CCHE AGENDA

March 5, 2021

Colorado Department of Higher Education
ZOOM Video Conference

BUSINESS MEETING
1:00pm – 4:30pm

Vanecia Kerr, Chair
Sarah Kendall Hughes, Vice-Chair
Paul Berrick Abramson
Teresa Kostenbauer
Tom McGimpsey
Steven Meyer
Charlotte Olena
Brittany Stich
Steven Trujillo
Eric Tucker

COLORADO
Colorado Commission on
Higher Education
Department of Higher Education

Colorado Commission on Higher Education
March 5, 2021

Colorado Department of Higher Education
ZOOM Teleconference Only
Denver, Colorado

11:30am -12:30pm **COMMISSIONER & ADVISOR WORK SESSION**

- Test Optional Panel – *Carl Einhaus*
- Independent Higher Education of Colorado Panel – *Mark Cavanaugh, Executive Director Independent Higher Education of Colorado (IHEC), John P. Fitzgibbons, S.J. President, Regis University, Jeremy Hafner, Chancellor, University of Denver, Mike Edmonds, Acting President, Colorado College*

1:00 – 4:00pm **BUSINESS MEETING**

I. Opening Business
    A. Attendance
    B. Approval of the Minutes for the February 5, 2021 Commission Meeting
    C. Reports
        i. Chair
        ii. Vice-Chair
        iii. Commissioners
        iv. Commission Standing Committees
        v. Advisors
    D. Executive Director Report
    E. Public Comment

II. Consent Items
    A. Degree Authorization Act: Recommendation for Authorization of BEE World as a Religious Training Institution/Seminary – *Heather DeLange*

III. Action Items
    A. Recommended Grants for 2020-21 OER Grant Program – *Spencer Ellis*
        i. *Guest Presenters and OER Council Chairs: Ms. Emily Bongiovanni, Colorado School of Mines & Mr. Dustin Fife, Colorado Western University*
    B. Recommend Approval of Revised CCHE Capital IT Scoring Criteria – *Lauren Gilliland*

IV.   **Discussion Items**
      A. Degree Authorization Act: Recommendation for Provisional Authorization of the University of Maryland, Global Campus – *Heather DeLange*
      B. CCHE Use of Steps 1 and 3 of Funding Formula – *Jason Schrock*
      C. Impacts of the Pandemic -*Dr. Kim Poast, Mr. Todd Saliman, Dr. Bill Niemi, Dr. Bill Henry, Dr. Kurt Haas, Dr. Rick Miranda, Dr. Kent Buchanan, Mr. Mark Anderson*
          Representatives of the state's 4-year institutions will discuss the impact of the pandemic on enrollment, retention, and student success, and how these institutions are navigating and changing in this new environment.

V.   **Commission Initiatives**
      A. Legislative Update – *Chloe Figg*

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**Minutes of the Colorado Commission on Higher Education (CCHE) Meeting
Via ZOOM Teleconference
February 5, 2021**

BUSINESS MEETING

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

I. Opening Business

A. Attendance

Commissioners attending: Chair Kerr, Vice Chair Hughes, Commissioners Abramson, Colon, Kostenbauer, McGimpsey, Meyer, Olena, Stich, Trujillo, Tucker.

Advisors attending: Rep. Kipp, Rep. McCluskie, Sen. Zenzinger, Wayne Artis, Mark Cavanaugh, Brad Baca, David Olguin, Misti Ruthven

B. Minutes

Commissioner McGimpsey moved to approve the December 3, 2020 meeting minutes. Seconded by Commissioner Tucker, the motion passed unanimously.

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

Chair Report – Chair Kerr reported that she and Vice Chair Hughes met with President Feinstein of UNC to discuss a regular convening of the Commission and the IHE Presidents. More will be announced as it is confirmed.

Vice Chair Report – Vice Chair Hughes reported that the Trustee Convening went extremely well on January 26th. She thanked the staff and commissioners for their leadership and engagement for the event. She introduced the Colorado Trustee Network and thanked the members of that group for their help in organizing the event as well. She and Commissioner Meyer toured three Colorado Mountain College campuses: Glenwood Springs, White Fall and Spring Valley. They met with students, faculty and campus leadership and appreciated the ability to learn more about this institution and its service to Colorado.

Commissioner Reports – Commissioner Meyer reported on his visit to CMC campuses with Vice Chair Hughes. He said the meetings were very valuable and it was refreshing to meet with people face-to-face. He also reported that President Foster will be retiring from CMU. A search committee has been formed and will close the posting on March 1st.

Commissioner Kostenbauer reported on a meeting she had with President Davidson at MSU Denver regarding funding and closing the equity gap. There is a gap in the funding MSU receives compared with that of the four-year institutions and there is a perception of systemic racial bias because of the large gap. She suggested that this won't change until the funding formula is changed.

Fiscal Affairs & Audit Committee – The committee met in late January and discussed the capital scoring criteria and updated rubric, and operationalizing steps 1 and 3 of the funding formula. Commissioner Tucker applauded the year-long effort of the rubric working group, stakeholders, and the department in updating the criteria and moving the work forward. He reported that the committee is considering cross functional meetings with the CFOs and Presidents to operationalize steps 1 and 3 of the formula.

Student Success & Academic Affairs Committee – Commissioner Stich reported that the committee is working to review potential consent agenda items prior to commission meetings to help facilitate CCHE meeting time. The committee was updated on both OER applications for the coming year and future funding. The committee is working to address affordability and equity in the OER space. The committee also discussed supplemental academic instruction process updates, and the ability of institutions to apply for an extension beyond a COVID extension. Commissioner Stich reported that Chair Kerr will participate in the Equity Day of Dialogue and will sign the Day's declaration on behalf of the commission. The committee will be working on other ways to participate in this effort as well.

Advisor Reports- Advisor Baca reported that the discussions with the CFOs regarding step 1 & step 3 of the funding formula have been very productive and appreciated.

On behalf of the private nonprofit IHEs, Advisor Cavanaugh thanked all of the public colleagues for their generosity in making sure that CARES Act and stimulus funds included the public and private IHEs.

Representative McCluskie updated the Commission on the work of the Joint Budget Committee. Hearings were completed with all the individual institutions in January. There is a universal need for additional support during this time particularly as it relates to COVID and declining enrollment. The JBC approved a 2.5% increase for state employees and institutions as a benchmark for what they try to provide for classified employees.

Executive Director Report – Dr. Paccione welcomed new legislative advisors, Senator Zenzinger and Senator Priola. She also congratulated Rep. McCluskie and

Rep. Kipp on their reappointments to the Commission. Rep. Van Bieber was appointed effective yesterday and will join the Advisory Committee at the March meeting. Dr. Paccione reported that the Trustee Convening held last month was a great success with over 90 board members attending. National and local speakers and subject matter experts were energetic and there was lots of engagement. She thanked the Governor for his remarks and the Colorado Trustee Network for their part in developing the agenda. The Department will be executing House Bill 2010-02 which is work based learning for college credit and there will be a convening on February 26th to discuss it. She congratulated President Foster on his retirement from CMU. He transformed CMU from a community college to a world-class university. Dr. Paccione also reported that some federal stimulus funds are anticipated for Colorado. She suggested the commission may want to draft a letter of support and/or contact our federal delegation.

