



COLORADO

**Colorado Commission on
Higher Education**

Department of Higher Education

CCHE AGENDA

December 2, 2021

Colorado Department of Higher Education

ZOOM Video Conference

BUSINESS MEETING

1:30pm - 4:00pm

1600 Broadway, Suite 2200 • Denver, Colorado 80202 • (303) 862.3001

DR. ANGIE PACCIONE, EXECUTIVE DIRECTOR



COLORADO

Colorado Commission on
Higher Education

Department of Higher Education

Vanecia Kerr, Chair
Sarah Kendall Hughes, Vice-Chair
Berrick Abramson
Aaron Harber
Teresa Kostenbauer
Steven Meyer
Josh Scott
Ana Temu Otting
Steven Trujillo
Eric Tucker
Jim Wilson

Colorado Commission on Higher Education

Thursday, December 2, 2021

Colorado Department of Higher Education

ZOOM Teleconference

Denver, Colorado

11:30am -12:30pm

COMMISSIONER & ADVISOR WORK SESSION

A Discussion on Equity

– Dr. Roberto Montoya, Chief Educational Equity Officer, CDHE

1:00 – 4:00pm

BUSINESS MEETING

I. Opening Business

- A. Attendance
- B. Approval of the Minutes for the October 22, 2021 Commission Meeting
- C. Reports
 - i. Chair
 - ii. Vice-Chair
 - iii. Commissioners
 - iv. Commission Standing Committees
 - v. Advisors
- D. Executive Director Report
- E. HB21-1330 Task Force Report
- F. Public Comment

II. Consent Items

- A. Degree Authorization: Recommendation for Renewal of Full Authorization of Institute of Taoist Education and Acupuncture – *Heather DeLange*
- B. Degree Authorization: Recommendation for Renewal of Authorization for Religious Training Institutions – *Heather DeLange*
- C. Degree Authorization: Recommendation for Provisional Authorization of Concorde Career College – *Heather DeLange*



- D. Recommendation to Approve Reversion of Capital Constuction Funds and Cash Spending Authority for Colorado School of Mines Subsurface Frontiers Building Project – *Ashlee Pate*
- E. Recommend Approval of Physical Education Endorsement at Colorado Christian University – *Dr. Brittany Lane*
- F. Recommend Approval of School Counselor Endorsement at Colorado Christian University – *Dr. Brittany Lane*

III. Action Items

- A. Recommend Appoval of Implementation Plan for HB20-1002 (College Credit for Work Experience) and Approval of Related Revisions to CCHE Policy Section I, Part X: Prior Learning Assessment – *Dr. Chris Rasmussen*

IV. Discussion Items

- A. Financial Aid Allocation Methodology Revisions –*Emma Fedorchuk and Lauren Gilliland*

V. Commission Initiatives

- A. Priorities for the 2022 Legislative Session – *Emma Fedorchuk, Lauren Gilliland, Carl Einhaus, Chloe Figg and CCHE Legislative Advisors*





Minutes of the Colorado Commission on Higher Education (CCHE) Meeting
Via ZOOM Teleconference
October 22, 2021

BUSINESS MEETING

Chair Vanecia Kerr called the business meeting to order at 1:00pm.

I. Opening Business

A. Attendance

Commissioners attending: Chair Kerr, Vice Chair Hughes, Commissioners Abramson, Harber, Kostenbauer, Meyer, Scott, Trujillo, Tucker, Wilson.

Advisors attending: Rep. Cathy Kipp, Sen. Kevin Priola, Sen. Rachel Zenzinger, Brad Baca, Mark Cavanaugh, Colleen O'Neil, Melinda Piket-May, Colleen O'Neil, Landon Pirius

B. Minutes

Commissioner Abramson moved to approve the September 2, 2021, meeting minutes. Seconded by Commissioner Harber, the motion passed unanimously.

C. Chair, Vice-Chair, Commissioners and Advisors Reports

Chair Report – Chair Kerr reported that she attended the Community College of Aurora's reception for the new president, Dr. Mordecai Brownlee. She had the opportunity to meet Dr. Brownlee and see several other members of the community. She also thanked department staff for all the work that they do on an ongoing basis and to all the commissioners for their continued involvement in our higher ed institutions and the important work that's happening throughout the state.

Vice Chair Report – See HB21-1330 Task Force Report.

Commissioner Reports – Commissioner Meyer reported that the investiture of John Marshall as the new president of Colorado Mesa is taking place today.

Fiscal Affairs & Audit Committee – Commissioner Tucker reported that the committee met on October 15th and discussed student budget parameters and funding formula recommendations. The committee has ongoing discussions on the financial aid allocation methodology review and staff shared several scenarios tied to graduate grant and work



studies as they related to expanding the classification of instructional programs or CIP codes to a wider group aligned to the talent pipeline report. Early indications are that IHE's are welcoming this potential change.

Student Success & Workforce Alignment Committee – Commissioner Abramson reported that the committee met on October 18th. Much of the committee's work will be addressed in the agenda today. Department staff organized a special conversation around NO 2 which is around getting credit for certain experience and transferable credit. There is a pilot program that provides financial aid to students participating in concurrent enrollment courses.

Advisor Reports- Mr. Baca thanked Dr. Paccione and Commissioner Harber for coming to Gunnison a few weeks ago for the grand opening of Western Colorado's Paul M. Rady School of Computer Science and Engineering and the kickoff of our partnership program with the University of Colorado.

Dr. Piket-May thanked the commission for involving a faculty voice in the HB21-1330 work. She also announced that on November 9th the American Council on Education has a webinar on building bridges between colleges and employers and specifically building apprenticeships and college credits for that work.

Mr. Cavanaugh thanked the commission for including the private IHEs in financial aid discussions. This source of money is outrageously important to these institutions, both public and private and the recent CFO meeting included a robust discussion on this topic.

Executive Director Report – Dr. Paccione acknowledged the passing of Dr. Russ Meyer. He was a longtime administrator at CSU-Pueblo, and he served as interim chief student success and academic affairs for the Department. The designations of Hunger Free and Healthy Minds Campus are going to be expanded so that the private institutions could also be included in a designation from the Department if they meet the criteria. Dr. Paccione also reported on the great partnership between Western Colorado and CU as noted by Mr. Baca. It's a great partnership because it gives great opportunity for those local residents who start at Western.

With the partnership, students complete their first two years at Western. Then they complete their last two years technically at CU on Western's campus in their respective computer science and engineering program CU has a similar kind of collaboration with Colorado Mesa. The governor wants to see every community college have a partnership with a four-year institution. The community colleges have the Bridge to Bachelor's program and now they've also created these pathways that have direct transition inspired by Aims2UNC which is a collaboration between those two schools where students start at Aims. Dr. Paccione is proposing that we should be able to co-brand these diplomas.

The Department just concluded the free application days. The campaign went three days this year and has progressively increased applications of approximately 22,000 the first year, 44,000 the next, and 57,000 last year.

The Department received a Lumina Foundation grant of \$125,000 to help us moving forward with trying to close Colorado's equity gaps.



Dr. Paccione has been appointed to serve on the US Department of Ed's subcommittee on prison education. The subcommittee is focused on how to best provide our incarcerated individuals with educational opportunities to prepare them for post-incarcerated lives.

HB21-1330 Task Force Report- Commissioner Abramson reported that the Task Force has formed three working groups. One is focused on student success, the second is focused on workforce alignment, and the third will address the question of system alignment. The goal is that the Task Force will have a report ready to go as legislators are pulling early bill titles. Before end of the year, we will be able to share not only the ideas but the report itself. Commissioner Hughes thanked everyone on the call who has participated in these meetings and contributed to the work.

Public Comment – There was no public comment.

II. Consent Items

- A. Degree Authorization - Recommendation of Approval for the Proposed Revisions to CCHE Policy Section I, Part J – *Heather DeLange*
- B. Degree Authorization – Recommendation of Approval for the Renewal of Authorization for Religious Training Institutions – *Heather DeLange*
- C. Approval of 2022-23 Student Budget Parameters – *Emma Fedorchuk*
- D. Recommend Approval of Two-Year Cash List for Colorado Mesa University – *Ashlee Pate*
- E. Recommend Approval of Program Plans and Waivers for FY 2022-2023 Requested Capital Projects – *Ashlee Pate*
- F. Recommend Approval of Proposed CCHE Innovation Policy Pilot Program by Colorado Community College System Institutions and Colorado Mountain College to Award Financial Aid to Concurrent Enrollment Students – *Lauren Gilliland and Dr. Chris Rasmussen*

Commissioner Harber moved to approve Consent Items A through F. The motion was seconded by Commissioner Abramson and passed by unanimous consent.

III. Action Items

- A. Recommend Approval of Revisions to CCHE Policy Section I, Part V: Creation of Academic and Vocational Programs at Public Institutions of Higher Education to Comply with HB21-1330 – *Dr. Chris Rasmussen*

Dr. Rasmussen recommended that the Commission approve proposed revisions to Policy I, Part V, to comply with House Bill 21-1330. The revisions concern approval processes for community colleges that wish to offer Bachelor of Applied Science degree programs, as well as approval processes for other bachelor's degree programs at Colorado Mountain



College. Commissioner Harber moved that the proposed revisions be approved through unanimous consent. Commissioner Abramson seconded and the motion passed by unanimous consent.

B. CCHE Recommendation on the Funding Allocation Formula – *Emma Fedorchuk*

Ms. Fedorchuk gave a brief overview of the timeline of the funding formula recommendation for the Governor’s budget request and noted she would be available for technical questions prior to a robust Commission-driven discussion on a recommendation for funding in the 2022-23 Fiscal Year. Commissioners discussed a statement on the budget context and Commission recommendations drafted and circulated by members of the Finance, Performance, and Accountability Committee. The statement addressed the national postsecondary landscape and the context for higher education funding in Colorado, and issued a call to action to shift the conversation from one of funding scarcity to how to best facilitate progress on statewide goals. The Commission’s recommendations included:

- Creating an aligned postsecondary and workforce vision for Colorado;
- Fostering momentum of the 1330 process;
- Leveraging one-time federal funds;
- Rethinking financial aid with a lens towards equity;
- Covering inflationary costs;
- Making a down payment on transformation through step 3 of the model; and,
- Moving towards heightened accountability and accessible and transparent data.

Commissioner Hughes moved that the Commission accept the document as presented with one minor language change. Commissioner Abramson seconded the motion. The motion passed 9-1, with Commissioner Harber voting against per his view that the recommendation should have included an explicit funding recommendation, such as the \$125.6 million requested by the governing boards.

IV. Discussion Items

A. Implementation of HB20-1002 (A Plan to Award Transferrable College Credit for Work-Related Experience) and Proposed Revisions to CCHE Policy Section I, Part X: Prior Learning Assessment – *Dr. Chris Rasmussen*

Dr. Rasmussen presented proposed revisions to CCHE Policy Section I, Part X, and a proposed plan for awarding transferrable college credit for work-related experience, to comply with the directive of House Bill 20-1002. The bill requires that the commission approve a plan—in collaboration with the General Education Council—by January 1, 2022. The details of the implementation plan had been presented to the CCHE Standing Committee on Student Success & Workforce Alignment and have been vetted with all stakeholders named in the bill. The presentation included tensions and limitations of the



bill given the scope of commission authority and institutional prerogative, and some of the opportunities to align the work with the themes emerging from the HB21-1330 task force. Dr. Rasmussen said the General Education Council will meet on November 8 to finalize the plan, which will be brought to the commission for action in December.

Meeting adjourned at 4:04pm.



TOPIC: DEGREE AUTHORIZATION ACT: INSTITUTE OF TAOIST
EDUCATION AND ACUPUNCTURE – REQUEST FOR RENEWAL OF
FULL AUTHORIZATION

PREPARED BY: HEATHER DELANGE, OFFICE OF PRIVATE POSTSECONDARY
EDUCATION

I. SUMMARY

This consent item recommends the renewal of Full Authorization for the Institute of Taoist Education and Acupuncture to operate as an authorized private, degree-granting institution in Colorado pursuant to the Degree Authorization Act (§23-2-101 et seq.).

II. BACKGROUND

The Colorado Commission on Higher Education (CCHE) has statutory responsibility for administration of Title 23, Article 2 of the Colorado Revised Statutes, commonly referred to as the Degree Authorization Act (DAA). The Act articulates the terms by which the Commission may authorize accredited private colleges and universities, out-of-state public colleges and universities, and seminaries and bible colleges to operate in Colorado.

The DAA outlines the Department's jurisdiction over private education programs available to Coloradans. The DAA establishes standards to (1) prevent misrepresentation, fraud, and collusion in offering educational programs to the public and (2) 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.

Institute of Taoist Education and Acupuncture (ITEA or Institute) is a, not-for-profit, institution of higher education located in Louisville, Colorado. The Institute is accredited by the Accreditation Commission for Acupuncture and Oriental Medicine (ACAOM) and was due for its accreditation renewal in 2021. A site visit team conducted a virtual visit in May, which Department staff attended. At its August 2021 meeting, the ACAOM granted ITEA and its Master of Acupuncture program continuing accreditation under applicable ACAOM standards for a period of seven (7) years, effective August 7, 2021, with a next comprehensive review by August 2028.

III. STAFF ANALYSIS

Pursuant to statute and policy, all authorized institutions under the DAA must renew authorization periodically. The renewal period varies by the type of authorization that the institution holds from the CCHE. A private college or university that has full authorization "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."

Full Authorization is awarded to institutions which are institutionally accredited by an accrediting body that is recognized by the U.S. Department of Education and has had a successful on-site review of its Colorado location(s).

With the renewal of accreditation by ACAOM, ITEA applied to the Department in September 2021 for renewal of Full Authorization in accordance with the schedule for reaccreditation by its accrediting body.

IV. STAFF RECOMMENDATIONS

Staff recommends approval of full authorization renewal for the Institute of Taoist Education and Acupuncture until 2028.

STATUTORY AUTHORITY

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

C.R.S. §23-2-103.3(5) A private college or university that has authorization from the commission pursuant to this section and maintains its accreditation shall apply to the department for reauthorization 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 reauthorization every three years. A private college or university or seminary or religious training institution that seeks reauthorization shall submit an application in accordance with the procedures and policies adopted by the commission and shall pay the reauthorization fee established by the commission pursuant to section 23-2-104.5.

TOPIC: DEGREE AUTHORIZATION – RECOMMENDATION FOR THE RENEWAL OF AUTHORIZATION FOR RELIGIOUS TRAINING INSTITUTIONS

PREPARED BY: HEATHER DELANGE, OFFICE OF PRIVATE POSTSECONDARY EDUCATION

I. SUMMARY

This consent item recommends authorization renewal for an institution currently authorized as Religious Training Institutions/Seminaries under the Degree Authorization Act.

II. BACKGROUND

The Colorado Commission on Higher Education (CCHE) has statutory responsibility for administration of Title 23, Article 2 of the Colorado Revised Statutes, commonly referred to as the Degree Authorization Act (DAA). The Act articulates the terms by which the Commission may authorize accredited private colleges and universities, out-of-state public colleges and universities, and seminaries and bible colleges to operate in Colorado.

Pursuant to statute and policy, institutions under the DAA must renew authorization periodically. The renewal period varies by the type of authorization that the institution holds from the CCHE. Seminaries and religious training institutions are required to apply for authorization renewal every three years. To be considered for renewal, an institution must demonstrate that it continues to meet the minimum operating standards specified in statute and CCHE policy, Section I, Part J. Those minimum operating standards are demonstrated by the following documentation:

- An updated list of programs;
- Confirmation of non-profit status;
- Accreditation status, if applicable;
- Confirmation of property tax-exempt status pursuant to Colorado State Law; and,
- Updated contact information.

III. STAFF ANALYSIS

Based upon review of the required documentation, staff recommends renewal for the following religious training institution until 2024:

- Asbury Theological Seminary
- Colorado Biblical University
- Harvest Bible College
- Iliff School of Theology
- SUM Bible College

- Wagner University

The materials submitted by the institution include an updated list of programs to ensure only religious programs are offered, a review of the institution's property tax exemption, a review of the institution's tax status, and renewal fee. Institutions that continue to meet the provisions of the Religious Training Institution/Seminary authorization are recommended for renewal.

III. STAFF RECOMMENDATION

Staff recommends approval for the Religious Training Institutions/Seminaries listed in Section III of this consent agenda item.

STATUTORY AUTHORITY

§23-2-103.3 C.R.S.

(II) A seminary or religious training institution that continues to meet the minimum operating standards specified in this section is presumed qualified for renewal of authorization, and the department shall recommend that the commission renew the institution's authorization for three additional years.

TOPIC: DEGREE AUTHORIZATION: CONCORDE CAREER COLLEGE –
RECOMMENDATION FOR PROVISIONAL AUTHORIZATION

PREPARED BY: HEATHER DELANGE, OFFICE OF PRIVATE POSTSECONDARY
EDUCATION

I. SUMMARY

This discussion item provides information regarding the application of Concorde Career College. Staff recommends provisional authorization for Concorde Career College to offer its Bachelor of Nursing program in Colorado pursuant to the Degree Authorization Act (§23-2-101 et seq.).

II. BACKGROUND

The Colorado Commission on Higher Education (CCHE) has statutory responsibility for administration of Title 23, Article 2 of the Colorado Revised Statutes, commonly referred to as the Degree Authorization Act (DAA). The Act articulates the terms by which the Commission may authorize accredited private colleges and universities, out-of-state public colleges and universities, and seminaries and bible colleges to operate in Colorado.

The DAA outlines the Department's jurisdiction over private education programs available to Coloradans. The DAA establishes standards to (1) prevent misrepresentation, fraud, and collusion in offering educational programs to the public and (2) 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.

Provisional authorization is the authorization level for institutions, new or new to Colorado, which have been evaluated by Department staff under Commission 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 making satisfactory progress toward accreditation at the local site. Institutions with provisional authorization are required to renew annually and to receive accreditation at the Colorado site within three years of initial authorization.

Concorde Career College is a for-profit, institution of higher education headquartered in Kansas City, Missouri with 15 campuses nationwide, including a campus in Aurora that offers Associate degrees (Dental Hygiene, Physical Therapist Assistant, Radiologic Technology, Respiratory Therapy, and Surgical Technology) and diplomas (Dental Assistant, Medical Assistant, Medical Office Administration, Nursing – Practical). The Aurora campus is approved by the Division of Private Occupational Schools to offer these programs and has been since 1966.

III. STAFF ANALYSIS

Concorde Career College offers Associate programs and diplomas, thus the approval through the Private Occupational Schools Board. However, Concorde has recently sought approval to offer a

Bachelor of Science in Nursing through the process established by the Degree Authorization Act. Whilst in the process to obtain the authorization, Concorde also has been seeking approval through the Colorado State Board of Nursing for this program and is scheduled to be on the February 2022 Board meeting agenda.

As required by the Degree Authorization Act, Concorde Career College submitted the required documents concerning its organization, programs, faculty, accreditation, and finances. Department staff contracted an evaluation team to review the materials. The team provided recommendations, which are binding in terms of requiring a response from the institution. The institution responded to the areas of concern, and the team has provided a recommendation that addressed the issues in questions and further recommended that staff proceed with the authorization of Concorde Career College's plan to offer a Bachelor of Science in Nursing in Colorado.

