASU, CCCS, Mines, CSU, CSU-Pueblo, CSU-Global, FLC, UNC, WSCU	9	75%
		3.3	Annually reduce disparities in the successful completion rates of entry-level gtPathways courses English and entry-level mathematics courses between resident underserved students and resident non-underserved students	Aims	1	8%	
		3.4	Annually increase the proportion of newly enrolled resident students who are from resident underserved populations	CSU, WSCU	2	17%	
		3.5	Annually increase the number of resident underserved students who earn postsecondary credentials in STEM disciplines	CSU-Pueblo, FLC	2	17%	
		3.6	Annually reduce disparities in the transfer out rate between resident underserved students and resident non-underserved students	CCCS, WSCU	2	17%	
		3.7	Annually reduce disparities in retention rates among resident underserved students and resident non-underserved students across all levels (sophomore, junior, senior)	CSU-Global, FLC, UNC	3	25%	
		3.8	Annually increase the proportion of resident underserved students who earn graduate-level degrees	CSU, CSU-Global	2	17%	
		3.9	<p><u>INSTITUTION DEVELOPED INDICATORS</u></p> <ul style="list-style-type: none"> • ASU: "Maintain excellence" by insuring that the disparity between Hispanic completion rates and non-Hispanic rates are among the top 25% of peer institutions • CMC: Annually increase the average number of completed credits for resident underserved students by one percent. • Mines: <ul style="list-style-type: none"> o 3.9.1 Increase freshmen retention rate of underserved students who successfully complete CSM's summer challenge program o 3.9.2 Increase total enrollment of female undergraduate students to 27% of total undergraduates enrollment by end of contract term o 3.9.3 "Maintain excellence" by maintaining proportion of undergraduate degrees awarded to women at or among the top 25% nationally as measure and reported by the American Society of Engineering Education (ASEE) • CU: Increase the number of undergraduate credentials earned by resident underserved students • WSCU: Annually increase the proportion of underserved resident students as defined by gender and region (i.e., rural Colorado) 	ASU, CMC, Mines, CU, WSCU	5	42%	
Financial Stewardship	Minimum of two indicators and 15 total points.	4.1	Maintain the institution's rank relative to peers regarding the number of degrees awarded per \$100,000 in total operating (E&G) revenues	ASU, CCCS, Mines, CSU, CSU-Global, FLC, WSCU	7	58%	
		4.2	Moderate resident undergraduate tuition increases when state general fund revenues increase above inflation	Aims, CMC, CSU-Pueblo, FLC, UNC	5	42%	
		4.3	Increase expenditures for instruction (per FTE) at a rate that is equivalent to or greater than tuition increases for resident undergraduate students.	Aims	1	8%	
		4.4	Increase institutional need-based financial aid expenditures (per FTE) at a rate at or above tuition increases for resident undergraduate students.	ASU, CSU-Pueblo, CU, WSCU	4	33%	
		4.5	<p><u>INSTITUTION DEVELOPED INDICATORS</u></p> <ul style="list-style-type: none"> • ASU: Maintain the institution's rank relative to peers regarding affordability by measuring the number of PELL eligible students per 100 FTE • CCCS: Maintain base CCCS resident tuition levels at less than 60% of Colorado public four-year institutions and less than 40% of Colorado public research universities • CMC: Tuition revenue as a percentage of the overall college budget will remain lower than the average of CMC's CICHE-defined peer institutions • Mines: "Maintain excellence" by remaining among top 25% of public institutions in endowment per student FTE as ranked by the National Association of College and University Business Officers (NACUBO). • CSU: <ul style="list-style-type: none"> o 1. Maintain average undergraduate student debt levels (upon graduation) below the national average of public institutions o 2. Annually decrease the proportion of E&G Revenues derived from CO Resident Tuition o 3. Expand research and engagement efforts with external funding sources that leverage institutional investments to enhance our mission of discovery, yield increased community engagement, and promote life-long learning of the citizens of Colorado. • CU: <ul style="list-style-type: none"> o 1. Maintain administrative expenditures (as a percent of total expenditures) at or below the peer institution average o 2. Maintain a high grade (AA- of higher) designation by external bond rating agencies • UNC: Maintain the institution's standing in the top quartile relative to peers regarding the number of degrees awarded per \$100,000 in total operating revenues. 	ASU, CCCS, CMC, Mines, CSU, CU, UNC	7	58%	
Note: All metrics will be measured using a three-year rolling average. For example, the 2011-12 measurement will use data from 2009-10, 2010-11, and 2011-12.							