Public Comment – Morgan Royal, Director of Campaigns at New Era Colorado addressed the commission. Ms. Royal reported that New Era will be introducing a bill to secure needed protections for private student loan borrowers. This bill will bring more transparency and consistency to the repayment process and ensure accountability from predatory players. This bill will also expand disability discharge requirements and increase protections for cosigners and will seek to address predatory practices that exist as a result of the rapid growth of this largely unregulated market, including addressing robo signing. This legislation will hold predatory players accountable. Ms Royal asked that the commission issue a statement of support for this bill.

II. **Consent Items**

A. Approval of Bachelor of Applied Science Degree in Health Informatics at Community College of Denver – *Dr. Chris Rasmussen*
B. Approval of Bachelor of Applied Science Degree in Cannabis Science and Operations at Community College of Denver – *Dr. Chris Rasmussen*
C. Approval of Associate of Applied Science Degree in Cannabis Business at Community College of Denver – *Dr. Chris Rasmussen*
D. Approval of Commission Standards and Procedures for Implementation of House Bill 19-1206 (Developmental Education and Supplemental Academic Instruction) – *Dr. Chris Rasmussen*
E. Recommend Approval of Reauthorization of Educator Preparation Unit at Rocky Mountain College of Art and Design – *Dr. Brittany Lane*

Commissioner Olena moved to approve Consent Items A - E. The motion was seconded by Commissioner Abramson and passed unanimously.

III. Action Items

    A. Approve CCHE Capital Construction and Renovation Scoring Criteria - *Lauren Gilliland*

      Lauren Gilliland, CDHE, provided an overview of the capital construction/renewal scoring criteria comprehensive review process carried out by a working group of CCHE commissioners over the course of 2020. In doing so, she noted the extensive stakeholder involvement. She reviewed key changes in the revised criteria and their justifications. Commissioners unanimously approved the new criteria, which will be in place for the FY 2022-23 budget cycle. Commissioner Hughes noted the rigorous nature of the review process and thanked those involved.

IV. Discussion Items

    A. Impacts of the Pandemic -*Dr. Kim Poast, Dr. Landon Pirius, Dr. Kathryn Regio Dr. Linda Van Doren, Dr. Russ Rothamer, Carl Einhaus*

      Representatives of the Colorado Community College System, Colorado Mountain College, and Aims Community College discussed the impact of the pandemic on enrollment, retention, and student success, and how these institutions are navigating and changing in this new environment.

V. Commission Initiatives

    A. Annual Report to the Commission on the Effect of Prior Learning Assessment on Student Progression and Completion – *Carl Einhaus and Christina Carrillo, with guest presenters Alberto Teixeira and Paul DeCecco, Pikes Peak Community College* – Carl Einhaus updated the Commission on efforts to improve data collection to track credit for prior learning and the relationship to student success. The Department is using grant funds from the Strada Education Network to support the efforts and working with institutional stakeholders to develop a data collection and reporting process aligned with CCHE policy. Guest speakers from Pikes Peak Community College, Paul DeCecco and Alberto Teixeira, presented on efforts at PPCC to award credit for prior learning to veterans and active duty military, which has led to thousands of credits helping hundreds of students earn their degrees in less time and at a lower cost.

The meeting adjourned at 3:47pm.

TOPIC: DEGREE AUTHORIZATION ACT: RECOMMENDATION FOR AUTHORIZATION OF BEE WORLD AS A SEMINARY/RELIGIOUS TRAINING INSTITUTION

PREPARED BY: HEATHER DELANGE, OFFICE OF PRIVATE POSTSECONDARY EDUCATION

I.   SUMMARY

This consent agenda item recommends authorization for Biblical Education by Extension World (BEE World) as a Seminary or Religious Training Institution pursuant to the provisions of the Degree Authorization Act (C.R.S. §23-2-103.3).

II.   BACKGROUND

The Colorado Commission on Higher Education (CCHE) has statutory responsibility for administration of Title 23, Article 2 of the Colorado Revised Statutes, which authorizes certain types of institutions to offer degrees and/or degree credits. These are: (1) Colorado publicly supported colleges and universities; (2) properly accredited private colleges and universities; (3) postsecondary seminaries and bible colleges; and (4) private occupational schools authorized by the Division of Private Occupational School. Persons or unauthorized organizations that violate the provisions of the statute are subject to legal penalties.

All private colleges and universities, out of state public colleges and universities, and seminaries or bible colleges are required to register with the Colorado Department of Higher Education and to meet criteria found in CCHE Policy Section I Part J, Degree Authorization Act, in order to receive authorization to offer degrees within Colorado. Such authorization must be received by the institution prior to offering any program of instruction, academic credits, or degrees; opening a place of business; soliciting students or enrollees; or offering educational support services.

The Commission administers the Degree Authorization Act by determining an institution's eligibility to operate pursuant to statute and CCHE policy. Statute requires Commission action for institutional authorization at any level.

In the case of a seminary or bible college, an institution must qualify as a bona fide religious postsecondary educational institution which is exempt from property taxation under Colorado law. Also, admission criteria shall require at least a high school diploma or its equivalent and shall not offer programs or courses that are secular in nature. Additionally, to qualify as a bona fide religious postsecondary educational institution, an organization must meet each of the following criteria:

1. Be a non-profit institution owned, controlled, operated, and maintained by a bona fide church or religious denomination, lawfully operating as a non-profit religious corporation pursuant to Title 7 of the Colorado Revised Statutes.
2. Limit the educational programs to the principles of that church or denomination and grant degrees or diplomas only in areas of study that contain on their face a reference to the theological or religious aspect of the degree's subject area. Institutions operating under this degree authorization shall not award degrees in any area of physical science or medicine; or degrees appropriate only for academic institutions; or degrees associated with specific professional fields or endeavors not clearly and directly related to religious studies or occupations.
3. Not market, offer, or grant degrees or diplomas which are represented as being linked to a church or denomination, but which are actually degrees in secular areas of study.
4. Have obtained exemption from property taxation under state law and shall have provided the Department a copy of the certificate of this exemption.

At this time, BEE World is proposing to offer four programs from its Colorado site:

Diploma Programs
  o Women's Ministry
  o Pastoral Ministry

Associate Degree Programs
  o Church Leadership

Bachelor Degree Programs
  o Biblical Studies

II.   STAFF ANALYSIS

Biblical Education by Extension (BEE) World, located in Colorado Springs, is proposing to offer three programs for training vocational pastors and church leaders and one program for lay leadership in the church.

DHE staff worked with Biblical Education by Extension World on the application process. Staff reviewed the documents submitted that meet the criteria for authorization as outlined in CCHE policy, Section I, Part J. Based on the institution's vision and mission and the proposed programs, BEE World meets the definition of bona fide religious postsecondary educational institution (C.R.S. §23-2-102 (4)).