Pursuant to statute, new institutions under the Degree Authorization Act shall execute a bond or other surety instrument to provide indemnification to any student that the Commission finds to have suffered loss of tuition or any fees as a result of any act or practice that is a violation of statute. Concorde Career College officials have obtained a bond pursuant to the rules of the Division of Private Occupational Schools and are working on securing the required bond to meet this requirement.

IV. STAFF RECOMMENDATIONS

Staff recommends approval of provisional authorization for Concorde Career College to offer its Bachelor of Science in Nursing in Colorado under the Degree Authorization Act.

STATUTORY AUTHORITY

C.R.S. §23-2-103.3 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. A private college or university shall obtain a separate authorization for each campus, branch, or site that is separately accredited. A private, nonprofit 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.

(b) After receiving an application, the department shall review the application to determine whether the private college or university is institutionally accredited by a regional or national accrediting body recognized by the United States department of education. 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.

(2) To operate in Colorado, a private college or university 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; except that a private college or university may operate for an initial period without accreditation if the commission determines, in accordance with standards established by the commission, that the private college or university is likely to become accredited in a reasonable period of time or is making progress toward accreditation in accordance with the accrediting body's policies. 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.

TOPIC: RECOMMENDATION TO APPROVE REVERSION OF CAPITAL CONSTRUCTION FUNDS AND CASH SPENDING AUTHORITY FOR COLORADO SCHOOL OF MINES SUBSURFACE FRONTIERS BUILDING PROJECT

PREPARED BY: ASHLEE PATE, LEAD FINANCE ANALYST

I. SUMMARY

This consent item reverts the capital construction funds, and cash spending authority, of the original capital request submitted by Colorado School of Mines (CSM) to relieve its state and cash commitment on the construction of the Subsurface Frontiers Building Project. This would be accomplished through a regular supplemental eliminating the project from CCHE requested capital project for FY22-23 and reverting funds approved in the FY 19-20 Long Bill.

II. BACKGROUND

Phase I of CSM's Subsurface Frontiers Building Project is funded jointly by the state and the institution. The project received total appropriations between FY 2019 and FY 2021 of \$121.9 million in total with \$1.9 million in state funds and cash spending authority of \$120 million between FY 2019 and FY 2021 for phase 1 of the project. CSM received an appropriation for the Subsurface Frontiers Building in the 2019-2020 Long Bill in the amount of \$11,225,759. CSM received an additional \$110.6 million in cash funds spending authority through a 2019 emergency supplemental request. For the 2020-2021 Long Bill, CSM did not receive a state appropriation for the phase 2 portion of the project as CSM requested a reversion due to applying for federal funds. CSM requested an additional \$18.1 million in state capital funds along with cash spending authority of \$159.1 million for FY 2022-2023. The federal infrastructure bill recently released includes federal funding Mines applied for in 2020, and therefore no longer needs to utilize state and cash funding for the Subsurface Frontiers Building.

III. STAFF ANALYSIS

Summary of Request:

Table 1 displays the summary of the supplemental Capital Construction funds and Cash funds adjustment.

Table 1:

Summary of Non-monetary Adjustment

Fiscal Year to be Modified	Total Funds	Capital Construction Fund (CCF)	Cash Funds (CF)
FY 2019-20	(\$121,856,741)	(\$1,856,741)	(\$120,000,000)

IV. STAFF RECOMMENDATIONS

Staff recommend approval to this regular supplemental, and transmission to the Office of State Planning and Budgeting and the Capital Development Committee.

V. STATUTORY AUTHORITY

C.R.S. § 23-1-106

(1) Except as permitted by subsection (9) of this section, it is declared to be the policy of the general assembly not to authorize any activity requiring capital construction or capital renewal for state institutions of higher education unless approved by the commission.

ATTACHMENTS:

TOPIC: RECOMMEND APPROVAL OF PHYSICAL EDUCATION
ENDORSEMENT AT COLORADO CHRISTIAN UNIVERSITY

PREPARED BY: DR. BRITTANY LANE, DIRECTOR, EDUCATOR PREPARATION

I. SUMMARY

This consent item recommends approval for Colorado Christian University (CCU) to offer the Physical Education (P.E.) educator endorsement.

II. BACKGROUND

Pursuant to C.R.S. §23-1-121, the Colorado Commission on Higher Education considers approval of all educator preparation programs at public and private institutions of higher education after receiving an affirmative recommendation from the State Board of Education.

The process for initial approval of new educator preparation programs is as follows:

- The Colorado Department of Education (CDE) conducts a review of the endorsement program, to ensure its content is designed and implemented in a manner that will enable a candidate to meet the requirements for Colorado licensure (C.R.S. §22-60.5).
- Following that review, CDE offers a recommendation to the State Board of Education (SBE) for consideration.
- If the SBE approves the program, the approval is forwarded to DHE.
- Upon receiving an approval from SBE, DHE reviews the proposed program for statutory performance criteria [C.R.S. §23-1-121(2)]:
- DHE forwards a recommendation for to CCHE for action.

III. STAFF ANALYSIS

The Colorado State Board of Education approved the content of CCU's P.E. endorsement program at its August 11, 2021, meeting and CDE staff transmitted its affirmative recommendations to the department.

Per statutory performance-based standards set forth in C.R.S. §23-1-121(2), department staff has analyzed and confirmed that the proposed program meets the criteria. The following evidence is summarized from the institution's proposal:

1. **Program Design:** The initial licensure program yields a B.S. with a dual major in K-12 P.E. Teacher Education and Kinesiology and Physical Health Education. The program progresses through rigorous content and opportunities for skill practice.
2. **Educator Knowledge and Competencies:** CCU commits to preparing candidates to "1) understand and apply inclusion practices, 2) provide equitable education, and 3) teach culturally, linguistically, ethnically, and economically diverse students."

3. **Clinical Experiences:** Candidates have an opportunity to practice in local schools beginning early and often throughout the program with coordinated feedback and support from the school mentor, CCU supervisor, and School of Ed professional advisors.
4. **Program Impact and Continuous Improvement** CCU reports: “The school of education formally employs a continuous improvement model, documented in an annual assessment report to the university. Within the model, over 30 assessments are used to make enhancements to programs based on stakeholder feedback.”

Pursuant to CRS §23-5-129(6)(b), department staff find the proposed degree is consistent with the institution’s statutory role and mission, and meets the educator preparation requirements in CRS §23-1-121. CCU’s Provost approved the program December 7, 2020.

IV. STAFF RECOMMENDATION

Staff recommend approval of the Physical Education educator preparation program at Colorado Christian University.

V. STATUTORY AUTHORITY

C.R.S. §23-1-121-Commission directive - approval of educator preparation programs

- (a) Program design around a shared vision of candidate proficiency and professionalism that supports decision-making about partnerships and the integration of curricula, learners, and course work and clinical experiences;
- (b) Mapping, planning, development, assessment, and support of candidate proficiencies, including candidates’ deep understanding of content knowledge, pedagogical knowledge, the content knowledge required for educating, and the dispositions and professional qualities necessary to be successful;
- (c) With regard to teacher and principal preparation programs, courses that provide content knowledge as described in part 10 of article 7 of title 22, specifically in teaching to the state preschool through elementary and secondary education standards adopted pursuant to section 22-7-1005;
- (d) Intentional clinical experience, early and throughout preparation, relating to predetermined state content standards, which experiences afford candidates multiple, intentional experiences to learn from practice. Clinical experiences must be aligned with program curricula so that candidates develop pedagogical skills and pedagogical content knowledge. Teacher preparation candidates must complete a minimum of eight hundred hours, and principal and administrator candidates must complete a minimum of three hundred hours, of clinical practice. A teacher candidate must complete the hours of clinical practice while enrolled in an approved educator preparation program; except that a program, after review, may accept clinical practice hours completed before enrolling in the program. A majority of the clinical practice hours must be completed through a continuous placement. For every additional endorsement or advanced degree, a candidate must complete an appropriate period of supervised field experiences that relate to predetermined standards, including best practices and relevant national norms related to the candidate’s endorsements.

- (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), in the manner specified by rule of the state board;
- (f) A requirement that preparation program faculty, to improve their work, must engage in continuous evidence-based cycles of self-reflection and review regarding the impact of their programs on their candidates' development throughout the programs. These cycles must include data on current candidates throughout the program and available data on program completers.

TOPIC: RECOMMEND APPROVAL OF SCHOOL COUNSELOR
ENDORSEMENT AT COLORADO CHRISTIAN UNIVERSITY

PREPARED BY: DR. BRITTANY LANE, DIRECTOR, EDUCATOR PREPARATION

I. SUMMARY

This consent item recommends approval for Colorado Christian University (CCU) to offer the School Counselor educator endorsement.

II. BACKGROUND

Pursuant to C.R.S. §23-1-121, the Colorado Commission on Higher Education considers approval of all educator preparation programs at public and private institutions of higher education after receiving an affirmative recommendation from the State Board of Education.

The process for initial approval of new educator preparation programs is as follows:

- The Colorado Department of Education (CDE) conducts a review of the endorsement program, to ensure its content is designed and implemented in a manner that will enable a candidate to meet the requirements for Colorado licensure (C.R.S. §22-60.5).
- Following that review, CDE offers a recommendation to the State Board of Education (SBE) for consideration.
- If the SBE approves the program, the approval is forwarded to DHE.
- Upon receiving an approval from SBE, DHE reviews the proposed program for statutory performance criteria [C.R.S. §23-1-121(2)]:
- DHE forwards a recommendation for to CCHE for action.

III. STAFF ANALYSIS

The Colorado State Board of Education approved the content of CCU's School Counselor endorsement program at its August 11, 2021, meeting and CDE staff transmitted its affirmative recommendations to the department.

Per statutory performance-based standards set forth in C.R.S. §23-1-121(2), department staff analyzed the proposed program and confirmed it meets the criteria. The following evidence is summarized from the institution's proposal:

1. **Program Design:** The initial licensure program yields a Master of Arts in School Counseling. Comprehensive coursework and opportunities for skill practice have been developed to offer an in-depth experience.
2. **Educator Knowledge and Competencies:** CCU commits to preparing candidates that will be able to meet the needs of all K-12 students that completers may work with in public and private education settings. CCU course content and pedagogy interweave the issues of diversity,

equity, and inclusion through course content, assignments, and the practice of self-reflection to acknowledge individual biases. Further, the SBE has determined that program content meets the Colorado Special Service Provider Standards.

3. **Clinical Experiences:** Candidates have multiple opportunities for practice providing clinical counseling through 700 hours of supervised experience with feedback and support from licensed faculty and field mentors.
4. **Program Impact and Continuous Improvement** CCU formally employs a continuous improvement model, documented in an annual assessment report to the university. Candidate performance is measured at multiple benchmarks with opportunities built in to support any students who may be struggling. The program culminates with a Comprehensive Examination prior to graduation. It should also be noted that as of March 30, 2016, the Colorado SBE approved revisions to the rules for the administration of the Educator Licensing Act, which defined an approved program for the preparation of school counselors as one that is accredited by the Council for Accreditation of Counseling or Related Educational Programs (CACREP). CACREP accreditation offers another level of confidence in program quality. CCU will begin the process to gain CACREP accreditation immediately and will inform the department when it has been awarded.

Pursuant to CRS §23-5-129(6)(b), department staff find the proposed program is consistent with the institution's statutory role and mission and meets the educator preparation requirements in CRS §23-1-121.

IV. STAFF RECOMMENDATION

Staff recommend approval of the School Counselor educator preparation program at Colorado Christian University.

V. STATUTORY AUTHORITY

C.R.S. §23-1-121-Commission directive - approval of educator preparation programs

- (a) Program design around a shared vision of candidate proficiency and professionalism that supports decision-making about partnerships and the integration of curricula, learners, and course work and clinical experiences;
- (b) Mapping, planning, development, assessment, and support of candidate proficiencies, including candidates' deep understanding of content knowledge, pedagogical knowledge, the content knowledge required for educating, and the dispositions and professional qualities necessary to be successful;
- (c) With regard to teacher and principal preparation programs, courses that provide content knowledge as described in part 10 of article 7 of title 22, specifically in teaching to the state preschool through elementary and secondary education standards adopted pursuant to section 22-7-1005;
- (d) Intentional clinical experience, early and throughout preparation, relating to predetermined state content standards, which experiences afford candidates multiple, intentional experiences to

learn from practice. Clinical experiences must be aligned with program curricula so that candidates develop pedagogical skills and pedagogical content knowledge. Teacher preparation candidates must complete a minimum of eight hundred hours, and principal and administrator candidates must complete a minimum of three hundred hours, of clinical practice. A teacher candidate must complete the hours of clinical practice while enrolled in an approved educator preparation program; except that a program, after review, may accept clinical practice hours completed before enrolling in the program. A majority of the clinical practice hours must be completed through a continuous placement. For every additional endorsement or advanced degree, a candidate must complete an appropriate period of supervised field experiences that relate to predetermined standards, including best practices and relevant national norms related to the candidate's endorsements.

(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), in the manner specified by rule of the state board;

(f) A requirement that preparation program faculty, to improve their work, must engage in continuous evidence-based cycles of self-reflection and review regarding the impact of their programs on their candidates' development throughout the programs. These cycles must include data on current candidates throughout the program and available data on program completers.

**TOPIC: RECOMMEND APPROVAL OF IMPLEMENTATION PLAN FOR
HB20-1002 (COLLEGE CREDIT FOR WORK EXPERIENCE) AND
APPROVAL OF RELATED REVISIONS TO CCHE POLICY
SECTION I, PART X: PRIOR LEARNING ASSESSMENT**

**PREPARED BY: DR. CHRIS RASMUSSEN, SENIOR DIRECTOR OF ACADEMIC
PATHWAYS AND INNOVATION**

I. SUMMARY

This action item presents proposed revisions to the Commission’s prior learning assessment (PLA) policy, and a proposed implementation plan to comply with House Bill 20-1002: Concerning a Statewide Policy for Awarding College Credit for Work-Related Experience.

II. BACKGROUND

The Commission approved a process for establishing a statewide policy on prior learning assessment at its May 2015 meeting. The current policy is designed to ensure that credits awarded for prior learning by one institution are not lost in transfer and provide transparent information to students, families, and advisors. The policy addresses national/standardized exams such as Advanced Placement (AP) and International Baccalaureate (IB), course challenge or “test out options” for GT Pathways/general education, and military courses and occupations and Defense Language Proficiency Tests (DLPT) appearing on Joint Services Transcripts. The focus of the policy is on awarding PLA credit for GT Pathways/general education courses, which form the core of nearly all transferable degree programs. The policy is intentionally designed to better ensure that students are able to transfer credits, without loss, when PLA is earned.

The most recent revisions to the policy were made by the Commission in May 2018 in response to House Bill 17-1004, which required governing boards “to adopt, make public, and implement a prior learning assessment policy for awarding academic credit for college-level learning acquired while in the military.” HB17-1004 also stated that beginning June 1, 2018, institutions were to “accept in transfer from within the institution and from other state institutions of higher education prior learning assessment credit...unless the Colorado commission on higher education adopts a new policy prior to June 1, 2018.” The Commission’s revised PLA policy includes tables identifying specific military courses and occupations and the GT Pathways credit awards associated with each.

In a similar vein, House Bill 20-1002 directs the General Education Council, in collaboration with the Commission to “create, adopt, and implement a plan...to award postsecondary academic credit for courses in GT pathways or a statewide degree transfer agreement for learning demonstrated from work-related experience.” The plan is to be adopted by the Commission by January 1, 2022 and implemented by the beginning of the 2022-23 academic year. The bill also includes a mandate to the Department to conduct a study of expanding prior learning assessment at Colorado public

institutions of higher education such that a student could ask to “test out” of any course in the undergraduate curriculum. That study was completed and delivered to the education committees of the House and the Senate by the deadline of September 1, 2021.

House Bill 20-1002 was one of a handful of bills that emerged from the Making Higher Education Attainable Interim Study Committee following the 2019 interim. It was introduced during the first week of the 2020 legislative session and included a fiscal note outlining required implementation funding of \$283,647, which included a full-time staff person for two years. When the General Assembly reconvened following its COVID-related pause, the bill was stripped of its fiscal note and amended to enable the Council, Commission, or Department to seek external funds for the purposes of developing the plan. The amendment clarified that “the plan shall not be created, adopted, or implemented unless sufficient money is available from gifts, grants, or donations to cover the costs of creating, adopting, and implementing a plan.”

III. STAFF ANALYSIS

Funding

Even before the bill was signed, staff approached implementation with optimism that sufficient funds could be raised to do the work. The staff began pursuing funding opportunities from foundations and other philanthropic sources and obtained a \$25,000 grant from Lumina Foundation that enabled initial work with the Council for Adult and Experiential Learning (CAEL). CAEL worked with the staff and the General Education Council to determine current industry job needs through review of job openings, labor market data, existing competency-based models, and certifications to create an overview of how GT Pathways relates to current Colorado labor market needs. CAEL also recommended a process for future work and planning to address the mandates of HB20-1002. CAEL completed its work in October 2020.

The staff then secured a \$250,000 grant from the Strada Education Network for a collection of initiatives designed to transform and accelerate credentialing in response to the COVID pandemic. A portion of these funds were dedicated to implementation of HB20-1002: approximately \$100,000, which included 1) payment to consultants to help develop the plan and advise on implementation; 2) funds to support the Colorado Community College System to beta test a process for evaluating work-related credentials for transferrable college credit; and 3) funding to support CDHE staff time and indirect cost recovery. Together, the Lumina and Strada grants have provided \$125,000 to enable the staff to advance implementation of HB20-1002 and deliver the draft plan presented to the Commission for discussion.

Personnel and Process

The Strada funds were received in mid-December, at which point the staff launched a Request for Proposals for a consultant to help lead the work of developing the plan. In January the Department entered into a contract with Bitsy Cohn of Cohn Solutions Group. Ms. Cohn is an

expert in prior learning assessment and adult-learning initiatives with experience at CAEL, Colorado State University, and the Colorado Community College System. Part of Ms. Cohn's contract was to assist in research and development for the study of expanded PLA processes at public institutions.