COLORADO COMMISSION ON HIGHER EDUCATION BY-LAWS

September 10, 1965
(Amended January 14, 1966)
(Amended February 25, 1972)
(Amended June 1, 1978)
(Amended July 1, 1993)
(Amended October 7, 2004)
(Amended May 6, 2011)

Section 1. Organization and Meetings

- 1.1 **Organization:** The Commission shall consist of eleven members appointed by the Governor with the consent of the Senate. The members of the Commission are selected on the basis of their knowledge of and interest in higher education and shall serve for four-year terms. No member of the Commission may serve more than two consecutive full four-year terms.
- 1.2 **Officers:** The officers of the Commission shall be the Chair, Vice Chair, and Secretary, as may be designated by the Commission. The Secretary shall be the Executive Director of the Department.
- 1.3 **Election and Terms of Officers:** All officers shall be elected at the October meeting of the Commission to serve a term of one year, except the Secretary whose term shall be coterminous with his or her term as Executive Director.
- 1.4 **Regular Meetings of the Commission:** The Commission shall adopt at the October Commission meeting a schedule of regular meetings of the Commission for the following year.
- 1.5 **Notice of Meetings:** Any meetings at which the adoption of any proposed policy, position, resolution, rule, regulation, or formal action occurs or at which a majority or quorum of the body is in attendance, or is expected to be in attendance, shall be held only after full and timely notice to the public. In addition to any other means selected by the Commission for giving notice to the public, the Commission shall post notice of its

meetings at the office of the Colorado Department of Higher Education located at 1560 Broadway, Suite 1600, Denver, Colorado 80202. Notices shall be posted no less than two days prior to the holding of the meeting. The posting shall include specific agenda information where possible.

- 1.6 Special Meetings: Special meetings of the Commission may be held at the call of the Chair on two days' notice, or at the request of five members of the Commission who may petition the Chair to call such a meeting. Notice of special meetings shall be made electronically or by telephone and posted at the office of the Colorado Department of Higher Education no less than two days prior to the meeting date.
- 1.7 Conduct of Meetings: The Chair shall preside at all meetings at which he or she is present. In the Chair's absence, the Vice Chair shall preside, and in the event both are absent, those present shall elect a presiding officer. All meetings shall be conducted in accordance with all State laws and regulations. The parliamentary rules contained in Colorado Commission on Higher Education (CCHE) Robert's Rules of Order, latest revision, shall govern in all cases to which they are applicable, except as modified herein.
- 1.8 Attendance at Meetings: The term of any member of the Commission who misses more than two consecutive regular Commission meetings without good cause shall be terminated and his successor appointed in the manner provided for appointments under C.R.S. §23-1-102.
- 1.9 Preparation of Agenda: Agenda shall be prepared by the Executive Director of the Department with the approval of the Chair. At a regular or special meeting, an item of business may be considered for addition to the agenda by a majority vote of the Commissioners present.
- 1.10 Minutes of the Commission: The Secretary shall maintain an accurate set of minutes of Commission meetings, which shall include a complete record of all actions taken by the Commission. Such minutes shall be annually bound and constitute a permanent record. After the minutes of each meeting are completed, they shall be reviewed by the Executive Director and after approval, posted on the CCHE website and made available to the public for inspection upon written request.

Section 2. Duties and Responsibilities of Officers

- 2.1 Chair of the Commission: The Chair of the Commission shall preside at meetings of the Commission at which he or she is in attendance. The Chair shall approve all agendas for regular and special meetings of the Commission as prepared by the Executive Director.
- 2.2 The Vice Chair: The Vice Chair shall perform all duties of the Chair in the Chair's absence.
- 2.3 The Secretary/Executive Director: In addition to performing those duties established by law, the Executive Director of the Department shall: (a) serve as the Secretary of the Commission, (b) meet with the officers and staff of institutions of higher learning as the needs dictate for a mutual discussion of the matters affecting the



responsibilities of the Commission, (c) meet with appropriate state and federal groups and/or officials on matters pertaining to the Commission, (d) meet with appropriate committees of the general assembly on matters pertaining to the Commission's responsibilities, (e) appoint such professional staff as in his or her judgment are required and are within the budget approved by the Commission and for which funds are available, (f) prepare an annual operating budget and work program for approval by the Commission, (g) implement the policies of the Commission and communicate those policies to interested parties as appropriate.