The Department's role for institutions authorized under this status is to ensure that the institution offering postsecondary education under the auspice of religion is truly a bona fide religious

postsecondary educational institution. The State of Colorado does not recognize degrees issued by institutions authorized under this provision of statute.

IV.   STAFF RECOMMENDATION

Staff recommends that the Commission approve BEE World for authorization as a Religious Training Institution.

STATUTORY AUTHORITY

C.R.S. §23-2-103.3 (4) To operate in Colorado, a seminary or religious training institution shall apply for and receive authorization from the department and establish that it qualifies as a bona fide religious institution and as an institution of postsecondary education, as defined by rules promulgated by the commission. A seminary or religious training institution that meets the criteria and rules established by this subsection (4) is exempt from the provisions of subsections (1), (2), and (3) of this section. A bona fide religious institution and an institution of postsecondary education that applies for authorization pursuant to this subsection (4) shall pay the fee established according to **section 23-2-104.5**.

TOPIC: RECOMMENDED GRANTS FOR 2020-21 OER GRANT PROGRAM

PREPARED BY: SPENCER ELLIS, DIRECTOR OF EDUCATIONAL INNOVATION

I.   SUMMARY

This consent item recommends approval of grants identified through the comprehensive review process conducted by the Open Educational Resources (OER) Council and Department staff for the 2020-21 OER Grant Program award year.

II.   BACKGROUND

At the October 2020 CCHE meeting, staff presented a comprehensive overview of the OER initiative, inclusive of the annual report submitted to the Joint Budget and Education Committees. The OER grant program is now in its final year of operations. As part of the October presentation, department staff, in conjunction with the OER Council, depicted the structure of the Request for Proposals (RFP) and timeline for the final cycle to the Commission. Since then, the department has collected the next cohort of applications, participated in a comprehensive review period, communicated required revisions to shortlisted candidates, and refined a list of recommendations for CCHE consent.

This year, the RFP (Attachment B) was updated to address current needs of institutions, as well as attend to current social movements. For example, criteria were added to assure applicants considered the contemporary needs of higher education including refined online education, anti-racist curriculum, COVID-19, and other challenges. The RFP was structured to encourage proposals ranging from professional exploration and development (with a focus on OER) to creation, adaptation, and/or adoption incentives of OER by faculty, staff or administrators. For this grant cycle, there are two levels of grants, primarily organized by associated requested dollar amount:

- **Individual or Small Group Grants** ranging from **$250-$10,000** that would support the review, creation, adaptation or adoption of OER by faculty and/or staff, especially at institutions without an OER initiative or associated incentive funding.
- **Institutional Grants** ranging from **$10,001-$75,000** to support deploying and sustaining existing institution-wide OER initiatives, including through the use of incentive funding for faculty and staff.

Applicant Pool
The December 2020 close of the RFP revealed nearly 40 submissions totaling over $1.4 million in proposed projects. This represents continued growth in application submissions since 2018, and indicates the elevated awareness and growth of this initiative throughout Colorado – and also mirrors the department's and OER Council's goal of 100% OER awareness across the state.

Among the proposals for the final grant cycle, 54% were from institutions of higher education for institutional level grants, and 46% for small groups or individuals. This also included

proposals from 26 different institutions, including 15 community colleges, both urban and rural. The OER Council and staff completed a 1.5 month-long comprehensive review. OER Council members recused themselves from proposals associated with their home institutions and systems. In these cases, a replacement reviewer was appointed by the department staff. The department staff provided pre-notifications of shortlisted proposals to applicants in February 2021. This afforded institutions an opportunity for future planning with the understanding that final approval of their grant status would take place at the March 2021 CCHE meeting.

III. STAFF ANALYSIS

As articulated in previous Commission presentations, one of the goals of the OER Grant Program is to encourage as much participation throughout the state as possible. This is to strengthen the widescale potential and collective impact of OER work. As a result, awards were granted to as many qualified proposals as possible with additional professional development funding provided to several institutions not selected for full grant funding in the final year. This two-pronged approach to funding allows campuses to begin the work of selected proposals while providing further support for those not selected for full grant funds to attend the annual statewide OER Conference and/or pursue related professional development opportunities. This enables professional development trainings and further exploration of open education on their campuses. This approach has proven successful: one applicant from the first OER grant cycle pursue this path, resubmitted their broadened proposal and were successfully funded their second year.

By awarding a high number of grants to institutions from across the state, as well as additional support for several to attend the statewide OER conference and/or other OER focused training in 2020, the next round of grant funding should help to continue the momentum toward the goals of student savings and success through OER.

This year, the CCHE and OER Council will award $840,000 to campuses, educators, faculty and staff for their budding OER programs. The recommended projects are listed in Attachment A.

IV. STAFF RECOMMENDATIONS

Staff recommend approval of grants to advance the OER initiative in Colorado.

V.   STATUTORY AUTHORITY

Pursuant to HB 18-1331, the Commission shall award grants through the grant program and shall take into account, but is not bound by, the recommendations of the council and staff in doing so.

ATTACHMENT(S):

Attachment A: Colorado OER Grant Program Recommended Award Recipients for OER Grant Program Year Three
Attachment B: Colorado Open Educational Resources (OER) Grant Request for Proposals (RFP) 2020-21

COLORADO
Department of
Higher Education

CDHE

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Jared Polis
Governor

Dr. Angie Paccione
Executive Director

Attachment A: Colorado OER Grant Program Recommended Award Recipients
OER Grantees 2020-21 (Cohort #3)

Institutional (Grantee) Name	Project Name	Grant Level	Grant Award 2021
Aims CC (Institutional)	"Aims Community College's OER Tactical Goal Initiative: Building F2S (Free-to-Students) Courses"	Institutional	$26,000.00
Arapahoe CC (Institutional)	"Access to Open Educational Resources (OER) Fosters Equity and Student Success"	Institutional	$50,000.00
CCA (Institutional)	"Open Educational Representation: Building Courses at the Community College of Aurora to Support Inclusive Pedagogy"	Institutional	$35,602.46
CCCS #1 (Institutional)	"OER4CTE: Creating OER for CTE Concurrent Enrollment Courses"	Institutional	$65,000.00
CCCS #2 (Institutional w/CCD)	"WeBWorK Consortium Part 2: A Collaborative Data Source for Math Instruction"	Institutional	$31,750.00
CCD (Institutional)	"AS to Z Degree"	Institutional	$28,000.00
CMU 4 (Acker)	"Creating an OER Textbook for Second Year Spanish for Prospective Peace Officers and Criminal Justice Majors"	Small Group	$9,085.00
CMU 7 (Kim)	"Developing and Implementing Open Education Resources (OER) Materials for GT-Pathways Introductory Physics Courses (PHYS 111, 112, 131, 132) at Colorado Mesa University"	Small Group	$9,600.00
CMU 8 (Institutional)	"Growing the Use of OER on the CMU Campus: Stipends to Kick-Start Change, Innovation, and Savings for Students"	Institutional	$42,000.00
CNCC (Institutional)	"Breaking Down Barriers and Opening Up Opportunities: Colorado Northwestern Community College's Continued OER Path to Student Success"	Institutional	$35,000.00
CSM 1 (Institutional)	"Open Mines: Deploying Open Educational Resources (OER) Development at Colorado School of Mines"	Institutional	$50,000.00
CSU (Institutional)	"Open Educational Resources at Colorado State University Fort Collins:	Institutional	$50,000.00