Ms. Cohn began where CAEL had stopped and worked with the staff and GE Council in developing a process and timeline to fulfill the statutory mandate. Several members of the General Education Council volunteered to be part of a working group to help drive the plan on behalf of the larger council. The group worked between monthly GE Council meetings given the relatively short timeline and need for more intensive detailed work that could not reasonably be completed by the full council. The group was comprised of the following members:

- Alex Ilyasova, University of Colorado, Colorado Springs
- Danen Jobe, Colorado Community College System
- Ruthanne Oriheula, Community College of Denver
- Scott Reichel, Aims Community College
- Shaun Schafer, Metropolitan State University of Denver
- Linda Van Doren, Emily Griffith Technical College

Additionally, the bill names several groups that are to be consulted in creation of the plan, which are listed below along with the dates of consultation (both completed and planned):

- Representatives of institutions, including faculty members and registrars
 - Open-invitation statewide faculty forum, including the Colorado Faculty Advisory Council (September)
 - Combined meeting of the Registrar Council and the Department's Data Advisory Group (September)
 - Meeting of the Registrar Council (October)
 - Colorado Internship Providers Group (October)
- Representatives of organizations that represent students in Colorado
 - Young Invincibles 2021 Leadership Cohort (October)
- Representatives of industries with high workforce demand and growing industries identified in the most recent Colorado Talent Pipeline Report and organizations representing them
 - Convening of industry representatives and workforce partners (February)
 - Convening of corporate human resources and college/university outreach officers (August)
 - Convening of advanced manufacturing representatives (September)
- Representatives of the Colorado Workforce Development Council
 - Participated in February and September convenings with industry partners
 - Staff met with Council Managing Director Lee Wheeler-Berliner (November)
- Representatives selected by the Commission

- Open-invitation meeting to members of the Standing Committee for Student Success & Workforce Alignment (October)

Recommended Plan and Revisions to the CCHE PLA Policy

The process engaged over the past ~15 months has resulted in the proposed plan outlined in Attachment D. The plan was developed by the General Education Council grounded in key principles of statutory compliance, transparency, responsiveness to students, equity, workforce connections, and depth and rigor in respect to the integrity of GT Pathways and statewide transfer frameworks. The plan includes a significant role for the Colorado Community College System (CCCS) given 1) existing structure in place for evaluation of work-related experience; and 2) responsibility for courses within Statewide Transfer Articulation Agreements, which are specific to institutions within CCCS and local district colleges. Additionally, students stand to benefit from CCCS review of work-related experience given the potential for application to a broad range of applied degree and certificate programs, which is beyond the mandate of HB20-1002 since these equivalencies will not have guaranteed transferability (but could be part of negotiated articulation/transfer agreements with institutional partners).

The Commission's current PLA policy is included as Appendix C and contains recommended revisions (using Track Changes) for the Commission's consideration. The recommended revisions are detailed below:

- 1) Sections 2.08 and 2.09 (Statutory Authority): New sections articulating the statutory authority of the Commission regarding a plan to award transferrable credit for work-related experience.
- 2) Section 3.05 (General Provisions): Language added regarding application of work-related experience to courses within a Statewide Transfer Articulation Agreement (in addition to GT Pathways).
- 3) Section 6.00: New section specific to Work-Related Experience Leading to a Credential.

IV. STAFF RECOMMENDATIONS

Staff recommends approval of revisions to CCHE Policy Section I, Part X: Prior Learning Assessment, and approval of the proposed plan to award college credit for work-related experience to comply with House Bill 20-1002.

V. STATUTORY AUTHORITY

Pertinent parts of the applicable statutes have been **underlined and put in bold** to help identify statutory authority for the policy recommendations herein.

C.R.S. §23-1-108. Duties and powers of the commission with regard to system wide planning

(7) (a) ...The statewide degree transfer agreements shall include 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, associate of applied science, or associate of science degree program in another state institution of higher education in Colorado. The commission shall have final authority in resolving transfer disputes.

C.R.S. §23-1-108.5. Duties and powers of the commission with regard to common course numbering system

(5) **All credits earned by a student in any general education course** identified as corresponding with a course included in the course numbering system [gtPathways] **shall be automatically transferable among all higher education institutions** upon transfer and enrollment of the student... **The commission shall adopt such policies and guidelines as may be necessary for the implementation of this section. Each governing board shall modify its existing policies as may be necessary to accept the transfer of these credits.**

C.R.S. §23-1-125. Commission directive - student bill of rights - degree requirements - implementation of core courses - competency test - prior learning

(1) Student bill of rights. The general assembly hereby finds that students enrolled in public institutions of higher education shall have the following rights:

(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;

(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;

(c) Students have a right to clear and concise information concerning which courses must be completed successfully to complete their degrees;

(d) **Students have a right to know which courses are transferable among the state public two-year and four-year institutions of higher education;**

(e) **Students, upon 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;**

(f) **Students have a right to know if courses from one or more public higher education institutions satisfy the students' degree requirements;**

(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 transferrable...**

(3) Core courses. The department, in consultation with each Colorado public institution of higher education, is directed to outline a plan to implement a core course concept that defines the general education course guidelines for all public institutions of higher education. 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. Individual institutions of higher education shall conform their own core course requirements with the guidelines developed by the department and shall identify the specific courses that meet the general education course guidelines. Any such guidelines developed by the department shall be submitted to the commission for its approval. In creating and adopting the 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. If a statewide matrix of core courses is adopted by the commission, the courses identified by the individual institutions as meeting the general education course guidelines shall be included in the matrix. **The commission shall adopt such policies to ensure that institutions develop the most effective way to implement the transferability of core course [gtPathways] credits.**

(4) **Competency testing. On or before July 1, 2010, 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.**

(4.5) **Prior learning. Beginning in the 2013-14 academic year, each public institution of higher education shall adopt and make public a policy or program to determine academic credit for prior learning.**

C.R.S. §23-1-108(7)(a). 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. Governing boards and state institutions of higher education shall implement the statewide degree transfer agreements and the commission policies relating to the statewide degree transfer agreements. The statewide degree transfer agreements shall include 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, associate of applied science, or associate of science

degree program in another state institution of higher education in Colorado. The commission shall have final authority in resolving transfer disputes.

C.R.S. §23-1-108(7)(b)(II)(A). ...A student who transfers under a statewide degree transfer agreement may be required to complete lower-division courses that are part of the major, but are not part of the statewide degree transfer agreement, if taking the courses does not require the transfer student to take more total credit hours to receive the degree than a native student and does not extend the total time required to receive the degree beyond that required for a native student.

C.R.S. §23-5-145.5. Credit for work-related experience - plan - report - definitions - repeal.

...

(3)(a) On or before January 1, 2022, the council, in collaboration with the commission, shall create, adopt, and implement a plan, referred to in this section as the “plan”, to award postsecondary academic credit for courses in GT pathways or a statewide degree transfer agreement for learning demonstrated from work-related experience. In creating the plan, priority may be given to work-related experience that is responsive to workforce demands and growing industries identified by the most recent Colorado talent pipeline report prepared pursuant to section 24-46.3-103 or identified in consultation with the Colorado work force development council in section 24-46.3-101.

(b) The council, commission, or department of higher education, or any combination thereof, may seek, accept, and expend gifts, grants, or donations from private or public sources for the purposes of creating, adopting, and implementing a plan pursuant to this section. The plan shall not be created, adopted, or implemented unless sufficient money is available from gifts, grants, or donations to cover the costs of creating, adopting, and implementing a plan pursuant to this section.

(4) The plan must include:

(a) A process for assessing and aligning work-related experience to the knowledge and competencies required for awarding postsecondary academic credit for courses in GT pathways or a statewide degree transfer agreement, which credit granted must be transferable to another institution pursuant to commission policy regarding GT pathways or a statewide degree transfer agreement; and

(b) A process for evaluating credentials earned by a student at an area technical college pursuant to section 23-60-802 and determining how postsecondary academic credit will transfer from area technical colleges, if appropriate, to public two-year and four-year state institutions of higher education.

(5) The council, in creating the plan, shall consult with:

(a) Representatives of institutions, including, but not limited to, faculty members and registrars;

(b) Representatives of organizations that represent students in Colorado;

(c) Representatives of the Colorado work force development council;

(d) Representatives of industries with high workforce demand and growing industries identified in the most recent Colorado talent pipeline report and organizations representing them; and

(e) Representatives selected by the commission.

(6) Upon completion of the plan, the council, in collaboration with the representatives described in subsection (5) of this section, shall continue to work toward expanding opportunities for awarding postsecondary academic credit for learning acquired from work-related experience not otherwise addressed in this section.

(7) Beginning in the 2022-23 academic year, unless the plan is implemented prior to the beginning of the 2022-23 academic year, an institution shall accept in and transfer within the institution and to other institutions postsecondary academic credit awarded for work-related experience for a course that is GT pathways designated or part of a statewide degree transfer agreement.

APPENDICES

Appendix A: House Bill 20-1002 – signed Act, July 8, 2020

Appendix B: House Bill 20-1002 – final fiscal note, LLS 20-0409, July 28, 2020

Appendix C: CCHE Prior Learning Assessment Policy with Proposed Revisions

Appendix D: HB20-1002 College Credit for Work Experience Implementation Plan

An Act

HOUSE BILL 20-1002

BY REPRESENTATIVE(S) McLachlan and Baisley, Kipp, Bird, Buckner, Buentello, Caraveo, Carver, Champion, Cutter, Duran, Esgar, Exum, Froelich, Geitner, Gonzales-Gutierrez, Gray, Herod, Hooton, Humphrey, Jackson, Jaquez Lewis, Kennedy, Liston, Lontine, McCluskie, Melton, Pelton, Roberts, Sandridge, Singer, Sirota, Snyder, Soper, Tipper, Titone, Valdez A., Valdez D., Van Winkle, Weissman, Williams D., Woodrow, Young;

also SENATOR(S) Zenzinger and Story, Bridges, Coram, Crowder, Danielson, Fields, Gardner, Ginal, Hansen, Hisey, Lee, Marble, Moreno, Pettersen, Priola, Rodriguez, Scott, Sonnenberg, Tate, Todd, Williams A., Winter, Woodward, Garcia.

CONCERNING A STATEWIDE PLAN FOR AWARDED COLLEGE CREDIT FOR WORK-RELATED EXPERIENCE.

Be it enacted by the General Assembly of the State of Colorado:

SECTION 1. Legislative declaration. (1) The general assembly hereby finds and declares that:

(a) In addition to the student rights pursuant to section 23-1-125 (1)(a), (1)(c), and (1)(d), Colorado Revised Statutes, students need

Capital letters or bold & italic numbers indicate new material added to existing law; dashes through words or numbers indicate deletions from existing law and such material is not part of the act.

additional rights for their work-related experience to be evaluated fairly for application toward a postsecondary credential;

(b) To ensure the economic vitality of Colorado, every industry needs access to a skilled workforce, every Coloradan needs access to meaningful employment, and institutions of higher education must maintain the ability to enroll qualified students and produce high-quality credentials of value;

(c) During the 2016-17 and 2017-18 academic years, high school students earned nine thousand industry credentials related to high-demand jobs and industries in Colorado. These industry credentials should be evaluated for potential application toward a postsecondary credential with transferability among two-year and four-year institutions.

(d) The commission on higher education, in collaboration with representatives from institutions of higher education, must develop a plan to align work-related experience with academic credit that counts toward a student's postsecondary education credential;

(e) The plan must be open, transparent, and credible so students can progress more efficiently along pathways into postsecondary education and the workforce;

(f) Industry members, especially from high workforce demand and growing industries with critical occupations and top jobs that are identified in the Colorado talent pipeline report, are important stakeholders in this process to ensure Colorado's higher education system is responsive to students and to the changing economy; and

(g) Through this work, the general assembly ensures additional pathways to career and financial success for Colorado students and workers and reduced costs to students through less time required to earn a degree.

SECTION 2. In Colorado Revised Statutes, add 23-5-145.5 as follows:

23-5-145.5. Credit for work-related experience - plan - report - definitions - repeal. (1) AS USED IN THIS SECTION, UNLESS THE CONTEXT OTHERWISE REQUIRES:

(a) "COMMISSION ON HIGHER EDUCATION" OR "COMMISSION" HAS THE SAME MEANING SET FORTH IN SECTION 23-1-101.1 (1).

(b) "COUNCIL" MEANS THE COUNCIL CREATED AND EXISTING PURSUANT TO SECTION 23-1-108.5, CONVENED BY THE COMMISSION ON HIGHER EDUCATION.

(c) "GUARANTEED-TRANSFER PATHWAYS" OR "GT PATHWAYS" MEANS THE STATEWIDE ARTICULATION MATRIX SYSTEM OF COMMON COURSE NUMBERING FOR GENERAL EDUCATION COURSES DESCRIBED IN SECTION 23-1-108.5 (3)(c).

(d) "STATE INSTITUTION OF HIGHER EDUCATION" OR "INSTITUTION" HAS THE SAME MEANING SET FORTH IN SECTION 23-1-135 (2).

(e) "STATEWIDE DEGREE TRANSFER AGREEMENT" MEANS A STATEWIDE DEGREE TRANSFER AGREEMENT DESCRIBED IN SECTION 23-1-108 (7).

(f) "WORK-RELATED EXPERIENCE" MEANS ANY EXPERIENCE ACQUIRED WITHIN THE PAST TEN YEARS THROUGH PAID OR UNPAID EMPLOYMENT, INCLUDING BUT NOT LIMITED TO SELF-EMPLOYMENT, AN INTERNSHIP, A RESIDENCY, A PRE-APPRENTICESHIP PROGRAM, OR AN APPRENTICESHIP PROGRAM THAT MAY LEAD TO OR RESULT IN A BUSINESS CREDENTIAL, AN INDUSTRY CREDENTIAL, A TECHNICAL CERTIFICATE, OR A PROFESSIONAL LICENSE.

(2)(a) THE DEPARTMENT OF HIGHER EDUCATION, IN CONSULTATION WITH INSTITUTIONS, SHALL CONDUCT A STUDY CONCERNING AWARDING ACADEMIC CREDIT FOR PRIOR LEARNING OPPORTUNITIES WITHIN ALL INSTITUTIONS. THE STUDY MUST EXAMINE:

(I) THE PROCESSES BY WHICH A STUDENT CAN RECEIVE ACADEMIC CREDIT FOR ANY COURSE IN THE UNDERGRADUATE CURRICULUM, FREE OF TUITION, THROUGH SUCCESSFUL COMPLETION OF A PORTFOLIO ASSESSMENT, INDIVIDUAL ASSESSMENT, EXAMINATION, OR ANY COMBINATION THEREOF THAT IS APPROPRIATE TO THE LEARNING OUTCOMES OF THE COURSE;

(II) THE POTENTIAL BENEFITS TO A STUDENT, INCLUDING BUT NOT LIMITED TO IMPACT ON A STUDENT'S OVERALL ATTENDANCE COST, WHETHER

A POLICY WOULD ACCELERATE THE TIME TO COMPLETE A POSTSECONDARY CREDENTIAL, AND THE IMPACT ON THE STATE'S GOAL TO INCREASE CREDENTIAL ATTAINMENT RATES; AND

(III) THE COSTS TO INSTITUTIONS TO DEVELOP AND MAINTAIN PROCESSES TO GRANT ACADEMIC CREDIT TO A STUDENT FOR PRIOR LEARNING AND THE ABILITY TO RECOVER ADMINISTRATIVE COSTS FROM STUDENTS REQUESTING THE PRIOR LEARNING ASSESSMENT.

(b) ON OR BEFORE SEPTEMBER 1, 2021, THE COMMISSION SHALL REPORT TO THE EDUCATION COMMITTEES OF THE SENATE AND HOUSE OF REPRESENTATIVES, OR ANY SUCCESSOR COMMITTEES, THE RESULTS OF THE STUDY DESCRIBED IN SUBSECTION (2)(a) OF THIS SECTION.

(3) (a) ON OR BEFORE JANUARY 1, 2022, THE COUNCIL, IN COLLABORATION WITH THE COMMISSION, SHALL CREATE, ADOPT, AND IMPLEMENT A PLAN, REFERRED TO IN THIS SECTION AS THE "PLAN", TO AWARD POSTSECONDARY ACADEMIC CREDIT FOR COURSES IN GT PATHWAYS OR A STATEWIDE DEGREE TRANSFER AGREEMENT FOR LEARNING DEMONSTRATED FROM WORK-RELATED EXPERIENCE. IN CREATING THE PLAN, PRIORITY MAY BE GIVEN TO WORK-RELATED EXPERIENCE THAT IS RESPONSIVE TO WORKFORCE DEMANDS AND GROWING INDUSTRIES IDENTIFIED BY THE MOST RECENT COLORADO TALENT PIPELINE REPORT PREPARED PURSUANT TO SECTION 24-46.3-103 OR IDENTIFIED IN CONSULTATION WITH THE COLORADO WORK FORCE DEVELOPMENT COUNCIL IN SECTION 24-46.3-101.

(b) THE COUNCIL, COMMISSION, OR DEPARTMENT OF HIGHER EDUCATION, OR ANY COMBINATION THEREOF, MAY SEEK, ACCEPT, AND EXPEND GIFTS, GRANTS, OR DONATIONS FROM PRIVATE OR PUBLIC SOURCES FOR THE PURPOSES OF CREATING, ADOPTING, AND IMPLEMENTING A PLAN PURSUANT TO THIS SECTION. THE PLAN SHALL NOT BE CREATED, ADOPTED, OR IMPLEMENTED UNLESS SUFFICIENT MONEY IS AVAILABLE FROM GIFTS, GRANTS, OR DONATIONS TO COVER THE COSTS OF CREATING, ADOPTING, AND IMPLEMENTING A PLAN PURSUANT TO THIS SECTION.

(4) THE PLAN MUST INCLUDE:

(a) A PROCESS FOR ASSESSING AND ALIGNING WORK-RELATED EXPERIENCE TO THE KNOWLEDGE AND COMPETENCIES REQUIRED FOR

AWARDING POSTSECONDARY ACADEMIC CREDIT FOR COURSES IN GT PATHWAYS OR A STATEWIDE DEGREE TRANSFER AGREEMENT, WHICH CREDIT GRANTED MUST BE TRANSFERABLE TO ANOTHER INSTITUTION PURSUANT TO COMMISSION POLICY REGARDING GT PATHWAYS OR A STATEWIDE DEGREE TRANSFER AGREEMENT; AND

(b) A PROCESS FOR EVALUATING CREDENTIALS EARNED BY A STUDENT AT AN AREA TECHNICAL COLLEGE PURSUANT TO SECTION 23-60-802 AND DETERMINING HOW POSTSECONDARY ACADEMIC CREDIT WILL TRANSFER FROM AREA TECHNICAL COLLEGES, IF APPROPRIATE, TO PUBLIC TWO-YEAR AND FOUR-YEAR STATE INSTITUTIONS OF HIGHER EDUCATION.

(5) THE COUNCIL, IN CREATING THE PLAN, SHALL CONSULT WITH:

(a) REPRESENTATIVES OF INSTITUTIONS, INCLUDING, BUT NOT LIMITED TO, FACULTY MEMBERS AND REGISTRARS;

(b) REPRESENTATIVES OF ORGANIZATIONS THAT REPRESENT STUDENTS IN COLORADO;

(c) REPRESENTATIVES OF THE COLORADO WORK FORCE DEVELOPMENT COUNCIL;

(d) REPRESENTATIVES OF INDUSTRIES WITH HIGH WORKFORCE DEMAND AND GROWING INDUSTRIES IDENTIFIED IN THE MOST RECENT COLORADO TALENT PIPELINE REPORT AND ORGANIZATIONS REPRESENTING THEM; AND

(e) REPRESENTATIVES SELECTED BY THE COMMISSION.