Section 3. The Advisory Committee

- 3.1 There is hereby established an advisory committee as provided by law (C.R.S. 23-1-103).
- 3.2 **Advisory Committee Members:** The advisory committee shall consist of not less than thirteen members, to be designated as follows: (a) Six members shall be appointed from the general assembly, including three senators, two of whom shall be from the majority party, appointed by the President of the Senate, and three representatives, two of whom shall be from the majority party, appointed by the Speaker of the House of Representatives. Said six members shall be appointed for terms of two years or for the same terms to which they were elected to the general assembly, whichever is the lesser. Successors shall be appointed in the same manner as the original members; (b) One member shall be selected and designated by the Commission to represent the faculty in the state and one member shall be selected and designated by the Commission to represent the students in the state; (c) Not more than five additional members representing educational or other groups may be selected and designated by the Commission to serve on the advisory committee.
- 3.3 **Notice and Agendas:** All members of the advisory committee shall receive agendas and background material and be notified of all public meetings of the Commission and shall be invited to attend for the purpose of suggesting solutions for the problems and needs of higher education and maintaining liaison with the general assembly.
- 3.4 **Meetings of the Advisory Committee:** The advisory committee shall meet with the Commission separate from a regular Commission meeting and shall do so as often as necessary to provide assistance to the Commission.
- 3.5 **Recommendations of the Advisory Committee:** The members of the advisory committee shall have full opportunity to present their views on any matter before the Commission.

Section 4. Change in Bylaws

- 4.1 Bylaws shall be subject to amendment at any meeting of the Commission provided any such proposed change is listed on the agenda in accordance with the procedure outlined herein. Bylaw changes must be approved by a majority of the Commission.



INSTITUTION/CEO INFORMATION

INSTITUTION	CEO	LOCATION
Adams State College	Dr. Beverlee McClure, President	Alamosa
Aims Community College	Dr. Leah Bornstein, President	Greeley
Community College System	Nancy McCallin, President	Denver
1) Arapahoe CC	Dr. Diana Doyle, President	Littleton
2) Northwestern CC	Ronald Granger, President	Rangely
3) CC of Aurora	Dr. Betsy Oudenhoven, President	Aurora
4) CC of Denver	Dr. Everette Freeman, President	Denver
5) Front Range CC	Andy Dorsey, President	Westminster
6) Lamar CC	Dr. Linda Lujon, President	Lamar
7) Morgan CC	Dr. Kerry Hart, President	Ft. Morgan
8) Northeastern JC	Jay Lee, President	Sterling
9) Otero JC	Jim Rizzuto, President	La Junta
10) Pikes Peak CC	Dr. Lance Bolton, President	Colorado Springs
11) Pueblo CC	Patty Erjavec, President	Pueblo
12) Red Rocks CC	Dr. Michele Haney, President	Lakewood
13) Trinidad State JC	Dr. Carmen Simone, President	Trinidad
Colorado Mesa University	Tim Foster, President	Grand Junction
Colorado Mountain College	Dr. Carrie Besnette Hauser	Glenwood Sprgs
Colorado School of Mines	Paul Johnson, President	Golden
Colorado State System	Dr. Tony Frank, Chancellor	Denver
1) CSU-Ft Collins	Dr. Tony Frank, President	Fort Collins
2) CSU-Pueblo	Dr. Lesley DiMare, President	Pueblo
3) CSU – Global	Dr. Becky Takeda-Tinker, Pres.	Denver
CU System	Bruce Benson, President	Denver
1) CU – Boulder	Dr. Philip DiStefano, Chanc.	Boulder
2) UCCS	Dr. Pam Shockley-Zalabak, Ch.	Colorado Springs
3) UCD	Dr. Dorothy Horrell, Chanc.	Denver
4) UC-Anschutz	Don Elliman, Chanc.	Aurora, Denver

Ft. Lewis College	Dr. Dene Kay Thomas, Pres.	Durango
Metro State University of Denver	Dr. Steve Jordan, President	Denver
UNC	Kay Norton, President	Greeley
Western State Colorado University	Dr. Gregory Salsbury, President	Gunnison