	Increasing Impact, Expanding Access, and Diversifying Voices"		
CSU-Pueblo (Institutional)	"CSU-Pueblo: A DOER Campus By 2028, Year Three--Building Momentum and Serving the OER Needs of an HSI"	Institutional	$45,744.15
CU-Anschutz (Rustici)	"Creation of a national set of curricular materials for medical school Transition To Residency (TTR) courses"	Small Group	$8,000.00
CU-System (Institutional)	"Open CU: Expanding a Successful and Sustainable OER Initiative"	Institutional	$50,000.00
FLC (Institutional)	"Putting Students at the Center Through OER"	Institutional	$30,000.00
FRCC (Institutional)	"Demystifying Open Education Resources: Discovery and Adoption II"	Institutional	$15,000.00
MSU-Denver (Institutional)	"Running the Open Road III: Third year of the Open Roadrunners program"	Institutional	$60,000.00
MSU-Denver (Hoyer)	"Design, Matrix, Print: Creating OER Materials for the Studio Art Printmaking Classroom"	Small Group	$2,000.00
NJC (Institutional)	"Removing Educational Barriers at Northeastern Junior College to Form a New Northeastern QER Nation Institutional Grant Application"	Institutional	$31,000.00
OJC (Institutional)	"Operation OER: Enhancing the Use of OERs in Guaranteed Transfer General Education Courses"	Institutional	$30,000.00
PCC (Institutional)	"Pueblo Community College OER Expansion Project"	Institutional	$22,000.00
PPCC (Institutional)	"Pikes Peak Community College OER Initiative"	Institutional	$30,000.00
RRCC (Institutional)	"Red Rocks Community College OER Pathway"	Institutional	$51,000.00
TSJC 1 (King)	"OER Integration in Occupational Safety and Health Technology Online Courses, Part 2"	Small Group	$9,000.00
UNC (Institutional)	"Sustaining Open Educational Resources at the University of Northern Colorado"	Institutional	$43,218.40
WCU (Institutional)	"Western's Innovation Network for OER: Year 3 (WIN for OER)"	Institutional	$16,000.00
		TOTAL	**$875,000.01**

Colorado Department of Higher Education

Colorado Open Educational Resources (OER) Grant 2020-21

Request for Proposals (RFP) Cover Sheet

Project Title:
Applicant(s) Names and Contact Information (please include email, phone, and address of primary, secondary, and tertiary contact for proposal):
Institutional Affiliation(s):
In an effort to create cross-campus OER networking and support, please indicate if you consent to sharing your contact information with other applicants from your institution, system or in the state. The Colorado OER Council intends to continue to connect potential partners throughout the state to pursue goals related to the charge of this initiative.   **Pick one:**   **Yes;** I consent to sharing my information with potential collaborators.   **No;** please do not share my information with potential collaborators.

	Colorado Open Education Resources (OER) Grant
Introduction	The Colorado Commission on Higher Education solicits proposals for grants designed to expand the use of open educational resources (OER) across public postsecondary institutions in the state. The deadline for an institution, faculty, or staff to submit a proposal for consideration is **Tuesday, December 15, 2020.**
Purpose	HOUSE BILL 18-1331 (CRS C.R.S. 23-4.5-104) and the associated appropriation provide funding for expanding the use of open education resources (OER). The Colorado OER Council, established under the auspices of the bill, advises the Department of Higher Education on expanding the use of OER in public institutions of higher education around the state, including through the awarding and tracking of grant funds to create, adapt and promote the use of OER. Two types of proposals are solicited for an initial round of funding: ● Those from public institutions of higher education to support and expand creation, adoption, adaptation and promotion of the use of OER across the institution and among multiple institutions; and ● Those from faculty and/or staff of public institutions of higher education, individually or in small groups, to support the creation, adoption, adaptation and promotion of OER for specific courses, disciplines or programs.
Anticipated Outcomes	The Colorado OER Grant Program is anticipated to: ● Raise awareness of OER among faculty, staff and students in the state of Colorado ● Provide up to $800,000 in funding to institutions, faculty and staff to support and expand creation, adoption, adaptation and promotion of the use of OER in the state of Colorado ● Save students at Colorado's public institutions of higher education $2 million in textbook costs in the academic year 2021-2022
Process and Key Dates	Applications in response to the request for proposals (RFP) will be accepted beginning in **Sep. 25, 2020** The CDHE staff and OER Council will host a series of webinars from August to October 2019 to provide guidance on applications and answer questions about the requirements of this grant program. The deadline for proposals to be submitted is **Dec. 15, 2020.** All proposals should be emailed to spencer.ellis@dhe.state.co.us as an attachment in PDF format by 5 p.m. MST on **Dec. 15, 2020.** The proposal must be submitted as one PDF document and included as one attachment in the submission email; letters of support may be attached to the application email as separate PDF documents. The body of the application email must include the name and full contact details

	(including name, title, institutional affiliation, phone, email, and mailing address) of the project lead, as well as any secondary or tertiary contacts for the project.

Members of the Colorado OER Council and/or their designees will review proposals and make recommendations to the CCHE about which proposals to fund and in what amount by February, 2021 CDHE staff will bring OER Council recommendations for review and consent from the Commission during their February 2021 meeting. Funds shall be dispersed by the CDHE in March of 2021. All funds must be expended by June 15, 2022.

Grantees must submit a progress report by Sep. 30, 2021 and a final report by May 30, 2022. Unexpended funds are required to be returned to the Department by July 2022.

Note: In order to avoid conflicts of interest, OER Council members will recuse themselves from reviewing and/or recommending proposals which they have written and/or those which are from their home institutions. |
| **Available Funds** | The Colorado OER Grant Program will fund two types of grants with a total allocation of $800,000 for the final year:

● Individual or Small Group Grants ranging from $250-$10,000 that would support the review, creation, adaptation or adoption of OER by faculty and/or staff, especially at institutions without an OER initiative or associated incentive funding.
● Institutional Grants ranging from $10,001-$75,000 to support deploying and sustaining existing institution-wide OER initiatives, including through the use of incentive funding for faculty and staff. |
| **Eligibility** | Eligibility for the grant program is as follows:
● Institutional Grants are open to any public postsecondary institution in the state of Colorado as defined in C.R.S. Title 23, which is inclusive of institutional systems.
● Individual or Small Group Grants are open to any faculty, instructor or staff employed by a public institution of higher education in the state of Colorado. |
| **Selection Criteria** | The CCHE shall take into account, but is not bound by, the recommendations of the Council. In making recommendations and awarding grants, the Council and the Commission shall consider whether the proposed grant-supported activity:

(i) affects courses with high student enrollment or high textbook or materials costs; |