(6) UPON COMPLETION OF THE PLAN, THE COUNCIL, IN COLLABORATION WITH THE REPRESENTATIVES DESCRIBED IN SUBSECTION (5) OF THIS SECTION, SHALL CONTINUE TO WORK TOWARD EXPANDING OPPORTUNITIES FOR AWARDING POSTSECONDARY ACADEMIC CREDIT FOR LEARNING ACQUIRED FROM WORK-RELATED EXPERIENCE NOT OTHERWISE ADDRESSED IN THIS SECTION.

(7) BEGINNING IN THE 2022-23 ACADEMIC YEAR, UNLESS THE PLAN IS IMPLEMENTED PRIOR TO THE BEGINNING OF THE 2022-23 ACADEMIC YEAR, AN INSTITUTION SHALL ACCEPT IN AND TRANSFER WITHIN THE INSTITUTION

AND TO OTHER INSTITUTIONS POSTSECONDARY ACADEMIC CREDIT AWARDED FOR WORK-RELATED EXPERIENCE FOR A COURSE THAT IS GT PATHWAYS DESIGNATED OR PART OF A STATEWIDE DEGREE TRANSFER AGREEMENT.

(8) (a) DURING THE SECOND REGULAR SESSION OF THE SEVENTY-THIRD GENERAL ASSEMBLY IN 2022, THE DEPARTMENT OF HIGHER EDUCATION SHALL REPORT TO THE EDUCATION COMMITTEES OF THE SENATE AND HOUSE OF REPRESENTATIVES, OR ANY SUCCESSOR COMMITTEES, REGARDING THE CREATION, ADOPTION, AND IMPLEMENTATION OF THE PLAN ADOPTED PURSUANT TO THIS SECTION.

(b) THIS SUBSECTION (8) IS REPEALED, EFFECTIVE JULY 1, 2022.

(9) (a) ON OR BEFORE MARCH 1, 2024, AND ON OR BEFORE MARCH 1 OF EACH YEAR THEREAFTER, THE COUNCIL SHALL REPORT TO THE EDUCATION COMMITTEES OF THE SENATE AND HOUSE OF REPRESENTATIVES, OR ANY SUCCESSOR COMMITTEES, REGARDING THE CONTINUED IMPLEMENTATION OF THIS SECTION. THE REPORT MUST INCLUDE, AT A MINIMUM:

(I) THE NUMBER OF STUDENTS WHO WERE AWARDED CREDITS AND WHO TRANSFERRED CREDITS TO OR FROM AN INSTITUTION PURSUANT TO THIS SECTION;

(II) DATA REGARDING THE AGE AND DEMOGRAPHICS OF STUDENTS WHO WERE AWARDED CREDITS AND WHO TRANSFERRED CREDITS TO OR FROM AN INSTITUTION PURSUANT TO THIS SECTION;

(III) THE IMPLEMENTATION CHALLENGES OF THIS SECTION;

(IV) THE FEE ESTABLISHED AND CHARGED BY INSTITUTIONS, IF ANY, TO ADMINISTER A PORTFOLIO ASSESSMENT, INDIVIDUAL ASSESSMENT, EXAMINATION, OR ANY COMBINATION THEREOF;

(V) THE DIRECT COSTS IMPOSED ON INSTITUTIONS TO IMPLEMENT THIS SECTION; AND

(VI) ANY RECOMMENDED STATUTORY REVISIONS TO THIS SECTION.

(b) NOTWITHSTANDING THE PROVISIONS OF SECTION 24-1-136


(11)(a)(I), THE REPORTING REQUIREMENT PURSUANT TO THIS SUBSECTION (9) CONTINUES UNTIL THE REPEAL OF THIS SUBSECTION (9).

(c) THIS SUBSECTION (9) IS REPEALED, EFFECTIVE JULY 1, 2029.


SECTION 3. In Colorado Revised Statutes, 23-1-125, **add** (4.7) as follows:

23-1-125. Commission directive - student bill of rights - degree requirements - implementation of core courses - competency test - prior learning - prior work-related experience. (4.7) Prior work-related experience. PURSUANT TO SECTION 23-5-145.5, THE COUNCIL CREATED AND EXISTING PURSUANT TO SECTION 23-1-108.5, IN COLLABORATION WITH THE COMMISSION, SHALL CREATE, ADOPT, AND IMPLEMENT A PLAN TO DETERMINE AND AWARD POSTSECONDARY ACADEMIC CREDIT FOR WORK-RELATED EXPERIENCE.


SECTION 4. Safety clause. The general assembly hereby finds, determines, and declares that this act is necessary for the immediate preservation of the public peace, health, or safety.



KC Becker
SPEAKER OF THE HOUSE
OF REPRESENTATIVES



Leroy M. Garcia
PRESIDENT OF
THE SENATE

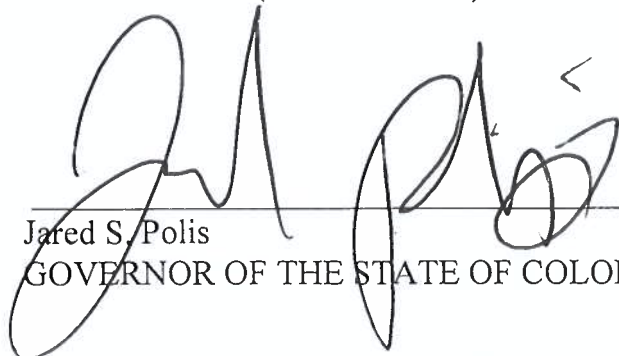


Robin Jones
CHIEF CLERK OF THE HOUSE
OF REPRESENTATIVES



Cindi L. Markwell
SECRETARY OF
THE SENATE

APPROVED July 08, 2020 at 4:25 pm
(Date and Time)



Jared S. Polis
GOVERNOR OF THE STATE OF COLORADO



Legislative
Council Staff

Nonpartisan Services for Colorado's Legislature

HB 20-1002

FINAL
FISCAL NOTE

Drafting Number:	LLS 20-0409	Date:	July 28, 2020
Prime Sponsors:	Rep. McLachlan; Baisley Sen. Zenzinger; Story	Bill Status:	Signed into Law
		Fiscal Analyst:	Josh Abram 303-866-3561 Josh.Abram@state.co.us

Bill Topic:	COLLEGE CREDIT FOR WORK EXPERIENCE
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Summary of Fiscal Impact:	<input checked="" type="checkbox"/> State Revenue	<input type="checkbox"/> TABOR Refund
	<input checked="" type="checkbox"/> State Expenditure <i>(Conditional)</i>	<input type="checkbox"/> Local Government
	<input type="checkbox"/> State Transfer	<input type="checkbox"/> Statutory Public Entity

The bill requires that the Department of Higher Education (DHE) create, adopt, and implement a plan to award postsecondary academic credit for work-related experience, and a statewide system for the guaranteed transfer of that credit between institutions of higher education. The bill conditionally increases state expenditures beginning in FY 2021-22.

Appropriation Summary:	No appropriation is required.
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Fiscal Note Status:	This fiscal note reflects the enacted bill.
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Table 1
State Fiscal Impacts Under HB 20-1002

		FY 2020-21	FY 2021-22	FY 2022-23
Revenue*		-	\$170,204	\$113,443
Expenditures*	Cash Funds	-	\$170,204	\$113,443
Transfers		-	-	-
TABOR Refund		-	-	-

* All state revenue and expenditures are conditional, contingent on receipt of sufficient funding from gifts, grants, and private donations.

Summary of Legislation

No later than September 1, 2021, the bill requires that the Department of Higher Education, in consultation with institutions of higher education, conduct a study concerning awarding credit for prior learning experiences at state institutions of higher education. The study must examine the processes by which an institution may assess, and a student may receive tuition-free undergraduate credit for prior learning.

Under current law, the Colorado Commission on Higher Education convenes a council of representatives from institutions of higher education to recommend policies and procedures for credit transfers between institutions, articulation agreements, common course numbering, and related topics concerning the state's guaranteed transfer framework. No later than January 1, 2022, this bill requires that the Guaranteed Transfer Council (council), in consultation with the Colorado Workforce Development Council, create and implement a statewide plan to assess and align work-related experience and professional certifications or licenses with the knowledge and competencies required for awarding academic credit with guaranteed transfer designation.

The bill permits the DHE to accept and spend private donations in order for the council to create, adopt, and implement the statewide plan. The plan shall not be created, adopted, or implemented unless sufficient money is available from gifts, grants, or donations to cover the department's costs.

Institutions of higher education must evaluate, accept, and transfer academic credit awarded for work-related experience no later than the 2022-23 academic year. During the 2022 regular legislative session, the DHE must report the council's plan to the General Assembly. Beginning March 1, 2024, and annually thereafter, the council must report to the education committees details concerning the implementation of the statewide plan.

State Revenue

The bill authorizes the DHE to accept and spend funds raised from gifts, grants, and private donations in order to fund the creation and implementation of the statewide plan created by the council. No amount or source of private funding has been identified. For FY 2021-22 and FY 2022-23 combined, the DHE must receive at least a \$283,647 from private sources to implement the bill. State revenue from private sources are exempt from the state revenue limitations in TABOR.

State Expenditures

For FY 2020-21, the bill increases workload in the DHE to study the issue. Beginning with FY 2021-22, the bill conditionally increases state expenditures in the department to assist the council to create, adopt and implement a statewide plan. This fiscal note assumes that the department must secure at least \$283,647 for FY 2021-22 and FY 2022-23 from private gifts, grants, or donations in order to implement the bill, and that state expenditures will align with the amounts and fiscal years displayed in Table 2, and described below.

Table 2
Conditional Expenditures Under HB 20-1002

	FY 2020-21	FY 2021-22	FY 2022-23
Department of Higher Education			
Personal Services	-	\$89,278	\$97,394
Operating Expenses	-	\$1,350	\$1,350
Capital Outlay	-	\$6,200	-
Subject Matter Expert Contract	-	\$60,000	-
Indirect Costs	-	\$13,376	\$14,699
Total Cost	-	\$170,204	\$113,443
FTE	-	0.9 FTE	1.0 FTE

Department of Higher Education. If DHE secures sufficient private funding to implement the statewide plan, the department will require new staff to coordinate the work of the council, industry partners, and the institutions of higher education. The DHE will also enter a one-time contract to obtain subject matter expertise from a national policy organization to advise the department on best practices in work-related learning, and to help provide technical assistance to the schools on the portfolio review process and assessment of the institution's work-related credit programs.

Institutions of higher education. If DHE secures sufficient private funding to implement the statewide plan, institutions of higher education will have increased workloads and costs to evaluate work-related credit requests and facilitate credit transfer between schools. Some institutions will need additional FTE to evaluate student work experience and to provide advising and other services. The impact to institutions has not been estimated and will depend on the details of the plan developed and implemented by the council and the DHE, and the actual future usage of work-related credit by students.

Effective Date

The bill was signed into law by the Governor and took effect on July 8, 2020.

State and Local Government Contacts

Higher Education



SECTION I

PART X PRIOR LEARNING ASSESSMENT

1.00 Introduction

Learning obtained outside the classroom can be assessed and documented through a variety of types of Prior Learning Assessment (PLA). The purposes of this policy are 1) to set statewide expectations for awarding college credit for PLA, 2) to ensure that credits awarded for PLA by one institution are not lost in transfer, and (3) to provide transparent information to students, families and advisors. This policy supports the Colorado Commission on Higher Education's 2017 ~~master strategic~~ plan, [Colorado Rises](#), Goals 1 and 2 to increase credential completion and erase equity gaps.

2.00 Statutory Authority

- 2.01 Pursuant to §23-1-108.5(5), C.R.S., "All credits earned by a student in any general education course identified as corresponding with a course included in the course numbering system [GT Pathways] shall be automatically transferable among all higher education institutions upon transfer and enrollment of the student... The commission shall adopt such policies and guidelines as may be necessary for the implementation of this section. Each governing board shall modify its existing policies as may be necessary to accept the transfer of these credits."
- 2.02 Pursuant to §23-1-113.2(2), C.R.S., first-time freshman students who have successfully completed an international baccalaureate diploma program shall, at a minimum, be granted 24 semester credits, identified by the institution and that apply to the institution's general education or other degree requirements. An institution may only grant less than 24 semester credits or their equivalent if the student has received a score of less than four on an exam administered as part of the international baccalaureate diploma program.
- 2.03 Pursuant to §23-1-125(1), C.R.S., "(d) Students have a right to know which courses are transferable among the state public two-year and four-year institutions of higher education; (e) Students, upon 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; (f) Students have a right to know if courses from one or more public higher education institutions satisfy the students' degree requirements; (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 transferrable..." and §23-1-125(3), C.R.S., "The commission shall adopt such

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policies to ensure that institutions develop the most effective way to implement the transferability of core course [GT Pathways] credits.”

- 2.04 Pursuant to §23-1-125(4), C.R.S., “Competency testing. On or before July 1, 2010, 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.”
- 2.05 Pursuant to §23-1-125(4.5), C.R.S., “Prior learning. Beginning in the 2013-14 academic year, each public institution of higher education shall adopt and make public a policy or program to determine academic credit for prior learning.”
- 2.06 Pursuant to §C.R.S. 23-5-145 (2), “Beginning June 1, 2018, accept in transfer from within the institution and from other state institutions of higher education prior learning assessment credit awarded for courses with guaranteed-transfer designation, unless the Colorado commission on higher education adopts a new policy prior to June 1, 2018, concerning the transfer of prior learning assessment credit for courses with guaranteed-transfer designation that requires each campus to accept in transfer credit awarded by a state institution of higher education pursuant to the provisions of subsection (2)(a) of this section. Each campus may also accept other prior learning assessment credit toward the student's program of study if the credit meets standards established by the campus.
- 2.07 Pursuant to §23-1-108 (7 b II A). “A state institution of higher education that admits as a junior a student who holds an associate of arts degree, associate of applied science degree, or associate of science degree that is the subject of a statewide degree transfer agreement shall not require the student to complete any additional courses to fulfill general education requirements.”
- 2.08 Pursuant to §23-5-145.5(3)(a), “On or before January 1, 2022, the [General Education] council, in collaboration with the commission, shall create, adopt, and implement a plan, referred to in this section as the “plan”, to award postsecondary academic credit for courses in GT pathways or a statewide degree transfer agreement for learning demonstrated from work-related experience.”
- 2.09 Pursuant to §23-5-145.5(7), “Beginning in the 2022-23 academic year, unless the plan is implemented prior to the beginning of the 2022-23 academic year, an institution shall accept in and transfer within the institution and to other institutions postsecondary academic credit awarded for work-related experience for a course that is GT pathways designated or part of a statewide degree transfer agreement.”

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3.00

General Provisions

- 3.01 Every Colorado public institution of higher education shall accept in transfer from within the institution and from other state institutions of higher education prior learning assessment credit awarded for GT Pathways requirements.
- 3.02 Colorado public institutions of higher education shall not prohibit students from meeting general education/GT Pathways requirements with prior learning assessment credit.
- 3.03 Receiving institutions may require students to resubmit test scores or other documentation if they transfer.
- 3.04 Institutions shall limit the number of PLA credits accepted in transfer only by the residency requirements of the regional and other accrediting bodies recognized by the U.S. Department of Education.
- 3.05 While the Commission may establish and publish conditions for applicability of PLA credit toward meeting GT Pathways requirements and in the case of work-related experience articulated in Section 6.00, toward meeting the requirements for courses within a Statewide Transfer Articulation Agreement—institutions will establish and publish conditions for applicability of PLA credit toward meeting requirements of the major. In the case of transfer, the receiving institution shall determine if the PLA credit awarded by the sending institution can apply to the major requirements at the receiving institution.

4.00

Advanced Placement (AP), International Baccalaureate (IB), College-Level Examination Program (CLEP) , DANTES Subject Standardized Tests (DSST) and Portfolio Review

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- 4.01 The statewide minimum cut score for awarding GT Pathways credit for AP exams shall be 3, for both the SL and HL versions of the IB exams shall be 4, for CLEP exams shall be 50 (except for World Languages), and for DSST shall be 400. The Department, in collaboration with the institutions, may make exceptions in rare cases where the content of an exam may not meet GT Pathways requirements. These credit awards are posted on the Department's website at <https://higherred.colorado.gov/Academics/Transfers/GetCredit.html>.

- 4.02 Any GT Pathways credit awarded by one institution based on a portfolio review shall be accepted in transfer and applied to GT Pathways requirements at any other Colorado public institution of higher education, regardless of the sending institution's portfolio review method. Institutions are responsible for developing a portfolio review process that is aligned with GT Pathways, in addition to GT Pathways credit. Students should consult individual institutions for specific guidance on Portfolio review processes, and GT alignment.

- 4.03 At least 3 credit hours shall apply first to the appropriate GT Pathways content area requirements until the amount of credit has been met for that GT Pathways content area.

Once a GT Pathways content area requirement has been met, any additional credit may be awarded to fulfill other degree requirements, such as general education, elective or major/prerequisite credit. For example, the GT Pathways history requirement is 3 credits. If a student brings passing cut scores on two different history exams (such as US History and also World History, which qualifies the student for at least 6 credits), then the student shall receive 3 credits applied towards the GT Pathways history requirement. Any additional credits may be awarded to fulfill other degree requirements, such as general education, elective or major/prerequisite credit. Institutions are cautioned to consider financial aid implications when awarding credits that do not apply to any degree requirements.

- 4.04 Institutions may use their existing processes to determine the amount of credit to award for AP scores higher than 3, IB (both SL & HL) scores higher than 4, CLEP scores higher than 50, and DSST scores higher than 400 but they must award at least 3 credits, or at least 4 credits for GT-SC1 (science courses with labs).
- 4.05 Credit awarded shall be articulated as a course satisfying the appropriate GT Pathways category at the institution. When there is no equivalent, the institution

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shall create a generic transfer equivalency for a course in that GT Pathways content area (i.e., GT-AH1, GT-AH2, and etc.).

- 4.06 Institutions shall not impose any additional requirements on students, such as an additional written essay, to be awarded prior learning assessment credit on these and other national exams.

5.00 Military Courses and Occupations and Defense Language Proficiency Tests (DLPT) Transcribed on Joint Services Transcripts

- 5.01 Military and veteran students shall be awarded GT Pathways credit for military courses and occupations, as designated in tables posted on the Department's website.

- 5.02 Military and veteran students shall be awarded GT Pathways World Language credit (GT-AH4) for the Defense Language Proficiency tests, listed on Joint Services Transcripts, for qualifying scores at ACE recommended cut scores.

6.00 Work-Related Experience Leading to a Credential

- 6.01 Per the legislative declaration in House Bill 20-1002, "students need additional rights for their work-related experience to be evaluated fairly for application toward a postsecondary credential" and "industry credentials should be evaluated for potential application toward a postsecondary credential with transferability among two-year and four-year institutions."

- 6.02 Work-related experience is defined in §23-5-145.5(1)(f) as "experience acquired within the past ten years...that may lead to or result in a business credential, an industry credential, a technical certificate, or a professional license." For the purposes of this policy, work-related experience includes credentialed learning represented by an evaluated 1) industry credential; 2) professional license; 3) certificate from one of Colorado's area technical colleges; or 4) completed apprenticeship registered with the United States Department of Labor.