COLORADO COMMISSION ON HIGHER EDUCATION

Chairman Monte Moses (*R-6th Congressional District*) term ends June 2019

Vice Chair Luis Colon (*R-4th Congressional District*) term ends June 2017

- Commissioner John Anderson (*R-3rd Congressional District*) term ends June 2019
- Commissioner Maia Babbs (*U-7th Congressional District*) term ends June 2019
- Commissioner Mary Beth Buescher (*D-3rd Congressional District*) term ends June 2020
- Commissioner Renny Fagan (*D-7th Congressional District*) term ends June 2019
- Commissioner Cassie Gannett (*D-5th Congressional District*) term ends June 2020
- Commissioner Jeanette Garcia (*D-3rd Congressional District*) term ends June 2019
- Commissioner Vanecia Kerr (*D-6th Congressional District*) term ends June 2018
- Commissioner Tom McGimpsey (*R-2nd Congressional District*) term ends June 2017
- Commissioner Paula Sandoval (*D-1st Congressional District*) term ends June 2018

ADVISORY COMMITTEE

Legislative Advisors

- Representative Jeni Arndt, *House Majority Appointment*
- Representative Mike Foote, *House Majority Appointment*
- Representative Kevin Priola, *House Minority Appointment*
- Senator Owen Hill, *Senate Majority Appointment*
- Senator Chris Holbert, *Senate Majority Appointment*
- Senator Nancy Todd, *Senate Minority Appointment*

Subject Matter Advisors

- Mr. Wayne Artis, *Faculty Representative*
- Mark Cavanaugh, *IHEC Representative*
- Mr. Steve Kreidler, *CFO Representative*
- Dr. Barbara Morris, *Academic Council Representative*
- Ms. Misti Ruthven, *K-12 Representative*
- Ms. Melissa Wagner, *Parent Representative*
- vacant, *Student Representative*

Higher Education Glossary

529 Savings Plan - 529 plans are more than just savings accounts. These state-sponsored college savings plans were established by the federal government in Section 529 of the Internal Revenue Code to encourage families to save more for college. They offer unique state and federal tax benefits you can't get from other ways to save, making them one of the best ways to save for college.

Accuplacer - A suite of computer-adaptive placement tests that are used as assessment tools at institutions to evaluate the level of course work for a student. Students measured as needing additional course work will be assigned to remediation.

Admission Standard - includes both Freshman and Transfer standard. The freshman standard applies to all in-state and out-of-state new freshmen applicants and to transfer applicants with 12 or fewer college credit hours, except freshmen and transfer applicants who meet one of the admissions standards index exemptions. The transfer standard applies to all degree-seeking undergraduate transfer applicants with more than 12 college credit hours who do not meet one of the exemptions

Admission Window - Defined in Admission policy, "The maximum allowable percentage of admitted students who are not required to meet the CCHE admission standards within a specific fiscal year is referred to as the admissions window. Separate windows exist for the freshmen and transfer standards. The allowable percentage is determined by the Commission." The percentages vary by institution.

CAP4K - SB08-212, Preschool to Postsecondary Education Alignment Act; Colorado Achievement Plan for Kids.

CHEA - Council for Higher Education Accreditation. As described on their website, CHEA is "A national advocate and institutional voice for self-regulation of academic quality through accreditation, CHEA is an association of 3,000 degree-granting colleges and universities and recognizes 60 institutional and programmatic accrediting organizations."

CIP - Classification of Instructional Program; The purpose of which is to provide a taxonomic scheme that will support the accurate tracking, assessment, and reporting of fields of study and program completions activity. (Relevant in Role & Mission)

CLEP - College Level Examination Program; Earn college credit for passing a subject specific examination.

COA - Cost of Attendance; in the context of financial aid, it is an estimate of what it will reasonably cost the student to attend a given institution for a given period of time.

Concurrent Enrollment – A high school student enrolled for one or more classes at a college or university in addition to high school courses.

Dually Enrolled - A student enrolled at two institutions at the same time. This may affect enrollment reports when both institutions count that student as enrolled.

EFC - Expected Family Contribution; in the context of financial aid, it is calculated by a federally-approved formula that accounts for income, assets, number of family members attending college, and other information.

FAFSA - Free Application for Federal Student Aid. This is a free service provided by the Federal government under the Department of Education and students are not charged to complete/file the FAFSA.

FAP – Financial Aid Plan (HESP specific)

FERPA - Family Educational Rights and Privacy Act, view federal website. The Family Educational Rights and Privacy Act (FERPA) (20 U.S.C. § 1232g; 34 CFR Part 99) is a Federal law that protects the privacy of student education records. The law applies to all schools that receive funds under an applicable program of the U.S. Department of Education.