	(ii) affects high-impact courses such as core courses, Guaranteed Transfer (GT) Pathways/General Education courses or courses included in concurrent enrollment agreements; (iii) supports adoption, adaptation and/or development of open educational resources by teams of faculty, librarians and instructional designers within a public institution of higher education or across multiple institutions, making it more likely that the resources will be used in multiple courses or sections; (iv) includes a demonstrated commitment to and plan for accessibility and diversity of materials; (v) aligns with departmental, institutional and/or state mission, goals or strategic initiatives. (vi) aligns with the current needs of higher education, responsive to online education, anti-racist curriculum, COVID-19, and other current events (vii) advance existing institutional OER programs and sustainable initiatives (vii) advance institutional and state strategic initiatives and goals, such as CDHE Master Plan or ZTC initiatives
Required Sections of the Proposal	Please submit all required sections of the proposal in one document, not to exceed eight pages (addenda, including letters of support and detailed budget plan, are not included in this 8-page limit). Required sections of the proposal are detailed below. **An application for an institutional level grant must include:** (i) evidence of the existence of an open educational resources committee, whether formal or informal, or list of the personnel who will be involved in the proposed project, or identification of individual or list of the individuals or personnel who will be involved in the proposed project; and (ii) a plan for expanding the adoption, adaptation and/or creation of open educational resources across the campus or institution that receives the grant, which may include awarding grants to faculty members, staff or faculty training and/or support; reducing a faculty member's required teaching hours; or providing other incentives to faculty for adapting and developing open educational resources; and (iii) identification of any library, instructional design, information technology, instructional and/or teacher and administrative staffing, including project partners, to support the open educational resources initiative for which a grant is requested; and

(iv) the manner in which the courses that use open educational resources will be identified for students prior to the time of course registration, which may include identification in the schedule of classes; and

(v) the plan for ensuring that open educational resources that are adapted or developed using the grant money are discoverable, publicized, and made available to other faculty and students within the public institution of higher education and other public institutions of higher education, including a description of any open licensing, which is detailed in item two (2) of the agreement page of this RFP; and

(vi) the manner in which the grant recipient will evaluate the use of the open educational resources developed using the grant, which may include the number of students who are affected and the cost savings to students as a result of the open educational resources developed using the grant and/or the impact on student success which may include DFW rates, assessment of student learning outcomes, enrollment, and impact on retention and persistence, costs of resources replaced, survey data on student performance, student success or satisfaction with the OER/support (such as IT) used in parts of the project, etc.; and

(vii) a plan for and commitment to sustaining the open educational resources initiative after the grant is completed; and

(viii) a plan for commitment to accessibility in compliance with the "Americans with Disabilities Act of 1990", 42 U.S.C. sec. 12101 et seq., as amended, to enable persons with disabilities to access to the open educational resources developed or adapted using the grant; and

(ix) a detailed budget plan describing utilization of grant funds and relevant letters of support, indirect costs are not considered allowable costs (which can be included in addenda portion of document); and

(x) demonstrated support from departmental or institutional leadership is required and will be accepted in the form of official letters of support (and may be included as separate attachments to the application email).

An application for an individual or small group grant must include:

(i) evidence of the existence of an open educational resources committee, whether formal or informal, or list of the personnel who will be involved in the proposed project, or identification of individual or list of the individuals or personnel who will be involved in the proposed project; and

(ii) information concerning the textbooks and other materials in use at the time the grant is received, the costs of the textbooks and materials; and

(iii) a plan for how the applicant expects to use the grant money to adopt, adapt or develop open educational resources to replace the textbooks and other materials,

steps the applicant will take to ensure the content produced meets accessibility guidelines; and

(iv) identification of any library, instructional design, information technology, instructional and/or teacher and administrative staffing, including project partners, to support the open educational resources initiative for which a grant is requested; and

(v) the manner in which the courses that use open educational resources will be identified for students prior to the time of course registration, which may include identification in the schedule of classes; and

(vi) the plan for ensuring that open educational resources that are adapted or developed using the grant money are discoverable, publicized, and made available to other faculty and students within the public institution of higher education and other public institutions of higher education, including a description of any open licensing, which is detailed in item two (2) of the agreement page of this RFP; and

(vii) the manner in which the grant recipient will evaluate the use of the open educational resources developed using the grant, which may include the number of students who are affected and the cost savings to students as a result of the open educational resources developed using the grant and/or the impact on student success which may include DFW rates, assessment of student learning outcomes, enrollment, and impact on retention and persistence, costs of resources replaced, survey data on student performance, student success or satisfaction with the OER/support (such as IT) used in parts of the project, etc.; and

(viii) a plan for and commitment to sustaining the open educational resources initiative after the grant is completed; and

(ix) a plan for commitment to accessibility in compliance with the "Americans with Disabilities Act of 1990", 42 U.S.C. sec. 12101 et seq., as amended, to enable persons with disabilities to access to the open educational resources developed or adapted using the grant; and

(x) a detailed budget plan describing utilization of grant funds and relevant letters of support (which can be included in addenda portion of document), indirect costs are not considered allowable costs; and

(xi) demonstrated support from departmental or institutional leadership is required and will be accepted in the form of official letters of support (and may be included as separate attachments to the application email).

Evaluation, Reporting &	All grant applications must include a description of how grant recipients will evaluate the use of the open educational resources developed using the grant. This should include estimates for the number of students who are affected and the cost savings to students as a result of the open educational resources developed using the grant. In addition to cost savings, other grant evaluation criteria may include the

![Colorado Department of Higher Education logo]

Required Activities	impact of using OER on student success. These can include, but are not limited to, DFW rates, assessment of student learning outcomes and student satisfaction, impact on retention and persistence or other student success measures. Grant recipients are expected to participate in ongoing, related activities at the request of the Council, which include: ● data collection ● reporting including internal reporting and engagement with Council surveys ● ongoing efforts to make sure the supported activities are accessible ● participation (to the extent scheduling allows) in virtual and annual convenings arranged by the OER Council and CDHE ● Funds that have not been used by final report date must be returned to the Department

Grant Proposal Process

2020-21 Timeline Projection and Expectations

Activity	Sep. 2020	Oct. 2020	Nov. 2020	Dec. 2020	Jan. 2021	Feb.-Mar. 2021	Sep. 2021	Jul. 2022
RFP released and application submission window.	■							
Webinar on application process.	■	■	■	■				
Proposal review period.				■	■			
Recommendations taken to Commission.						■		
Awarding and disbursement of funds.						■		
Progress reporting							■	

	from grantees.							■	
	Final reporting from grantees and returning of unused funds.								■

* Note: the timeline above includes some approximations. Detailed deadlines will be issued to grant recipients with appropriate notice.