- 6.03 For the purposes of this policy, work-related experience does not include learning that is not represented by an evaluated credential indicated above. For non-credentialed learning, institutions may choose to engage in individualized assessment and award credit based on a portfolio review, challenge exam, or some other means. Any credit awarded through such individualized assessment is not guaranteed to transfer to other public institutions unless the credit is for GT Pathways as indicated elsewhere in this policy.

- 6.04 No later than the start of the 2022-23 academic year, the Department will publish on its website a process by which students who are enrolled or have been admitted to a state institution of higher education can request that their work-

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related experience is evaluated for potential alignment to the knowledge and competencies required for awarding postsecondary academic credit for courses in GT Pathways or a Statewide Degree Transfer Agreement. The process may also be available to other parties who have an interest in such evaluation, including industry groups, trade associations, employers, institutions of higher education, and other state government agencies. The Department may also nominate selected work-related experience for evaluation.

6.04.01 The process will be grounded in key principles of statutory compliance, transparency, responsiveness to students, equity, workforce connections, and depth and rigor in respect to the integrity of GT Pathways and statewide transfer frameworks.

6.04.02 The process may include criteria to determine whether or when to engage in evaluation of credentials, which could include alignment with specific workforce needs, alignment with quality standards identified by the National Skills Coalition or other groups, and the availability of sufficient staffing and financial resources at the Department or at selected higher education institutions or systems.

6.04.03 The possible outcomes of an evaluation for compliance with statute will include 1) recommendation for statewide transfer; and 2) recommendation of no statewide transfer equivalency.

6.04.04 If the outcome of an initial evaluation by an institution or system is potential alignment with GT Pathways, the Department will convene representatives of faculty from across the state for review and consideration. If the result of the faculty review is recommendation for GT Pathways credit, the General Education Council may affirm the recommendation, including the specific GT Pathways category. The Department will then add the credential and the GT Pathways designation to credit tables posted on the Department's website.

6.04.05 If the outcome of an initial evaluation by an institution or system is potential alignment with a specific course within a Statewide Transfer Articulation Agreement, the General Education Council will determine the scope of faculty consultation required (e.g., statewide faculty convening, consultation with discipline chairs). If the General Education council affirms the recommendation resulting from faculty review, the Department will add notation to the appropriate Statewide Transfer Articulation Agreement and publish the information on the Department's website.

6.04.06 Any equivalencies with GT Pathways or courses with a Statewide Transfer Articulation Agreement are valid for three years from the date of affirmation by the General Education Council, unless reaffirmed by

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the Council for an extended period. Credits received by students for work-related experience will remain valid and fully transferrable for ten years following transcription by an institution of said credit.

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67.00

Course Challenge Options

- 67.01** Per §23-1-125(4), Colorado Revised Statute, "...each public institution of higher education shall grant full course credits to students for the core [GT Pathways] courses they successfully test out of, free of tuition for those courses." Each public institution shall define a process for students to test out of GT Pathways courses, "...including specifying use of a national test or the criteria for approving institutionally devised tests." If the student transfers, receiving institutions shall apply that credit to the appropriate GT Pathways category, even if the test out exam used was not one used by the receiving institution (CLEP, for example).
- 67.02** Requesting a course challenge option is at the enrolled student's discretion. Institutions, including instructors of the course and department chairs, shall not refuse the enrolled student's request, except that:
- a) Institutions may set their own policies in regards to allowing students to challenge courses in which they are currently enrolled or had been previously enrolled; and
 - b) Institutions may set their own policies in regards to limiting the number of times students can attempt to challenge a course in one semester or in total.
- 67.03**
- a) Institutions shall: If the student earns the equivalent of a C- or better on an institutionally-devised challenge exam, transcript the credits as earned institutional credit and, at a minimum, include the name and number of the course, the number of institutional credits, the GT Pathways category (if applicable), and note that it was a challenge exam;
 - b) If CLEP, DSST or another national exam is used to satisfy the test out option, then the above transcript formatting does not apply and the receiving institution should use the official source document from the testing company and refer to the appropriate [PLA table on the Department's website](#) for guidance on how to apply that challenge exam credit; and
 - c) Include in the catalog, on the website, and provide to students through academic advising, course challenge policies and related information (such as fees).

- 67.04** Institutions may:

- a) Set their own policies in regards to counting course challenge credit as residency work;
- b) Set their own fees for administering course challenge options but the fees shall be transparent and reflect actual costs, including faculty and staff time and any appropriately amortized infrastructure cost.

~~67.05~~ Since the course challenge option applies to GT Pathways courses, students in degrees that do not contain the entire GT Pathways curriculum may not have the option to challenge all GT Pathways requirements. A list of baccalaureate degrees at Colorado institutions that have received waivers from the Commission and do not contain the full 31-credit GT Pathways curriculum is [linked on the Department's website](#).

~~78.09~~ Additional Provisions

~~78.01~~ Institutions (system or individual campus) may petition commission to be exempt from portions of this prior learning assessment policy. To be granted an exemption, the institution must provide evidence, including data, that demonstrates that said portions of the policy would have an adverse effect on student success. If the Commission approves the exemption, the institution must provide public notification to students (i.e. on their website) of the places in which the institution deviates from Colorado's prior learning assessment policy.

~~78.02~~ The department shall work with the institutions to evaluate PLA data and progress annually: The department should collect PLA data from IHE's, and provide annual reporting to CCHE on the effect of PLA on student progression and completion. The department shall determine the PLA data elements and create an evaluation and reporting process. The department should use such data to inform any changes to the PLA policy.

HISTORY: CCHE Agenda Item V, A – May 8, 2015; CCHE Agenda Item IV, B – February 5, 2016; CCHE Agenda Item IV, B - June 2, 2016; CCHE Agenda Item III, A - May 4, 2018;
[CCHE Agenda Item III, A - December 2, 2021](#)

HB 20-1002 College Credit for Work Experience IMPLEMENTATION PLAN

STEP 1

Credentials are presented
for consideration



STEP 2

Determination of whether
credentials meet minimum
criteria for consideration



STEP 3

CCCS/other IHE evaluates
WBL for college credit or
other alignment with
a postsecondary program



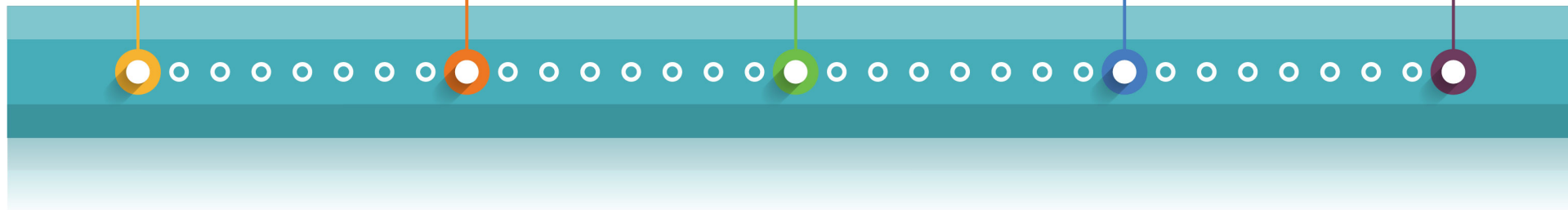
STEP 4

Validation and affirmation
for statewide transfer



STEP 5

Documentation and
communication



STEP 1

Credentials are presented
for consideration



Credentials are presented for consideration FROM any of these interested parties:

- Credential holders (*current or potential student*)
- Credential providers (*industry group/trade association; training organization*)
- Credential reviewer/employer (*e.g., individual business/company*)
- Credential promoter/supporter (*government entity such as CDE or state apprenticeship agency*)
- Other interested party (*e.g., faculty in a specific academic program*)
- CDHE (*credentials identified in consultation with GE Council as having high potential for alignment with transfer frameworks; these may be referred directly to CCCS or addressed in batches at a Fac2Fac-type conference*)

Credentials are presented for consideration TO any of these entities:

- For students, presentation is made to the institution where they are enrolled or have been accepted for admission.
- For parties other than students, submission is made either to CDHE (through a to-be-created portal or intake form) or to the Colorado Community College System.

STEP 2

Determination of whether credentials meet minimum criteria for consideration



- For credentials presented to CDHE, presenter will complete a to-be-developed portal/intake form that will outline criteria and include a checklist to be completed by credential presenters (not applicable to students)
- Criteria may include alignment with National Skills Coalition criteria on quality non-degree credentials for consideration for evaluation:
 - Is the credential aligned to an occupation on a regional or statewide list of in-demand or critical occupations (using the Colorado Talent Pipeline Report as a resource); if YES:
- The Department may use criteria for prioritizing which credentials are evaluated and in what order the evaluations will occur, including whether the credential meets 2 out of the following 4 criteria:
 - ✓ Provider is accredited or credential is recognized by an accrediting body
 - ✓ Credential has the potential to stack into an existing degree or certificate program
 - ✓ Credential is traceable to competencies (valid) or to the provider (verified)
 - ✓ Credential has potential for portability
- Credential providers will be encouraged to register with the ETPL (*Eligible Training Provider List*); in the future this may be required for consideration

✓ If credential meets minimum criteria proceed to Step 3

✗ If credential does not meet minimum criteria, CDHE communicates such to the presenter

STEP 3

CCCS/other IHE evaluates
WBL for college credit or
other alignment with
a postsecondary program



Possible outcomes:

- A. Alignment with a specific GT Pathways category with recommendation to GE Council for consideration for statewide transfer ✓ *proceed to step 4*
 - B. For CCCS only, equivalency with a specific course that is part of a Statewide Transfer Articulation Agreement with recommendation to GE Council for consideration for statewide transfer ✓ *proceed to step 4*
 - C. No statewide transfer credit equivalency recommended
NOTE: CCCS or an individual institution may determine that a credential is equivalent to another course or courses in the curriculum (in either a degree or a certificate program – CCCS/institution will add to its own credit for prior learning (CPL) crosswalks – equivalency will not be part of statewide transfer, but institutions could enter into articulation agreements with individual partners
-

STEP 4

Validation and affirmation
for statewide transfer



If STEP 3 results in (a) or (b):

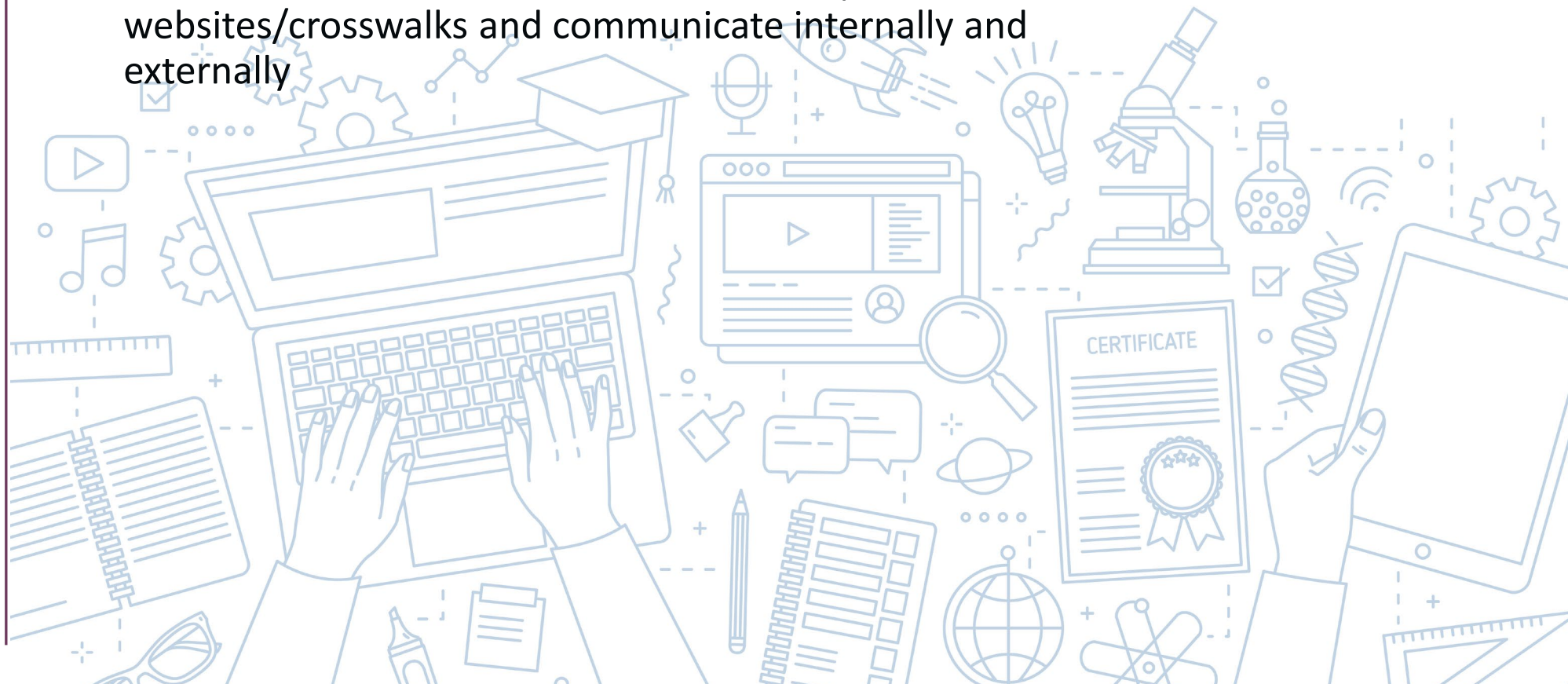
- CCCS/other IHE submits proposal to CDHE using form to be created (similar to proposals to add institutional courses to GT Pathways); CDHE reviews and brings proposal to GE Council
 - For GT Pathways recommendations, CDHE convenes statewide faculty as needed to review proposals and make recommendations to GE Council regarding GT Pathways alignment
 - For recommendation of alignment with courses in statewide transfer agreements, GE Council reviews CCCS recommendations and determines the scope of faculty consultation required (e.g., statewide faculty convening, consultation with discipline chairs)
- GE Council reviews faculty recommendations and advises CDHE on alignment of credentials with GT Pathways or equivalencies with individual courses in a statewide transfer agreement
- Equivalencies and statewide transferability will be valid for three years, at which point they would need to be re-evaluated
- In the event a course in a statewide transfer agreement is revised—or a GT Pathways category is revised—any associated equivalencies will need to be re-evaluated

STEP 5

Documentation and
communication



- For GT Pathways: CDHE adds equivalency to crosswalk included on its webpage where other credit-for-prior-learning crosswalks are posted
- For STAAs: CDHE updates STAA document to indicate credit-for-prior-learning opportunities for individual courses
- For course equivalencies that are not part of statewide transfer frameworks: CCCS or other IHEs update their own websites/crosswalks and communicate internally and externally



TOPIC: FINANCIAL AID ALLOCATIONS METHODOLOGY REVISIONS

PREPARED BY: EMMA FEDORCHUK, LEAD FINANCE ANALYST AND LAUREN GILLILAND, SENIOR FINANCE ANALYST

SUMMARY

This item is for the discussion of potential revisions to the allocation methodologies for the Colorado Student Grant, Colorado Graduate Grant, and Work Study programs.

BACKGROUND

Pursuant to Colorado Revised Statutes (C.R.S.) 23-3.3-102 (2), the Colorado Commission on Higher Education (CCHE) annually allocates the state-funded, student financial aid appropriations to eligible higher education institutions. Financial aid in Colorado is decentralized; while allocations are made by the Commission, individual packaging decisions are made at the institutional level. The Commission does not make funding decisions for individual students. The CCHE's financial aid policy, Section VI F, describes goals, aid programs and eligibility.

The financial aid policy is guided by the following three principles:

1. Maximize the amount of financial aid funds available to Colorado residents;
2. Direct state need-based dollars to students with the least ability to pay; and,
3. Recognize that students can make choices that impact what they pay, such as working or earning scholarships.

Beginning in July 2021, Department staff and the Finance, Performance and Audit Committee (FPA) has carried out a comprehensive review of the financial aid allocation formulas for the Colorado Student Grant, Colorado Graduate Grant, and Work Study programs. At the beginning of the process, FPA members established principles for the process and methodological changes. Those principles included transparency, working closely with stakeholders, valuing all types of credentials, understanding best practices, being data driven, and staying student-centered.

The review has since been a standing agenda item at FPA meetings, CFO meetings, and Financial Aid Advisory meetings. Additionally, a meeting was held in the first week of November for institutional stakeholders to interact directly with FPA members.

The goal of this item is to familiarize those commissioners not serving on FPA with the financial aid allocation formulas / potential modifications and allow for Commission-wide discussion. The FPA will formalize recommendations at its December and January meetings for a full CCHE vote in February 2022.

III. STAFF ANALYSIS

The following discusses existing allocation methodologies and proposed changes to Colorado Student Grant, Graduate Grant, and Work Study programs.

Colorado Student Grant - \$168,0084,807 (FY22)

The Colorado Student Grant (CSG) is the state’s undergraduate need-based aid program. CSG allocations are determined with a formula that first went into effect in the 2013-14 fiscal year. The CSG model makes allocations to the state’s public governing boards, local district colleges, area technical colleges, and private not-for-profit institutions. Proprietary institutions also receive CSG allocations, but their allocations are determined outside the model.

The current model, as outlined in CCHE policy Section VI Part F, differentiates between class levels in allocating CSG dollars so that the amount allocated per Pell-eligible FTE is greater at higher class levels. This mechanism is meant to both encourage the Commission’s goals of student retention and completion, and also to recognize the higher cost of attendance at four-year institutions. To accomplish this, the Commission annually considers three levers: the amount to be allocated per freshman FTE, the “increment,” or amount between each grade level, and any guardrails that may be used. A simplified example of the model is below:

	Freshman FTE	Freshman Allocation (Freshman FTE x Freshman Amt)	Sophomore FTE	Sophomore Allocation (Sophomore FTE x Sophomore Amt)	Junior FTE	Junior Allocation (Junior FTE x Junior Amt)	Senior FTE	Senior Allocation (Senior FTE x Senior Amt)	TOTAL
Board A	1,000	\$ 1,000,000	1,000	\$ 1,500,000	1,000	\$ 2,000,000	1,000	\$ 2,500,000	\$ 7,000,000
Board B	500	\$ 500,000	500	\$ 750,000	500	\$ 1,000,000	500	\$ 1,250,000	\$ 3,500,000
Board C	2,000	\$ 2,000,000	2,000	\$ 3,000,000					\$ 5,000,000
									\$ 15,500,000

Freshman Amount \$ 1,000	Sophomore Amount \$ 1,500	Junior Amount \$ 2,000	Senior Amount \$ 2,500
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Increment	\$ 500
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While the model does not directly determine a student’s aid package, the amount of overall CSG allocated to an institution can have a real impact on the award packages they are able to offer, so the Commission has historically tried to maintain a level of predictability in the allocations. To avoid large swings in allocations year-to-year, the Commission annually sets guardrails to keep each institution’s allocations within certain bounds of increases and decreases.

Staff has broken out CSG considerations into two sets of decision points – first, a set of general changes recommended regardless of the overall allocation strategy, and second, the decision on the actual allocations strategy to be used in the future.

General Changes

Staff recommends two general changes, the first related to the data used in the model and the second related to guardrails.