FFS – Fee-For-Service Contracts; A portion of the College Opportunity Fund program in addition to COF stipends, this contract provides funding to certain higher education institutions to supplement high cost programs and purchase additional services (such as graduate programs).

Floor - In reference to the admission window, the floor is the minimum requirements for admission without requiring an exception of some kind. This usually coincides with the Index score.

FTE - Full-time Equivalent; a way to measure a student's academic enrollment activity at an educational institution. An FTE of 1.0 means that the student is equivalent to full-time enrollment, or 30 credit hours per academic year for an undergraduate student.

GEARUP - Gaining Early Awareness and Readiness for Undergraduate Programs; A Federal discretionary grant program designed to increase the number of low-income students who are prepared to enter and succeed in postsecondary education.

Guaranteed Transfer, GT Pathways - gtPATHWAYS applies to all Colorado public institutions of higher education, and there are more than 900 lower-division general education courses in 20 subject areas approved for guaranteed transfer. Courses are approved at least twice per academic and calendar year and apply the next semester immediately following their approval.

HB 1023 - In most cases, refers to HB 06S-1023, which declares "It is the public policy of the state of Colorado that all persons eighteen years of age or older shall provide proof that they are lawfully present in the United States prior to receipt of certain public benefits."

HB 1024 - In most cases, refers to HB 06-1024, which declares "On or before September 1, 2006, each governing board of a state institution of higher education shall submit to the Colorado commission on higher education and the education committees of the senate and the house of representatives, or any successor committees, a report regarding underserved students".

HB 1057 - In most cases, refers to HB 05-1057, which declares "a college preparation program operating within the school district that the college preparation program shall provide to the Colorado commission on higher education, on or before December 31 of each school year, a report specifying each student, by unique identifying number."

HEAR - Higher Education Admission Requirements, 2008-2010.

Index, Index Score - This index score is a quantitative evaluation that is part of a larger student application evaluation. The score is generated from academic achievement (GPA or High School Rank) and college placement tests (ACT or SAT). You can calculate your index score online. Index varies by institution depending on that institutions selection criteria.

IPEDS - Integrated Postsecondary Education Data System; Run by NCES, this system collects statistical data and information on postsecondary institutions. The Colorado Department of Higher Education submits aggregated data on public institutions to IPEDS.

Need - In the context of student financial aid, Need is calculated by the difference between the COA (Cost of Attendance) and the EFC (Expected Family Contribution)

NCATE - National Council for Accreditation of Teacher Education; NCATE is the profession's mechanism to help establish high quality teacher preparation.

NCLB - No Child Left Behind; The No Child Left Behind Act of 2001 (NCLB) reauthorized the Elementary and Secondary Education Act (ESEA) -- the main federal law affecting education from kindergarten through high school.

PSEO - Post Secondary Enrollment Option; A program that offers concurrent enrollment in college courses while in high school.

PWR - Postsecondary and Workforce Readiness; Definition was created during the SB08-212 CAP4K meetings.

QIS - Quality Indicator System; Implemented in HB96-1219, the specific quality indicators involved in QIS are similar to those used in the variety of quality indicator systems found in other states: graduation rates, freshmen retention and persistence rates, passing scores or rates on tests and licensure examinations, undergraduate class size, faculty teaching workload rates, and institutional support/administrative expenditures.

REP - Regional Education Provider; Colorado Statute authorizes Adams State College, Fort Lewis College, Mesa State College and Western State College to function as regional

educational providers and “have as their primary goal the assessment of regional educational needs...”
Regional education providers focus their attention on a certain geographical area.

SB 3 – In most cases refers to SB10-003, the Higher Education Flexibility Bill.

SB 212 - In most cases, refers to HB 08-212, the CAP4K legislation.

SBE - State Board of Education; As described on their website, "Members of the Colorado State Board of Education are charged by the Colorado Constitution with the general supervision of the public schools. They have numerous powers and duties specified in state law. Individuals are elected on a partisan basis to serve six-year terms without pay."

SFSF – State Fiscal Stabilization Fund; A component of the ARRA legislation and funding.

SURDS - Student Unit Record Data System

WICHE - Western Interstate Commission for Higher Education; A regional research and policy organization that assists students, policymakers, educators, and institutional, business and community leaders. WICHE states include: Alaska, Arizona, California, Colorado, Hawaii, Idaho, Montana, Nevada, New Mexico, North Dakota, Oregon, South Dakota, Utah, Washington, and Wyoming.

WUE - Western Undergraduate Exchange Program, managed by WICHE