For Information: Please contact Spencer Ellis, Director of Educational Innovation, 303-862-3017, spencer.ellis@dhe.state.co.us

Colorado Open Educational Resources (OER) Grant Agreement

Project Title:

Each grant recipient, as a condition of receiving the grant, must:

1. Submit to the council data concerning the number of students affected by open educational resources developed or adapted using the grant; the estimated amount of student savings that results from using the open educational resources; measures of the effectiveness of the grant project; and
2. Agree to apply a Creative Commons license, which permits the creation of derivative works (CC-BY, CC-BY-SA, CC-BY-NC, CC-BY-NC-SA, or CC0, with CC-BY strongly preferred) to any copyrightable materials produced as part of grant-supported activities other than software, while licensing software with any open source license approved by the Open Source Initiative (such as the GNU Public License (GPL), Lesser GNU Public License (LGPL), Apache License, MIT License, with the GPL and LGPL strongly preferred); and
3. Post new or adapted open educational resources to an open repository in editable file formats or with source code; and
4. Agree to comply with the guidelines and parameters adopted by the council in this RFP for implementing the grants; and
5. Comply with the federal "Americans with Disabilities Act of 1990", 42 U.S.C. sec. 12101 et seq., as amended, to enable persons with disabilities to access the open educational resources developed or adapted using the grant; and
6. Conduct the activities as described in this proposal form; and
7. Provide institutional/organization funding and resources as stated in this proposal form; and
8. Comply with state requirements regarding the audit of a grant-funded program and supply CDHE with a copy of the mid-term report and any findings for each fiscal year in which those grant monies were expended within 60 days of the completion of the audit; and
9. Keep all records necessary for fiscal and program auditing and give CDHE, or the State Auditor access to and the right to examine all records, books, papers, or documents, related to this grant; and
10. Retain all fiscal records for a period of five years; and
11. Provide CDHE with required data and evaluation information; and
12. Comply with the administrative procedures and fiscal guidelines of CDHE including submission of final performance report; and
13. Comply with Title IV of the Civil Rights Act of 1964 (42 USC 2000d) prohibiting employment discriminatory practices that will result in unequal treatment of persons who are or should be benefiting from the grant aided activity.
14. Contact the CDHE with any project or budget modification requests prior to making any changes to the original proposal; and
15. The Colorado Department of Higher Education may terminate a grant award upon thirty (30) day notice if it is deemed by CDHE that the applicant is not fulfilling the requirements of the funded program as specified in the approved project application or if the program is generating less than satisfactory results.

I hereby provide assurances to the Colorado Department of Higher Education that if this institution/nonprofit organization receives a grant under the terms of the OER Grant, it will abide by the aforementioned items.

Name, Title & Organization of Authorized Representative

Signature/Date

TOPIC: RECOMMEND APPROVAL OF REVISED CCHE CAPITAL IT
                    SCORING CRITERIA

PREPARED BY: LAUREN GILLILAND, LEAD FINANCE ANALYST

I. SUMMARY

This action item recommends the approval of revised CCHE Capital IT Scoring Criteria. These criteria are used to prioritize capital IT project requests submitted to CDHE/CCHE for state funding. Revisions were only made to align shared criteria with the recently revised CCHE Capital Construction/Renewal criteria that were approved at the CCHE's February meeting.

II. BACKGROUND

Pursuant to C.R.S. 2-3-1704(11)(a), the Joint Technology Committee (JTC) must submit recommendations to the Joint Budget Committee (JBC) on information technology projects to include in the state budget no later than February 15th of each year. The JTC holds hearings to inform these recommendations. As a part of those hearings, the JTC requests the Colorado Department of Higher Education (CDHE) present on the Colorado Commission on Higher Education's (CCHE) prioritization of capital IT project budget requests submitted by institutions of higher education.

Prior to the FY 2020-21 budget cycle, capital IT requests were scored using the same rubric as the capital construction and renewal projects. The criteria did not fit capital IT projects well, and they were generally among the lowest on the final prioritized list. Since the Joint Technology Committee now exists separately from the Capital Development Committee, the Commission can submit separate prioritized lists for capital IT and capital construction/renewal.

Beginning in the FY 2020-21 budget cycle, capital IT projects were subject to their own criteria as approved by the CCHE Fiscal Affairs and Audit Committee. Three relevant criteria from the original capital construction/renewal criteria were carried over into the capital IT criteria. These were: other fund sources; clear identification of beneficiaries; and governing board priority.

Over the course of 2020, a working group of commissioners comprehensively reviewed the existing capital construction / renewal scoring criteria. This review included extensive stakeholder engagement with institutions of higher education, the Office of State Planning and Budgeting, the Office of the State Architect, and Legislative Council Staff. At it's February 5th, 2021 meeting, the CCHE voted to approve a revised set of capital construction/renewal scoring criteria.

This agenda item revises the existing Capital IT Scoring Criteria (Attachment A). The proposed new Capital IT Scoring Criteria (Attachment B) simply brings capital IT scoring into alignment with the new Capital Construction Scoring Criteria. The criteria capital IT shares with capital construction/renewal were revised to match the recently approved updates. Changes include: an

overhaul of the other fund sources criterion in favor of equity and attainability; the elimination of the identification of beneficiaries criterion due to ambiguity; and the revision of the governing board prioritization criterion in favor of increased governing board discretion.

On February 26th, 2021, the Fiscal Affairs and Audit Committee approved the revised Capital IT Scoring Criteria and forwarded to the full Commission for vote. However, the Committee requested that any feedback on the criteria changes from institutions be received before the Commission voted. Institutions were invited to provide feedback if different from feedback given during the capital construction / renewal criteria review. One submission was received, but feedback was duplicative of what was previously sent.

III.   STAFF ANALYSIS

The existing Capital IT Scoring Criteria should be revised to reflect changes made within the Capital Construction/Renewal Scoring Criteria. Only shared criteria will be updated. A comprehensive review is not yet warranted since the Capital IT Scoring Criteria have only been in place for two budget cycles.

IV.   STAFF RECOMMENDATIONS

 Staff recommends Commission approval of the revised CCHE Capital IT Scoring Criteria.

V.   STATUTORY AUTHORITY

N/A.

ATTACHMENTS:

ATTACHMENT A: Existing Capital IT Scoring Criteria

ATTACHMENT B: Revised Capital IT Criteria

Existing CCHE Capital IT Scoring Criteria

#1 IT Health, Security and Industry Standards

ALL INSTITUTIONS	
IT Health, Security and Industry Standards	**Points**
IT systems associated with proposed project are fully supported by developer[1]	**/2**
Cybersecurity of IT systems/devices associated with project is up to industry standards (e.g. two-factor authentication, does not compromise FERPA compliance, etc.)	**/2**
Articulates how project fits in with current disaster recovery system	**/2**
Project mitigates urgent/serious IT risk (e.g. imminent risk of system failure or serious security IT risk (e.g. imminent risk of system failure or serious security vulnerability)	**/2**
Project has life safety function[2]	**/2**
TOTAL	**/10**

Clarifications:

[1] "Fully supported" means that the developer of the software actively provides updates, addresses security concerns, and provides full IT support for the version of the software utilized. For hardware, full support and replacement parts must be available from manufacturer.

[2] Examples of a life safety function would be security cameras, emergency alert systems, etc.

#2 Other Fund Sources[1,2]

Including projects that are funded partly by non-State funds.