First, staff recommend switching to a three-year data average. Currently the model utilizes a single year of data, which can lead to large fluctuations in allocations (especially at smaller schools where a small change in Pell-eligible FTE can result in large percentage shifts in allocations). Shifting to three years of data will smooth allocations and reduce the need to use guardrails, while still reflecting real data and broader enrollment trends. Staff also recommend that any policy change allow for the use of single-year data in exceptional circumstances (such as a spike in enrollment accompanying a traditional recession).

Second, staff recommend continuing the use of guardrails (especially if the overall allocation strategy changes), but shifting to guardrails that are more data-driven and allow for decreases in allocations. Past practice in CSG allocations has been to establish guardrails so that all institutions see an increase or stay flat when possible. While this practice has generally been in the spirit of “sharing the wealth” when the General Assembly makes a generous increase in the financial aid allocation, in practice it has led to some institutions seeing continual increases to their CSG allocation while experiencing consistent enrollment losses, resulting in some institutions having a per-FTE allocation that is greater than that of their peers.

Although staff recommend shifting to less generous guardrails, staff also recognize that the purpose of guardrails is to provide stability, as significant changes in allocations could impact student awards. Staff also recognize that because of the timing of the passage of the Long Bill, institutions may package some CSG awards prior to actual allocations being finalized. To ensure that those commitments, as well as existing awards to students, are met, allocations of CSG should not shift too dramatically from year-to-year.

Staff recommend a lower guardrail that is established each year on an institutional basis, tied to changes in enrollment plus inflation. The upper guardrail is set at three times the actual increase to financial aid, recognizing that schools consistently caught by the upper guardrail in the past have some of the lowest per-FTE allocations.

Because changes in enrollment are gradual and many schools are seeing declines in Pell-eligible FTE over time, the model would in most cases be able to meet the lower guardrail. However, for institutions experiencing consistent enrollment increases, the use of this guardrail could result in a “required increase” scenario in which their lower guardrail would be an increase that is larger than the allocation produced by the model. Attachment A demonstrates two potential approaches for this scenario. In the first, the guardrail could bring a school from a decrease to an increase. While this would recognize the underlying theory of the guardrails, which is that schools should have stability and a fairly predictable per-student allocation, staff have concerns about an ongoing “required increase,” especially in low/flat funding scenarios. An alternative approach would only see guardrails take effect if a school is seeing a decrease over the prior year’s allocation, and establish a rule in which the most the guardrail could bring an institution’s allocation up to is flat funding. This may result in an institution’s enrollment changes not being fully recognized, but could also eliminate the problem of the required increase.

Changes to Allocation Policy

In feedback from stakeholders, opinions on overall allocation strategy generally fell into two broad groups – one in favor of keeping the existing allocation model, potentially with modifications to guardrails or data used, and a second group in favor of moving towards a model that allocates a flat (or flatter) amount of funding per eligible FTE.

The current CSG model was established with the principles that it would incent completion and retention by increasing the per-FTE allocation at higher grade levels. In the targeted feedback questions, most institutions reported that they do not tend to increase awards as students progress. However, the existing allocation mechanism does implicitly recognize the higher cost of attendance/cost to provide services at four-year institutions. This is reflected in the existing

allocations, with per Pell eligible FTE allocations being higher at the four-year public institutions than the two-year institutions, LDCs, and ATCs.

Implicitly recognizing higher cost is in line with both the historic CSG allocation methodology, which allocated funding based on unmet need by sector, and existing Graduate Grant allocation methodology, which directly considers an institution's cost of attendance. Proponents of the existing model argue that four-year institutions should receive higher allocations, as they must make higher awards to have similar purchasing power to a lower-cost institution. However, higher cost institutions also tend to have greater institutional resources available for use in packaging.

The main approach that emerged as an alternative to the existing CSG model in the targeted questions was a model in which each institution receives a flat per Pell-eligible FTE allocation. In targeted feedback questions, institutions in favor of this change (or a move to a flatter per-FTE distribution) noted that it would be a more simple mechanism to award funding, and that it would result in additional funding being directed towards institutions serving primarily freshmen and sophomores, particularly the community colleges, which serve a significant percentage of the state's Pell-eligible population but cannot benefit from the higher allocation amounts for juniors and seniors under the existing model.

The above options represent two "extremes" in terms of allocation methodology – one in which the existing increases by grade level are maintained or even increased, and another in which increases by grade level are eliminated entirely. Following discussion at the November stakeholder meeting, Commissioners requested an example of what allocations might look like somewhere in the middle of those two approaches. Attachment A demonstrates several scenarios in which the increment between grade levels is cut in half (from \$340 per grade level in FY22 to \$170 per grade level in the simulated FY23 allocations).

Work Study Financial Aid - \$23,129,178 (FY 22)

Colorado's Work Study Program allows students to earn funds to assist in attending eligible educational institutions. This 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. At least 70 percent of work study funds must be awarded to students with documented financial need. FY 2021-22 funding for work study remained flat to the prior year, although some technical adjustments have been made.

The origins of the current work study base allocations are unknown and appear to be over two decades old. Staff recommend slowly adjusting allocations to something based in current data. In looking at current work study allocations per resident, undergraduate FTE enrolled at least 0.5 time at an institution, values range from \$57/FTE to \$442/FTE. This seems vastly inequitable. The overall average allocation / FTE is \$188. Staff propose that institutions with per FTE allocations above this average lose 5% of their allocation each year. The amount of funding freed up by this would then be reallocated to schools with allocations under the average. Institutions furthest below the average would increase fastest towards that target.

To see the mechanics of proposed changes, please see Attachment B.

Critical Careers Funding for Graduate Students (Graduate Grant) - \$12,820,663 (FY 22)

This program allocates need-based financial aid for graduate students enrolled in critical career programs as identified by National Science and Mathematics Access to Retain Talent Program. Critical Career Grant allocations are based on the number of graduate students that meet Pell-eligibility requirements and are enrolled in the list of approved programs.

The CIP list (programs) eligible for the graduate grant is over a decade old and was based on national data. There is relatively widespread agreement that the CIP list is due to be updated. In consultation with our former shared Colorado Workforce Development Council analyst, an expanded list was created based on top jobs identified in the Talent Pipeline Report. One of the main criteria is a high projected number of future openings. All old CIP codes were reviewed, deemed as in demand or a state priority, and remained on the new list. New CIP codes were primarily in education, social work, and counseling or psychology, and represent an increase of 64% using FY 22 data. Staff recommend adopting the new CIP list, making all new CIPs eligible in FY22-23.

The previous allocation methodology was based on number of resident, graduate students with a Pell-eligible expected family contribution and attending at least half time. The formula also factors in average cost of attendance for included graduates. The per FTE allocations for each institution are indexed to their average cost of attendance such that schools with higher average cost of attendance receive more funding per FTE in recognition that students enrolled in more costly programs require more aid. This approach has been widely accepted and staff recommend generally maintaining it.

Since it is unlikely enough new money will be put into graduate grant to maintain per FTE funding with an expanded CIP list, a mechanism is needed for phasing the new FTE into the model. Staff propose that while FTE on the old CIP list hold full weight in the formula, new FTE are only weighted at a rate equal to the rate of increase for the entire allocation. So, if the graduate grant is to increase by 4.6% as in the modeled scenario, the new FTE would be weighted at 0.046 in the new formula. While it may seem like making a large number of new students eligible for graduate grant at once without a large accompanying investment is adding the number of people at the table without necessarily increasing the size of the pie, we must remember that institutions have aid packaging autonomy. That is, institutions could choose to prioritize students in the old CIP list. It is also an option to include in the financial aid guidelines, prioritization of students receiving who received graduate grant in FY 22 and would have received it again if the CIP list had not expanded.

An important feature of the proposed model is that no institution loses money in any year. This prevents the need to remove students already on graduate grants.

A final decision point of the model is whether to include law students in either the allocation and/or the expanded CIP list. Lawyers were identified in the Talent Pipeline Report as a profession requiring a graduate degree with high future projected number of job openings. However, commissioners have debated its inclusion. One proposed solution would be to include law CIP codes in the eligibility list, but not include law FTE in the allocation formula.

To see the mechanics of proposed changes, please see Attachment C (without law) and Attachment D (with law).

Proprietary Institutions

Five private for-profit institutions currently receive allocations of state financial aid. All five institutions receive a Colorado Student Grant allocation, and Rocky Mountain College of Art and Design (RMCAD) receives an additional allocation of Colorado Work Study. However, proprietary institutions do not participate directly in the funding allocation models; instead, they receive an increase (or decrease) in CSG proportional to the increase (or decrease) in the need-based aid line overall. Similarly, RMCAD receives an increase (or decrease) in work study in proportion to the overall increase (or decrease) in the work study line overall.

The 2021-22 Long Bill included a footnote communicating the General Assembly's intent that the Commission "prioritize allocations for students attending public institutions of higher education and reduce priority for allocations for students attending for profit institutions of higher education." In FY 2021-22, the Commission elected to hold allocations for the proprietary institutions flat pending further review of their funding status during this process.

On a per-FTE basis, proprietary institutions are already significantly deprioritized in allocations (in FY 2020-21 their per-FTE CSG allocations were \$182 compared to a \$2,516 average statewide); they also receive less than 0.5 percent of the total financial aid allocation. Staff recommend resuming the prior approach to allocations to proprietary institutions.

IV. STAFF RECOMMENDATION

Staff recommend Commission discussion of the financial aid allocation methodology options put forward, and that this discussion inform FPA's final recommendations.

V. STATUTORY AUTHORITY

C.R.S. 23-3.3-102(2): Assistance program authorized - procedure - audits.

(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.

ATTACHMENTS

- Attachment A: Proposed Colorado Student Grant Methodology +4.6% Scenarios
- Attachment B: Proposed Work Study Allocation Methodology +4.6% Scenario
- Attachment C: Proposed Graduate Grant Allocation Methodology +4.6% Scenario (without law)
- Attachment D: Proposed Graduate Grant Allocation Methodology +4.6% Scenario (with law)

Attachment A

All Guardrails

Public Four-YearAdams StateColorado MeColorado SciColorado StaColorado StaFort Lewis CMetropolitaUniversity ofUniversity ofUniversity ofUniversity ofWestern ColPublic Two-YArapahoe CoColorado NoCommunityCommunityFront RangeLamar ComrMorgan ComNortheasterOtero Junior

Pikes Peak C

Pueblo ComRed Rocks CTrinidad StaLocal DistricAims CommColorado MeNon-Profit PColorado ChColorado CoNaropa UnivRegis UniverUniversity ofTechnical CoTechnical CoEmily Griffith

Pickens Tech

Totals

Attachment A

Guardrails for Decreases

	FY 22 Actual	% Change over FY21	Simulated Lower Guardrail	Increment: \$170 (50% of FY22)	% Change over FY22	Increment: \$255 (75% of FY22)	% Change over FY22	Increment: \$340 (Same as FY22)	% Change over FY22		
Public Four-Year Institutions											
Adams State University	\$2,301,625	5.0%	-8.0%	\$2,250,380	-2.5%	\$2,266,125	-1.8%	\$2,279,613	-1.2%	Average Per FTE FY22	3,100
Colorado Mesa University	\$8,543,704	5.4%	-2.5%	\$9,080,688	6.0%	\$9,182,020	7.2%	\$9,274,323	8.2%	Average Per FTE \$170	3,045
Colorado School of Mines	\$1,989,596	19.6%	4.3%	\$1,995,233	0.0%	\$1,995,233	0.0%	\$2,016,698	1.1%	Average Per FTE \$255	3,084
Colorado State University	\$14,628,908	10.8%	0.5%	\$15,164,469	3.4%	\$15,312,458	4.4%	\$15,445,326	5.3%	Average Per FTE \$340	3,126
Colorado State University - Pueblo	\$4,663,749	5.0%	-3.4%	\$4,911,201	5.0%	\$4,989,839	6.7%	\$5,063,643	8.3%		
Fort Lewis College	\$1,525,264	5.0%	-3.5%	\$1,501,897	-1.8%	\$1,530,587	0.1%	\$1,557,808	1.8%		
Metropolitan State University of Denver	\$22,977,386	9.6%	0.5%	\$23,878,008	3.6%	\$24,248,833	5.2%	\$24,596,129	6.7%		
University of Colorado Boulder	\$12,871,738	16.2%	4.0%	\$12,908,205	0.0%	\$12,993,554	0.7%	\$13,207,948	2.3%		
University of Colorado Colorado Springs	\$9,974,506	8.7%	-0.1%	\$10,336,902	3.3%	\$10,502,399	5.0%	\$10,657,721	6.5%		
University of Colorado Denver	\$13,485,614	13.8%	2.8%	\$13,523,820	0.0%	\$13,758,126	1.7%	\$13,993,780	3.5%		
University of Northern Colorado	\$8,026,214	5.0%	0.5%	\$8,346,922	3.7%	\$8,464,133	5.2%	\$8,573,093	6.5%		
Western Colorado University	\$1,334,434	5.0%	-3.3%	\$1,338,042	-0.01%	\$1,359,292	1.6%	\$1,379,224	3.1%		
Public Two-Year Institutions											
Arapahoe Community College	\$3,059,725	5.0%	-3.9%	\$3,233,657	5.4%	\$3,157,186	2.9%	\$3,077,270	0.3%	Average Per FTE FY22	2,661
Colorado Northwestern Community College	\$544,094	17.7%	-2.2%	\$587,808	7.7%	\$576,879	5.7%	\$565,330	3.6%	Average Per FTE \$170	2,817
Community College of Aurora	\$4,079,642	9.2%	-2.6%	\$4,589,867	12.2%	\$4,478,584	9.5%	\$4,362,407	6.6%	Average Per FTE \$255	2,753
Community College of Denver	\$6,150,896	18.7%	0.4%	\$6,474,502	5.0%	\$6,307,453	2.3%	\$6,168,322	0.0%	Average Per FTE \$340	2,686
Front Range Community College	\$9,324,900	7.3%	-2.0%	\$10,342,220	10.6%	\$10,095,900	8.0%	\$9,838,563	5.2%		
Lamar Community College	\$611,416	12.2%	0.3%	\$690,466	12.6%	\$676,291	10.3%	\$661,385	7.9%		
Morgan Community College	\$669,718	5.0%	-0.4%	\$697,758	3.9%	\$683,541	1.8%	\$668,733	-0.4%		
Northeastern Junior College	\$882,177	5.0%	-11.6%	\$934,336	5.6%	\$915,000	3.4%	\$894,674	1.1%		
Otero Junior College	\$1,076,607	5.0%	-7.3%	\$1,228,650	13.8%	\$1,223,417	13.3%	\$1,197,401	10.9%		
Pikes Peak Community College	\$12,196,458	19.1%	2.1%	\$13,046,082	6.7%	\$12,747,003	4.2%	\$12,434,048	1.7%		
Pueblo Community College	\$4,978,700	7.9%	-2.0%	\$5,327,857	6.7%	\$5,202,069	4.2%	\$5,070,607	1.6%		
Red Rocks Community College	\$4,130,600	11.6%	-0.3%	\$4,471,505	7.9%	\$4,368,890	5.5%	\$4,261,520	2.9%		
Trinidad State Junior College	\$1,390,452	20.0%	2.6%	\$1,473,478	5.7%	\$1,446,413	3.7%	\$1,417,794	1.7%		
Local Districts											
Aims Community College	\$4,353,800	14.5%	2.2%	\$4,867,410	11.5%	\$4,752,560	8.9%	\$4,632,528	6.1%	Average Per FTE FY22	2,596
Colorado Mountain College	\$2,580,864	20.0%	1.9%	\$2,858,189	10.4%	\$2,780,079	7.4%	\$2,698,904	4.3%	Average Per FTE \$170	2,810
										Average Per FTE \$255	2,739
										Average Per FTE \$340	2,666
Non-Profit Private Institutions											
Colorado Christian University	\$2,389,802	5.0%	-3.6%	\$2,660,390	11.0%	\$2,683,489	12.0%	\$2,703,929	12.8%	Average Per FTE FY22	3,207
Colorado College	\$161,818	5.0%	-6.1%	\$157,829	-2.7%	\$159,060	-2.0%	\$160,133	-1.3%	Average Per FTE \$170	2,998
Naropa University	\$159,831	20.0%	32.6%	\$182,403	13.8%	\$182,403	13.8%	\$182,403	13.8%	Average Per FTE \$255	3,021
Regis University	\$2,454,798	5.0%	-5.4%	\$2,328,257	-5.4%	\$2,328,257	-5.4%	\$2,347,301	-4.6%	Average Per FTE \$340	3,050
University of Denver	\$1,597,908	5.6%	-1.0%	\$1,686,484	5.2%	\$1,715,280	7.0%	\$1,742,419	8.7%		
Technical Colleges											
Technical College of the Rockies	\$175,820	20.0%	-5.0%	\$200,650	13.8%	\$200,650	13.8%	\$197,105	11.8%	Average Per FTE FY22	2,167
Emily Griffith Technical College	\$904,651	20.0%	7.1%	\$1,032,409	13.8%	\$1,032,409	13.8%	\$1,032,409	13.8%	Average Per FTE \$170	2,390
Pickens Technical College	\$573,768	9.1%	-11.6%	\$654,214	13.7%	\$627,075	9.0%	\$599,216	4.1%	Average Per FTE \$255	2,356
										Average Per FTE \$340	2,316
Totals	\$166,771,182	10.8%		\$174,962,187	4.6%	\$174,942,486	4.6%	\$174,959,705	4.6%		