RESEARCH INSTITUTIONS	
Cash Contribution of Total Funds Requested	*Points*
No cash contribution	0
1-9%	6
10-19%	8
20-29%	10
30-39%	12
40-50%	14
Over 50%	15
Other Fund Sources Total	/15
FOUR YEAR INSTITUTIONS	
Cash Contribution of Total Funds Requested	*Points*
No cash contribution	0
1-8%	6
9-16%	8
17-24%	10
25-32%	12
33-40%	14
Over 40%	15
Other Fund Sources Total	/15
COMMUNITY COLLEGES AND AHEC	
Cash Contribution of Total Funds Requested	*Points*
No cash contribution	0
1-5%	6
6-10%	8
11-15%	10
16-20%	12
21-25%	14
Over 25%	15
Other Fund Sources Total	/15

Clarifications:

[1] After initial submission, changes to cash contributions will not be considered for scoring purposes. Institutions may increase the portion of the project that is cash-funded for the sole purpose of seeking cash spending authority.

[2] Student fees can be included as cash contribution.

#3 Quality of Planning/Proposal

ALL INSTITUTIONS	
Quality of Planning/Proposal	**Points**
Cost-benefit analysis performed with positive outcome	**/2**
Proposal articulates how the project fits in the with institution's strategic IT plan	**/2**
Alternatives analyzed	**/2**
Proper measures in place to prevent time and cost overruns	**/2**
Proposed project is cohesive and is not a combination of smaller, unrelated projects	**/2**
TOTAL	**/10**

#4 Clear Identification of Beneficiaries

Request must clearly identify the individuals that will be served and how they will be served better by the project requested.

ALL INSTITUTIONS	
Clear Identification of Beneficiaries	**Points**
Affects faculty	**/1**
Affects some students	**/1**
Affects most students[1]	**/2**
Affects whole campus[2]	**/2**
Project involves multiple institutions[3]	**/2**
TOTAL[4]	**/8**

Clarifications:

[1] "Most" means at least 50%, and request must specify how that standard is met.

[2] "Whole campus" includes students, faculty and visitors. Impact does not have to be even across parties but must be meaningful to all.

[3] Multiple institution bonus applies only to collaboration across separate, distinct institutions. This includes multiple community colleges with CCCS and AHEC.

[4] Points are cumulative. For example, if a project affects most students, the project would be awarded four points.

#5 Achieves Goals

ALL INSTITUTIONS	
Achieves Goals	**Points**
Articulates consistency with the Higher Education Master Plan[1]	**/5**
TOTAL	**/5**

Clarifications:
[1] Project request directly aligns with at least one Higher Education Master Plan goal. This must be articulated in narrative form.

#6 Governing Board Priority

Projects will receive points based upon the priority that the governing board has assigned to each project.

CU and CSU SYSTEM	
Governing Board Priority	Points
Higher than Sixth Priority	2
Sixth Priority	4
Fifth Priority	6
Fourth Priority	10
Third Priority	15
Second Priority	17
Top Priority	20
Total	/20
OTHER 4-YEAR INSTITUTIONS, COLORADO SCHOOL OF MINES, AND AHEC	
Governing Board Priority	Points
Higher than Sixth Priority	2
Sixth Priority	4
Fifth Priority	6
Fourth Priority	8
Third Priority	10
Second Priority	15
Top Priority	20
Total	/20
COMMUNITY COLLEGES	
Governing Board Priority	Points
Higher than Sixth Priority	2
Sixth Priority	6
Fifth Priority	8
Fourth Priority	12
Third Priority	15
Second Priority	17
Top Priority	20
Total	/20

Clarifications:

[1] Governing board priority order may not be changed after initial submission.

Proposed Revised Criteria for Capital IT Projects

#1 IT Health, Security and Industry Standards

ALL INSTITUTIONS	
IT Health, Security and Industry Standards	**Points**
IT systems associated with proposed project are fully supported by developer[1]	**/2**
Cybersecurity of IT systems/devices associated with project is up to industry standards (e.g. two-factor authentication, does not compromise FERPA compliance, etc.)	**/2**
Articulates how project fits in with current disaster recovery system	**/2**
Project mitigates urgent/serious IT risk (e.g. imminent risk of system failure or serious security IT risk (e.g. imminent risk of system failure or serious security vulnerability)	**/2**
Project has life safety function[2]	**/2**
TOTAL	**/10**

Clarifications:

[1] "Fully supported" means that the developer of the software actively provides updates, addresses security concerns, and provides full IT support for the version of the software utilized. For hardware, full support and replacement parts must be available from manufacturer.

[2] Examples of a life safety function would be security cameras, emergency alert systems, etc.

#2 Other Fund Sources[1,3]

GROUP 1: ASU, CSU-P, FLC, UNC, WCU	
Cash Contribution of Total Funds Requested	**Points**
1-2%	2
2-3%	4
3-4%	6
Over 4%	8
GROUP 2: CCCS Urban/Suburban Campuses[2]	
1-3%	2
3-6%	4
6-8%	6
Over 8%	8
GROUP 3: CMU, MSU	
1-4%	2
4-7%	4
8-10%	6
Over 10%	8
GROUP 4: CSM, CSU-FC, CU	
1-8%	2
8-16%	4
17-25%	6
Over 25%	8
Other Fund Sources Total	**/8**

[1]AHEC, CCCS-Lowry, and CCCS Rural Campuses (CNCC, LCC, MCC, NJC, OJC, PCC, and TSJC) are exempt.

[2]CCCS Urban/Suburban Campuses are ACC, CCA, CCD, FRCC, PPCC, and RRCC.

[3]Pledged cash contributions may not be changed after initial submission for scoring purposes, unless there is documented proof of a late gift or award that was not final at the time of initial submittal, but became available prior to the final CCHE Fiscal Affairs and Audit Committee (FAA) prioritization vote. Supporting materials must be submitted to the CDHE and FAA at least one day prior to the August FAA meeting. If non-gift additional funds become available, an increase in cash spending authority may be requested without scoring impact.