	FY 21-22	FTE Enrolled			Over	5% Reduction		Amount										New
	Allocations	at least Half	Percentage of	Allocation /	\$188/FTE	for IHES Over	Amount	Under Target	Reallocation	New	\$ Change in	% Change in	Allocation /					
Public Four-Year Institutions		Time	Total FTE	FTE	Target?	Target	Under Target	as % of Total	Amount	Allocation	Allocation	Allocation	FTE					
Adams State University	\$ 451,522	1,023	0.9%	\$ 442	yes	\$ (22,576)				\$ 428,946	\$ (22,576)	-5.0%	\$ 420					
Colorado Mesa University	981,736	6,051	5.0%	162	no	-	(155,852)	5.9%	27,570	1,009,306	27,570	2.8%	167					
Colorado School of Mines	509,691	2,443	2.0%	209	yes	(25,485)				484,206	(25,485)	-5.0%	198					
Colorado State University	2,313,550	13,859	11.5%	167	no	-	(291,848)	11.0%	51,627	2,365,177	51,627	2.2%	171					
Colorado State University - Pueblo	869,832	2,538	2.1%	343	yes	(43,492)				826,340	(43,492)	-5.0%	326					
Fort Lewis College	353,591	1,230	1.0%	288	yes	(17,680)				335,912	(17,680)	-5.0%	273					
Metropolitan State University of Denver	2,708,394	13,486	11.2%	201	yes	(135,420)				2,572,974	(135,420)	-5.0%	191					
University of Colorado Boulder	2,005,880	13,588	11.3%	148	no	-	(548,664)	20.7%	97,056	2,102,936	97,056	4.8%	155					
University of Colorado Colorado Springs	883,751	7,298	6.1%	121	no	-	(488,273)	18.4%	86,374	970,124	86,374	9.8%	133					
University of Colorado Denver	1,105,773	8,301	6.9%	133	no	-	(454,815)	17.2%	80,455	1,186,228	80,455	7.3%	143					
University of Northern Colorado	1,282,609	6,882	5.7%	186	no	-	(11,207)	0.4%	1,982	1,284,592	1,982	0.2%	187					
Western Colorado University	281,161	1,133	0.9%	248	yes	(14,058)				267,103	(14,058)	-5.0%	236					
Public Two-Year Institutions																		
Arapahoe Community College	\$ 457,439	2,520	2.1%	\$ 182	no	\$ -	\$ (16,321)	0.6%	\$ 2,887	\$ 460,326	\$ 2,887	0.6%	\$ 183					
Colorado Northwestern Community College	88,647	397	0.3%	223	yes	(4,432)				84,215	(4,432)	-5.0%	212					
Community College of Aurora	403,345	2,444	2.0%	165	no	-	(56,033)	2.1%	9,912	413,257	9,912	2.5%	169					
Community College of Denver	939,170	4,011	3.3%	234	yes	(46,958)				892,211	(46,958)	-5.0%	222					
Front Range Community College	1,205,947	6,579	5.5%	183	no	-	(30,811)	1.2%	5,450	1,211,397	5,450	0.5%	184					
Lamar Community College	129,860	427	0.4%	304	yes	(6,493)				123,367	(6,493)	-5.0%	289					
Morgan Community College	143,531	501	0.4%	286	yes	(7,177)				136,355	(7,177)	-5.0%	272					
Northeastern Junior College	200,387	741	0.6%	271	yes	(10,019)				190,368	(10,019)	-5.0%	257					
Otero Junior College	230,328	642	0.5%	359	yes	(11,516)				218,812	(11,516)	-5.0%	341					

Institution	Average COA (Old CIPs)	Average COA (All CIPs)	Old CIP FTE	New CIP FTE	FTE to use in FY23
Fort Lewis College		23,965	0	9	0
Colorado Christian University		25,771	6	138	12
Western Colorado University	28,411	26,018	6	47	8
Metropolitan State University of Denver	28,625	31,425	21	183	29
University of Colorado Colorado Springs	30,568	32,685	103	183	111
University of Northern Colorado	35,770	32,473	94	308	108
Adams State University		35,239	0	85	4
University of Colorado Boulder	33,456	33,883	305	89	309
Colorado State University - Pueblo	42,749	37,831	31	50	33
Regis University	46,232	37,967	342	215	351
Colorado State University	40,638	38,014	468	154	475
Colorado School of Mines	42,798	42,763	176	4	176
Colorado Mesa University	61,547	46,717	10	7	10
University of Colorado Denver	54,309	51,320	1526	237	1,537
Red Rocks Community College	59,416	59,416	14	0	14
University of Denver	48,961	64,715	76	339	92

Institution	Average COA (All CIPs)	Index	FY22 Allocation/FTE	FY22 Allocation	Sim. FY23 Allocation/FTE	Sim. FY23 Allocation	Change
Fort Lewis College	23,965		-	-	\$ 2,194	\$ 2,194	\$ 2,194
Colorado Christian University	25,771	1.075	1,939	10,665	2,359	\$ 27,950	\$ 17,285
Western Colorado University	26,018	1.086	2,442	13,428	2,382	\$ 18,193	\$ 4,765
Metropolitan State University of Denver	31,425	1.311	2,460	50,428	2,877	\$ 83,119	\$ 32,690
University of Colorado Colorado Springs	32,685	1.364	2,627	269,260	2,992	\$ 331,794	\$ 62,535
University of Northern Colorado	32,473	1.355	3,074	287,417	2,973	\$ 319,980	\$ 32,564
Adams State University	35,239	1.470	-	-	3,226	\$ 12,539	\$ 12,539
University of Colorado Boulder	33,883	1.414	2,875	875,459	3,102	\$ 957,079	\$ 81,620
Colorado State University - Pueblo	37,831	1.579	3,674	112,048	3,463	\$ 113,506	\$ 1,458
Regis University	37,967	1.584	3,973	1,356,779	3,475	\$ 1,356,779	\$ -
Colorado State University	38,014	1.586	3,492	1,634,391	3,480	\$ 1,653,177	\$ 18,786
Colorado School of Mines	42,763	1.784	3,678	647,311	3,914	\$ 689,666	\$ 42,355
Colorado Mesa University	46,717	1.949	5,289	50,247	4,276	\$ 50,247	\$ -
University of Colorado Denver	51,320	2.141	4,667	7,121,976	4,698	\$ 7,219,865	\$ 97,889
Red Rocks Community College	59,416	2.479	5,106	71,483	5,439	\$ 76,144	\$ 4,660
University of Denver	59,416	2.479	4,208	319,772	5,439	\$ 498,164	\$ 178,392
				12,820,663		\$ 13,410,395	
				589,750.51			

Institution	Average COA (Old CIPs)	Average COA (All CIPs)	Old CIP FTE	New CIP FTE	FTE to use in FY23
Fort Lewis College		23,965	0	9	0
Colorado Christian University		25,771	6	138	12
Western Colorado University	28,411	26,018	6	47	8
Metropolitan State University of Denver	28,625	31,425	21	183	29
University of Colorado Colorado Springs	30,568	32,685	103	183	111
University of Northern Colorado	35,770	32,473	94	308	108
Adams State University		35,239	0	85	4
University of Colorado Boulder	33,456	39,661	305	276	317
Colorado State University - Pueblo	42,749	37,831	31	50	33
Regis University	46,232	37,967	342	215	351
Colorado State University	40,638	38,014	468	154	475
Colorado School of Mines	42,798	42,763	176	4	176
Colorado Mesa University	61,547	46,717	10	7	10
University of Colorado Denver	54,309	51,320	1526	237	1,537
Red Rocks Community College	59,416	59,416	14	0	14
University of Denver	48,961	69,550	76	551	101

Institution	Average COA (All CIPs)	Index	FY22 Allocation/FTE	FY22 Allocation	Sim. FY23 Allocation/FTE	Sim. FY23 Allocation	Change
Fort Lewis College	23,965		-	-	\$ 2,107	\$ 2,107	\$ 2,107
Colorado Christian University	25,771	1.075	1,939	10,665	2,266	\$ 26,842	\$ 16,178
Western Colorado University	26,018	1.086	2,442	13,428	2,287	\$ 17,472	\$ 4,044
Metropolitan State University of Denver	31,425	1.311	2,460	50,428	2,763	\$ 79,824	\$ 29,396
University of Colorado Colorado Springs	32,685	1.364	2,627	269,260	2,873	\$ 318,645	\$ 49,385
University of Northern Colorado	32,473	1.355	3,074	287,417	2,855	\$ 307,299	\$ 19,882
Adams State University	35,239	1.470	-	-	3,098	\$ 12,042	\$ 12,042
University of Colorado Boulder	39,661	1.655	2,875	875,459	3,487	\$ 1,105,873	\$ 230,415
Colorado State University - Pueblo	37,831	1.579	3,674	112,048	3,326	\$ 112,048	\$ -
Regis University	37,967	1.584	3,973	1,356,779	3,338	\$ 1,356,779	\$ -
Colorado State University	38,014	1.586	3,492	1,634,391	3,342	\$ 1,634,391	\$ -
Colorado School of Mines	42,763	1.784	3,678	647,311	3,759	\$ 662,333	\$ 15,022
Colorado Mesa University	46,717	1.949	5,289	50,247	4,107	\$ 50,247	\$ -
University of Colorado Denver	51,320	2.141	4,667	7,121,976	4,512	\$ 7,121,976	\$ -
Red Rocks Community College	59,416	2.479	5,106	71,483	5,223	\$ 73,126	\$ 1,642
University of Denver	59,416	2.479	4,208	319,772	5,223	\$ 529,358	\$ 209,587
				12,820,663		\$ 13,410,362	
				589,750.51			

TOPIC: PRIORITIES FOR THE 2022 LEGISLATIVE SESSION

PREPARED BY: LAUREN GILLILAND, LEAD FINANCE ANALYST
EMMA FEDORCHUK, LEAD FINANCE ANALYST
CARL EINHAUS, SENIOR DIRECTOR OF STUDENT SUCCESS &
P20 ALIGNMENT AND GEAR UP PROJECT DIRECTOR
CHLOE FIGG, LEGISLATIVE LIAISON
COMMISSION LEGISLATIVE ADVISORS

I. SUMMARY

This discussion item provides an overview of the Department's budget and legislative agenda for the upcoming legislative session. Time will be provided for the Commission's legislative advisors to discuss their priorities and any higher education bills of interest.

II. BACKGROUND

The Legislature meets annually for 120 days from January to May. During this time, legislation is considered and a budget developed for the upcoming fiscal year. The Department meets regularly and works closely with the institutions of higher education, the Governor's office and General Assembly on all bills impacting higher education and provides policymakers with information about pending legislation and key issues.

On November 2nd, the Governor released his FY 2022-23 executive budget request. The Department will work with key stakeholders and the Joint Budget Committee on successful inclusion of the higher education proposals in the state budget.

III. STAFF ANALYSIS

A brief presentation of the Department's FY 2022-23 budget and legislative agenda impacting higher education will be shared and discussed.

IV. STAFF RECOMMENDATIONS

This is an information item only; no formal action required.

V. STATUTORY AUTHORITY

Not applicable.

ATTACHMENTS

Attachment A Proposed Disability Services Bill
Attachment B List of Higher Education Budget Requests and Legislative Agenda
Attachment C Budget Update

Advancing Success for Students with Disabilities in Higher Education

Colorado Commission on Higher Education Meeting, December 2, 2021

Overview

- The landscape nationally
- The landscape in Colorado
- Opportunities for action!



CDC 2019 Data

26%

of people in the U.S. have a
disability

Students with Disabilities in Postsecondary Institutions

- 19.4% Undergraduates
- 11.9% Post Baccalaureate

National Center for Education Statistics (2019)

Graduation Rates

According to [federal data](#),
completion rates were
only 29% at 4-year
institutions,

30% at 2-year
institutions, and

55% at
vocational/business/tech
nical colleges.

29%

30%

55%

Landscape in Colorado: Survey

- Student complaint to Commission on Higher Education
- Special project group formed
- Priorities identified
- DATA!



Members of Special Project Group

Melissa Cermak, MSU Denver

Ida Dilwood, University of Colorado Colorado Springs

Dan Hammon, Colorado Mountain College

Dana Jones, Aims Community College

Marla Roll and Matt Malcolm, Colorado State University

Will Flowers, Community College of Aurora

Former members who left for new positions:

John Meister, formerly of University of Colorado Boulder

Institutions who participated in survey (early 2020)

- 43 total responses!
- 11 of our 13 public 4-years
- 14 of our 15 public 2-years
- 2 of our 3 technical colleges
- 5 private institutions
- Some institutions had multiple responses

Survey Details

- 25 questions total
- Sent to 104 email addresses across state
- Mostly multiple choice
- Average time to complete = 20 minutes
- Online format via Microsoft Forms
- Sent via email with reminders

CO Disability Survey: graphical display of key descriptive findings

Matt P. Malcolm, PhD, OTR/L^{1,2}

&

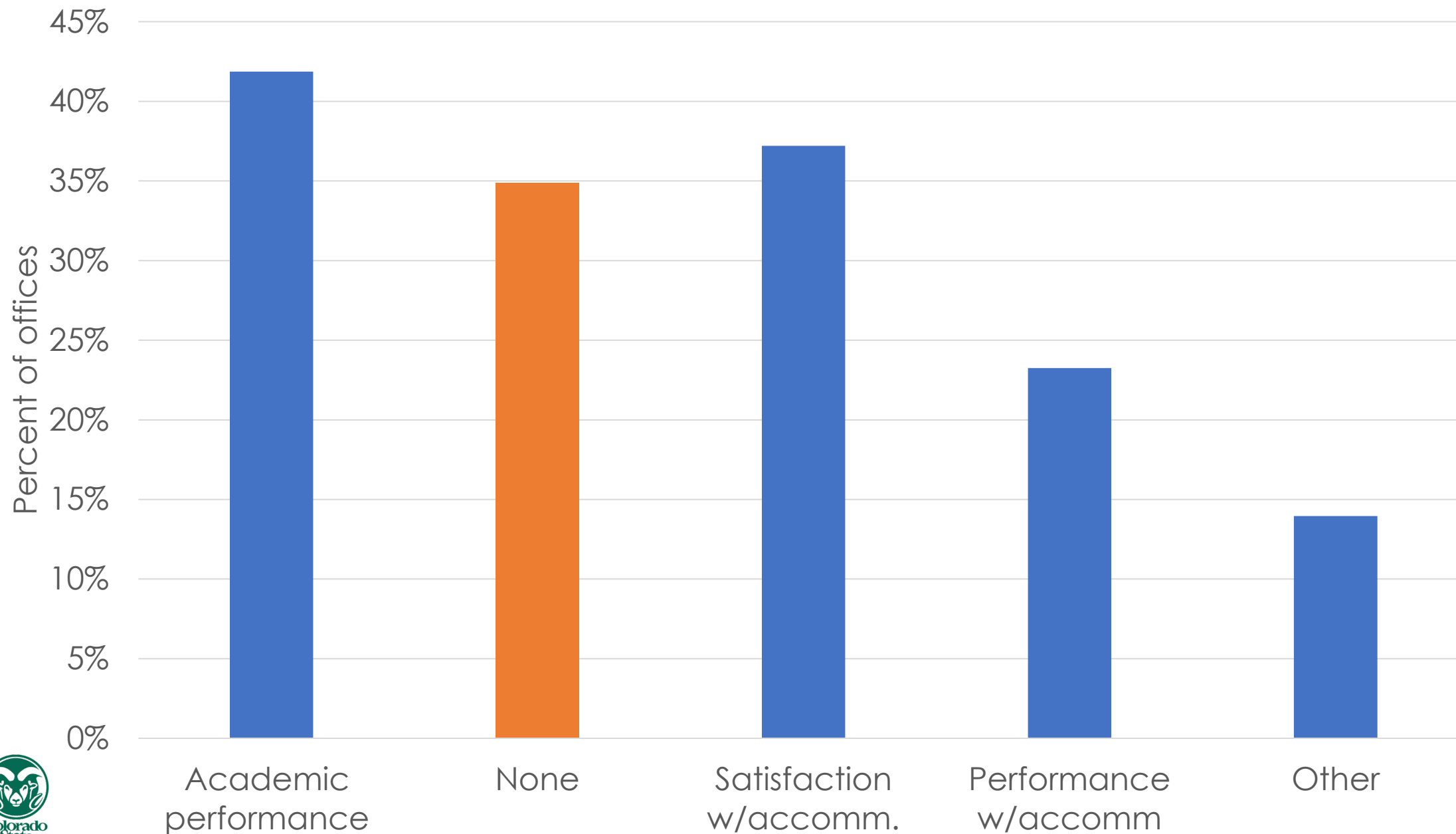
Khalid Alshamrani¹



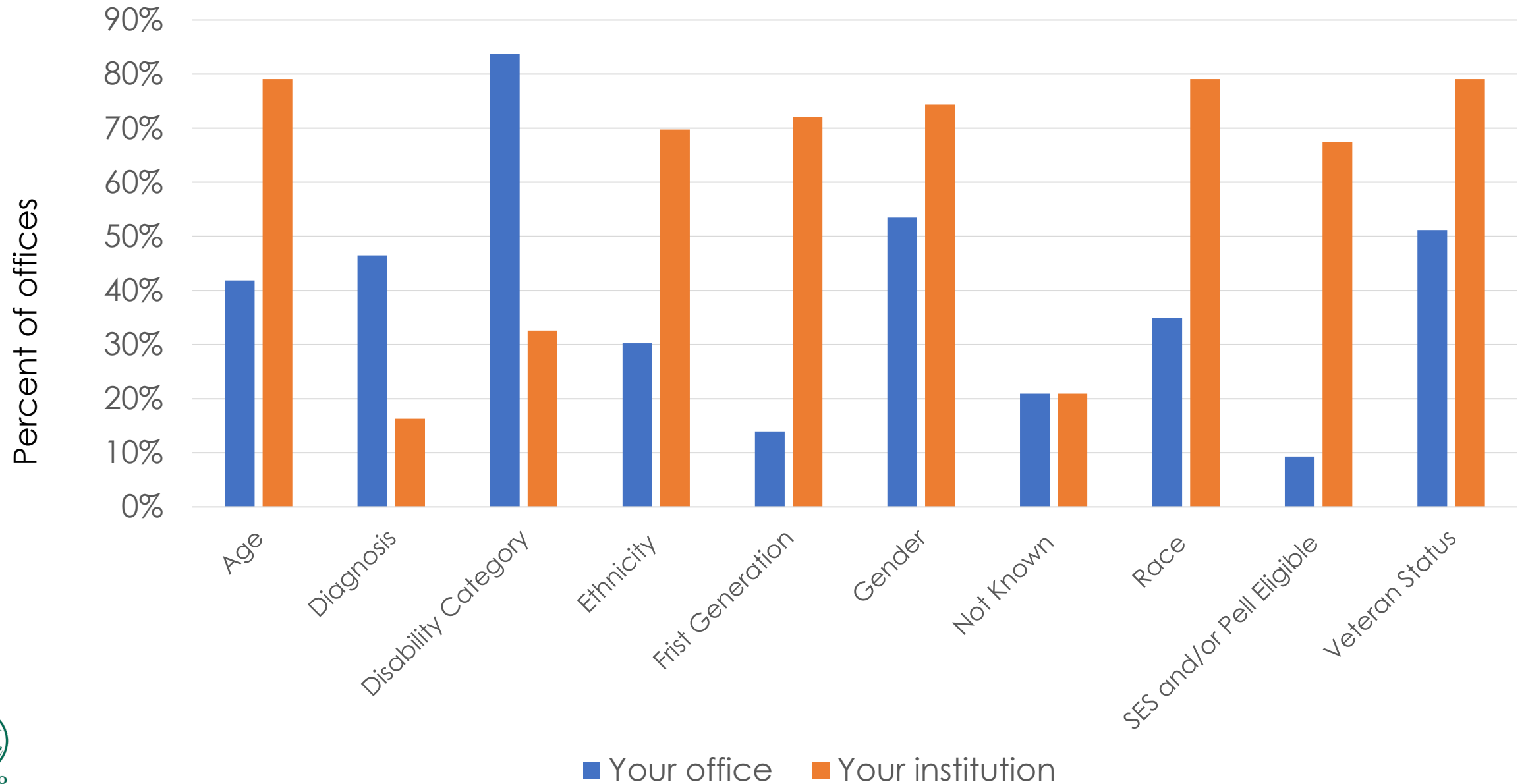
¹Department of Occupational Therapy, Colorado State University

²Colorado School of Public Health

What outcome data does your office collect?

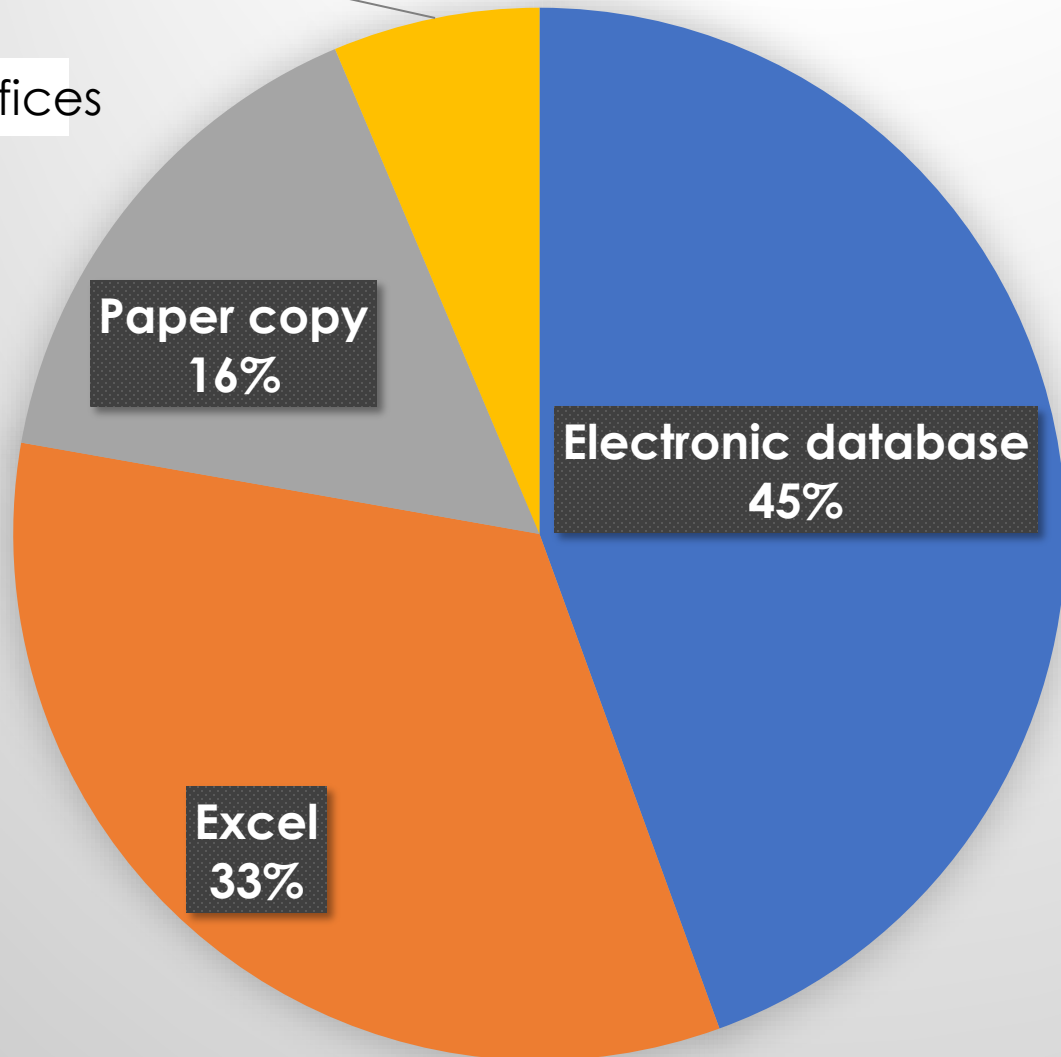


Demographics collected by office, institution



What method(s) does your office use to store any data it collects?

Percent of offices



- Electronic database
- Excel
- Paper copy
- Others



How Many Students Do You Serve?

- Enrolled v. meet with v. accommodations
- Half were approximates
- Some gave new intakes per year
- Ranged from **13 – 3300**
- 350 appears to be median
- How many AREN'T being served?

Summary of Top Concerns:

- Transition culture from burden to inclusivity
- Need outcome data to better serve students
- Access to institutional data for better analysis
- Better means/applications to collect and store student information
- Enough staff to serve growing student population?
- Awareness and outreach
- Making ALL technology & digital content accessible!
- Resources are needed!
- Unified statewide data on:
 - accommodations and services
 - student conditions/diagnosis

Proposed Requests:

- All campuses sign a “**statement of service**” outlining best practices in serving students with disabilities
- IHEs further their **awareness & expertise** on disability services on their campuses
- **Data** collecting and reporting

Proposed Bill:

- Statewide collection of data from IHEs
 - Number of students with disabilities
 - Including demographics to highlight intersectionality
- Create advisory committee charged with making recommendations to General Assembly and IHEs to advance success

Aspirational Goal:

Colorado becomes the world leader in serving students with disabilities – imagine the potential that would be realized!

New web page: <https://highered.colorado.gov/higher-education-services-for-students-with-disabilities>

Thank You!

Carl Einhaus

Senior Director for Student Success & P-20 Alignment

Colorado Department of Higher Education

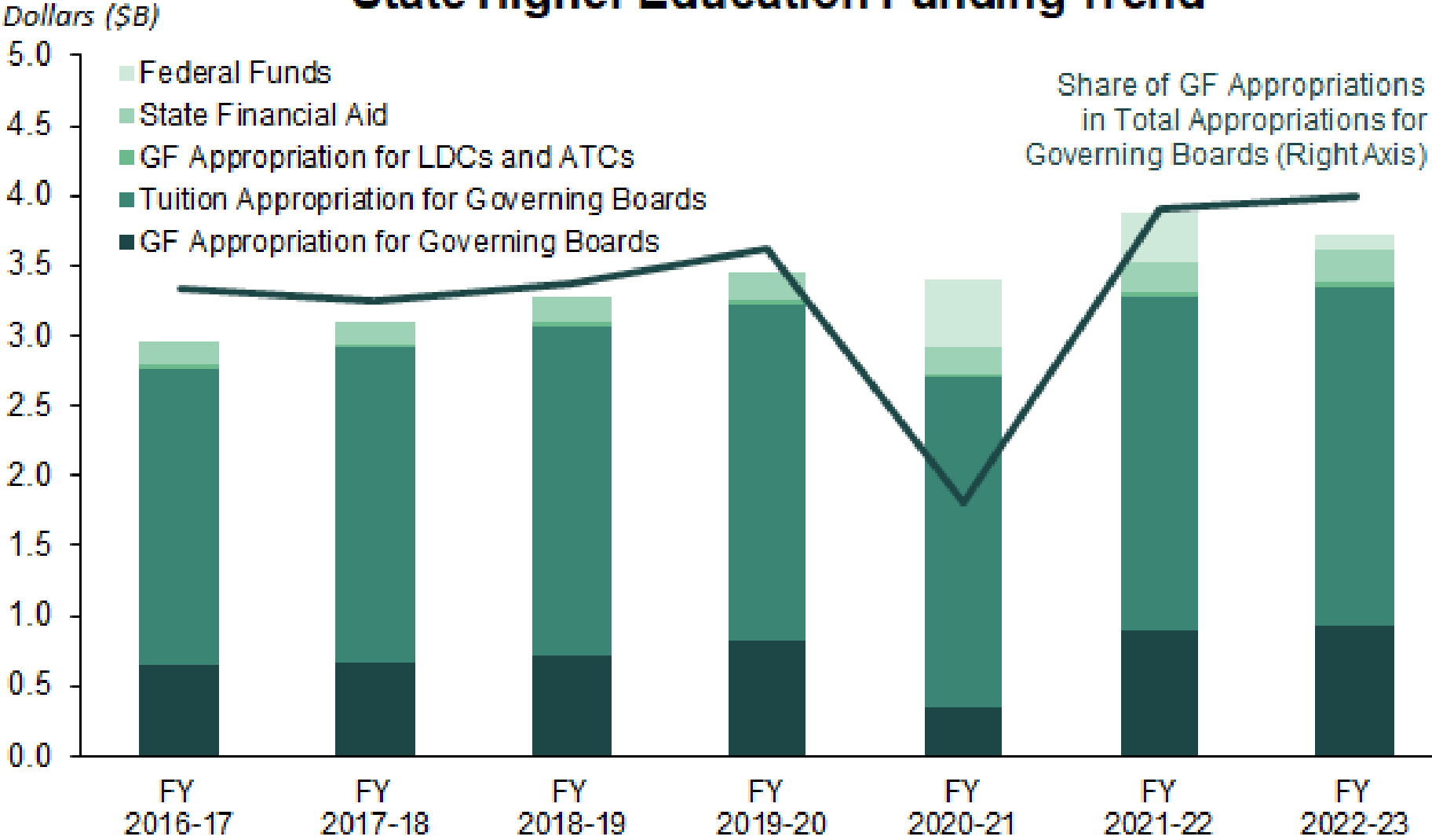
Carl.Einhaus@dhe.state.co.us



FY 2022-23 Governor's Budget Request

Colorado Commission on Higher Education Meeting, December 2, 2021

State Higher Education Funding Trend



Source: Office of the Governor

IHE Operating Increase

- \$41.7 million increase
- Tied to inflationary and per pupil increase in K-12
- Ongoing, base building

4.6%

Financial Aid Increase

- \$9.8 million increase
- Brings total to \$222 million
- Undergraduate and graduate need-based aid

4.6%

Tuition Spending Authority

- Flat tuition spending authority
- Flat tuition
- Exemption process for individual institutions
- Approach considers effects of the pandemic not uniform across institutions

Other Budget Items

- Fort Lewis Native American Tuition Waiver - \$758k increase bringing total to \$24.8m
- CHECRA Spending Authority Increase - restores \$800k of cash spending authority, for \$24 million total
- Division of Outreach and Attainment Services - \$250k, 2 FTE

Other Budget Items

- Support Expansion of Single Stop - \$45k
- Lowering fees for former students of closed schools
- Institute of Cannabis Research - \$1.8m
marijuana tax cash fund

State Stimulus Funding

- Boosting Non-Degree Credentials - \$7 million to support job seekers attempting to gain a non-degree credential. Split between ATCs, community colleges, private occupational schools and adult education programs

Capital Funding

- \$134.5 million capital construction, capital renewal and controlled maintenance funding
- No capital IT funding

COLORADO COMMISSION ON HIGHER EDUCATION - BYLAWS

Section 1. Organization and Meetings

- 1.1 Organization: Pursuant to C.R.S. §23-1-102, 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: Pursuant to C.R.S. §23-1-110, the officers of the Commission shall be the Chair and Vice Chair. The Secretary shall be the Executive Director of the Commission and the Department and is a non-voting member of the Commission. The Governor appoints, with the consent of the Senate, the Executive Director to serve as the executive officer of the Commission and the Department.
- 1.3 All officers shall be elected at the May 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. Any member may nominate themselves or another member to be chair or vice-chair. Members will vote on each position; if there is more than one nomination the vote will be conducted by private ballot to be counted by the Secretary. Officers shall be limited to two consecutive terms, unless an exception is approved by a vote of more than 60 percent of the Commission. When possible, a Commissioner is encouraged to serve as vice-chair prior to becoming chair.
- 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 calendar year.
- 1.3 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 and on the Colorado Department of Higher Education website. 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.
- 1.4 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 and on the website of the Colorado

Department of Higher Education no less than two days prior to the meeting date.

- 1.5 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 Robert's Rules of Order, latest revision, shall govern in all cases to which they are applicable, except as modified herein.
- 1.6 Attendance at Meetings: The term of any member of the Commission who misses more than two consecutive regular Commission meetings without good cause, as determined by the Chair, shall be terminated and his successor appointed in the manner provided for appointments under C.R.S. §23-1-102.
- 1.7 Preparation of Agenda: Meeting agendas shall be prepared by the Executive Director of the Department. A monthly agenda call will be scheduled with the Chair, Vice Chair, and Executive Director, or his or her designee, to discuss and approve the proposed agenda. 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.
- 1.8 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 constitute a permanent record. After the minutes of each meeting are completed they shall be reviewed by the Commission and, after approval, posted on the CCHE website and made available to the public for inspection upon written request.
- 1.9 Standing Committees: The Commission may create standing or ad hoc committees comprised of Commissioners to research and make recommendations on specific issues for the full Commission to consider and act on.

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.
- 2.2 Vice Chair of the Commission: The Vice Chair shall perform all duties of the Chair in the Chair's absence.
- 2.3 The Secretary/Executive Director of the Commission: In addition to performing those duties established by law, the Executive Director of the Commission and 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 pursuant to C.R.S. §23-1- 103).

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 one of who shall be from the minority party appointed by the Minority Leader of the Senate, and three representatives, two of whom shall be from the majority party, appointed by the Speaker of the House of Representatives and one of who shall be from the minority party appointed by the Minority Leader 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, as recommended by the Colorado Faculty Advisory Council, to represent the faculty in the state;

(c) One member shall be selected and designated by the Commission, as recommended by the Student Affairs Council, to represent the students in the state for a term of one year, commencing on July 1 of the year appointed;

(d) One member shall be selected and designated by the Commission who is a parent of a student enrolled in a state supported institution of higher education in Colorado to represent the parents of students for a term of two years, commencing on July 1 of the year appointed.

(e) Not more than four additional members representing educational or other groups may be selected and designated by the Commission to serve on the advisory committee.

The Commission has designated the four additional advisory committee members to represent:

- Chief Academic Officers of Colorado's state supported institutions of higher education, as recommended by the Colorado Academic Council;
- Chief Financial Officers of Colorado's state supported institutions of higher education, as recommended by the, as recommended by the Chief Financial Officers group;

- Independent Higher Education Institutions in Colorado (Colorado College, Regis, and Denver University), as recommended by the Independent Higher Education Council; and,
- The K-12 system, as recommended by the Colorado Department of Education.

All such appointments shall be for a term of two years, commencing on July 1 of the year appointed.

- 3.2 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.
- 3.3 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 in Section 1.5 Notice of Meetings. Bylaw changes must be approved by a majority of the Commission.

<p>HISTORY: Adopted on September 10, 1965. Amended January 14, 1966; February 25, 1972; June 1, 1978; July 1, 1993; October 7, 2004; May 6, 2011; CCHE Agenda March 3, 2017 Item V; April 5, 2019</p>



COLORADO
Colorado Commission on
Higher Education
Department of Higher Education

Vanecia Kerr, Chair
Sarah Kendall Hughes, Vice-Chair
Paul Berrick Abramson
Aaron Harber
Teresa Kostenbauer
Steven Meyer
Josh Scott
Ana Temu Otting
Steven Trujillo
Eric Tucker
Jim Wilson

COLORADO COMMISSION ON HIGHER EDUCATION

- Chair Vanecia Kerr (*D- 6th Congressional District*) 2nd term ends June 2022
- Vice Chair Sarah Kendall Hughes (*D-3rd Congressional District*) 1st term ends July 2023
- Commissioner Paul Berrick Abramson (*U-7th Congressional District*) 1st term ends July 2023
- Commissioner Aaron Harber (*D-2nd Congressional District*) 1st term ends July 2025
- Commissioner Teresa Kostenbauer (*U-4th Congressional District*) 1st term ends July 2024
- Commissioner Steven Meyer (*U-3rd Congressional District*) 1st term ends July 2024
- Commissioner Josh Scott (*D-1st Congressional District*) 1st term ends July 2025
- Commissioner Ana Temu Otting (*D-2nd Congressional District*) 1st term ends July 2025
- Commissioner Steven Trujillo (*D-3rd Congressional District*) 1st term ends July 2023
- Commissioner Eric Tucker (*U-5th Congressional District*) 1st term ends July 2023
- Commissioner Jim Wilson (*R-5th Congressional District*) 1st term ends July 2025

ADVISORY COMMITTEE

Legislative Advisors

- Representative Julie McCluskie, *House Majority Appointment*
- Representative Cathy Kipp, *House Majority Appointment*
- Representative Tonya Van Beber, *House Minority Appointment*
- Senator Rachel Zenzinger, *Senate Majority Appointment*
- Senator Tammy Story, *Senate Majority Appointment*
- Senator Kevin Priola, *Senate Minority Appointment*

Subject Matter Advisors

- Mr. Brad Baca, *Institutional Finance Representative*
- Mr. Daniel Casillas, *Student Representative*
- Mr. Mark Cavanaugh, *IHEC Representative*
- Ms. Donnis Hurd, *Parent Representative*
- Ms. Colleen O'Neil, *K-12 Representative*
- Dr. Melinda Piket-May, *Faculty Representative*
- Dr. Landon Pirius, *Academic Council Representative*

Governor Jared Polis Dr. Angie Paccione, Executive Director

1600 Broadway, Suite 2200, Denver, CO 80202 P 303.862.3001 F 303.996.1329 highered.colorado.gov





INSTITUTION AND SYSTEM LEADERS

<u>INSTITUTION</u>	<u>CEO</u>	<u>LOCATION</u>
Adams State University	Dr. Cheryl Lovell, President	Alamosa
Aims Community College	Dr. Leah Bornstein, President	Greeley
Community College System	Joe Garcia, Chancellor	Denver
Arapahoe CC	Dr. Stephanie Fujii, President	Littleton
Colorado Northwestern CC	Dr. Lisa Jones, President	Rangely
CC of Aurora	Mordechai Brownlee, President	Aurora
CC of Denver	Marielena DeSanctis, President	Denver
Front Range CC	Andy Dorsey, President	Westminster
Lamar CC	Dr. Linda Lujan, President	Lamar
Morgan CC	Dr. Curt Freed, President	Ft. Morgan
Northeastern JC	Jay Lee, President	Sterling
Otero JC	Dr. Timothy Alvarez, President	La Junta
Pikes Peak CC	Dr. Lance Bolton, President	Colorado Springs
Pueblo CC	Dr. Patty Erjavec, President	Pueblo
Red Rocks CC	Dr. Michele Haney, President	Lakewood
Trinidad State JC	Dr. Rhonda Epper, President	Trinidad
Colorado Mesa University	John Marshall, President	Grand Junction
Colorado Mountain College	Dr. Carrie Besnette Hauser, President	Glenwood Springs
Colorado School of Mines	Paul Johnson, President	Golden
Colorado State System	Dr. Tony Frank, Chancellor	Denver
CSU-Ft Collins	Dr. Joyce McConnell, President	Fort Collins
CSU-Pueblo	Dr. Timothy Mottet, President	Pueblo
CSU-Global Campus	Pamela Toney, President	Aurora
CU System	Todd Saliman, President	
CU – Boulder	Dr. Philip DiStefano, Chancellor	Denver
UCCS	Dr. Venkat Reddy, Chancellor	Boulder Colorado
UCD	Dr. Michelle Marks, Chancellor	Springs Denver
UC-Anschutz	Don Elliman, Chancellor	Aurora, Denver
Emily Griffith Technical College	Randy Johnson, Executive Director	Denver
Ft. Lewis College	Dr. Tom Stritikus, President	Durango
Metropolitan State University of Denver	Janine Davidson, President	Denver



Pickens Technical College	Dr. Teina McConnell, Executive	Aurora
Technical College of the Rockies	Allen Golden, Director	Delta
University of Northern Colorado	Dr. Andy Feinstein, President	Greeley
Western State Colorado University	Nancy Chisholm, President	Gunnison

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