#3 Quality of Planning/Proposal

ALL INSTITUTIONS	
Quality of Planning/Proposal	**Points**
Cost-benefit analysis performed with positive outcome	**/2**
Proposal articulates how the project fits in the with institution's strategic IT plan	**/2**
Alternatives analyzed	**/2**
Proper measures in place to prevent time and cost overruns	**/2**
Proposed project is cohesive and is not a combination of smaller, unrelated projects	**/2**
TOTAL	**/10**

#4 Achieves Master Plan Goals

ALL INSTITUTIONS	
Achieves Goals	**Points**
Articulates request's alignment with one or more of the strategic goals in the Colorado Higher Education Master Plan, *Colorado Rises*.[1]	**5**
TOTAL	**/5**

[1]http://masterplan.highered.colorado.gov/read-colorado-rises/

#5 Governing Board Priority[1]

INDIVIDUAL INSTITUTIONS NOT IN A SYSTEM & AHEC	
Cash Contribution of Total Funds Requested	**Points**
37 points to distribute across all projects, with a maximum of 20 points per project.	**0-20**
COLORADO STATE UNIVERSITY SYSTEM	
52 points to distribute across all projects, with a maximum of 20 points per project.	**0-20**
UNIVERSITY OF COLORADO SYSTEM	
64 points to distribute across all projects, with a maximum of 20 points per project.	**0-20**
COLORADO COMMUNITY COLLEGE SYSTEM	
96 points to distribute across all projects, with a maximum of 20 points per project.	**0-20**
Other Fund Sources Total	**/20**

Bonus Points:

Project involves multiple institutions, all of which award the project a full 20 points.[2]	**+2**
TOTAL	**/0**

[1]Governing board priority order may not be changed after initial submission, except for when a project is withdrawn from consideration. If a governing board withdraws a project from consideration, any projects prioritized below the withdrawn project will move up one rank in priority level and be rescored accordingly. In order to have projects rescored, the CDHE and CCHE Fiscal Affairs and Audit Committee (FAA) must be informed of the withdrawal at least one day prior to the August FAA meeting.

[2]Multiple institution bonus points apply only to projects with collaboration across multiple governing boards, multiple CCCS institutions, or AHEC projects.

TOPIC: DEGREE AUTHORIZATION ACT: UNIVERSITY OF MARYLAND, GLOBAL CAMPUS – RECOMMENDATION FOR PROVISIONAL AUTHORIZATION

PREPARED BY: HEATHER DELANGE, OFFICE OF PRIVATE POSTSECONDARY EDUCATION

I.   SUMMARY

This discussion item provides information regarding the application of University of Maryland, Global Campus. Staff recommends provisional authorization for the university 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 stipulates 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 or out-of-state public education programs available to the Colorado residents. 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 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 is making satisfactory progress toward accreditation at the local site. Institutions with provisional authorization are required to renew annually and must receive accreditation at the Colorado site within three years of initial authorization.

The University of Maryland, Global Campus (UMGC) is a Maryland public, not-for-profit institution of higher education and one of 12 degree-granting institutions in the University System of Maryland. UMGC was formerly named University of Maryland University College and in 2019, the institution's name was changed to University of Maryland Global Campus to better reflect its global presence and ongoing mission of serving the education needs of working adults and military students around the world.

UMGC now serves more than 90,000 students worldwide with 20+ locations in Maryland, D.C. and Virginia, 80+ locations across the United States, and 170+ worldwide locations – including military bases in more than 20 countries and territories.

III. STAFF ANALYSIS

University of Maryland Global Campus has been invited to establish a presence on the Fort Carson, CO US Army Base. Initial plans include offering three undergraduate certificate programs, six bachelor's degrees, three graduate certificates and six master's degrees. All programs are offered at other locations and are well-established. UMGC has regional accreditation from the Middle States Commission on Higher Education and the University has five programmatic accreditations.

As required by the Degree Authorization Act, UMGC submitted the required documents concerning its organization, programs, faculty, accreditation and finances. Department staff contracted an evaluation team to review the application materials. The team found the University's proposed programs and methods for management and delivery as educationally sound and consistent with good academic practice.

Pursuant to statute, institutions new to Colorado 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. UMGC is procuring the bond to meet this requirement.

IV. STAFF RECOMMENDATIONS

Though this is a discussion item, if there are no Commission concerns, staff recommend Commission action this month to approve Provisional Authorization for University of Maryland, Global Campus to operate in Colorado.

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

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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: CCHE USE OF STEPS 1 AND 3 OF THE FUNDING FORMULA

PREPARED BY: JASON SCHROCK, CHIEF FINANCIAL OFFICER

I.   SUMMARY

This discussion item provides a status update regarding the Commission's use of "step 1" and "step 3" of the funding formula established by HB 20-1366.

II.   BACKGROUND

HB 20-1366 established a new funding allocation formula for allocating state appropriations to public higher education institutions. FY 2021-22 is the first year in which this new formula is required by statute to be used. The funding formula contains three steps for which funding may be allocated to institutions. Attachment A (formula one-pager) contains further details on the formula.

HB 20-1366 states that prior to calculating performance funding recommendations, the Commission, in conjunction with the department and in collaboration with the Governing Boards, may recommend an additional amount of funding for "step 1" of the formula. HB 20-1366 states that step 1 is for base building, ongoing funding to support progress toward Master Plan goals, which may include addressing base funding disparities or funding priorities not addressed through the performance funding metrics ("step 2" of the formula). The bill states that the Commission should focus its funding recommendations on broad institutional, systemwide, or state policy goals. Step 1 can also be used to address a school's additional cost to serve resident, first-generation undergraduate students.

HB 20-1366 states that after calculating funding recommendations for steps 1 and 2, the Commission, in conjunction with the Governing Boards, may recommend an additional amount of *temporary, or one time,* funding for "step 3" of the formula to address goals in the systemwide master planning process, or other areas identified by the Commission.

III. STAFF ANALYSIS

The institutional CFO group, institutional CEOs, and the Fiscal Affairs and Audit (FAA) Committee have discussed the Commission's use of steps 1 and 3 of the funding formula for its annual funding recommendations. The discussion has resulted in a general framework for which steps 1 and 3 could be used by the Commission in its annual funding recommendations, consistent with HB 20-1366, starting with the FY 2022-23 budget request. A status update of the discussion on steps 1 and 3, as well as the general framework on the Commission's use of these steps, will be discussed at the meeting.

IV. **STAFF RECOMMENDATIONS**

This is a discussion item only; no formal action is required by the Commission. However, the Commission may choose to approve the framework for the use of steps 1 and 3 during the Commission meeting.

V. **STATUTORY AUTHORITY**

Higher Education Funding Allocation Formula:

C.R.S. § 23-18-303.5

(2) Ongoing additional funding. Prior to calculating performance funding recommendations pursuant to subsection (4) of this section, the commission, in conjunction with the department and in collaboration with the governing boards, may recommend an additional amount of funding pursuant to this subsection (2) for an institution, which amount is ongoing base funding for the receiving institution and is included in the calculation of funding pursuant to this part 3 in subsequent state fiscal years. The commission may recommend an additional amount of funding for the following purposes:

(a) To increase appropriations over the previous state fiscal year in order to make progress toward master plan goals, which may include addressing base funding disparities or funding priorities not addressed through the performance funding metrics. The commission shall focus its recommendations on broad institutional, systemwide, or state policy goals.

(b) (I) To recognize an institution's additional costs related to or associated with educating and providing services to resident first-generation undergraduate students.
(II) If the commission recommends additional funding for an institution or institutions pursuant to this subsection (2)(b), funding is calculated for an institution by dividing the institution's resident first-generation undergraduate student head count, based on the most recent census data collected by the department pursuant to section 23-18-302 (12)(b), by the institution's overall resident undergraduate student population head count from the fall census, and then multiplying the quotient by the institution's resident first-generation undergraduate student head count, resulting in the institution's "calibrated first-generation undergraduate student head count". An institution's percentage share of additional funding pursuant to this subsection (2)(b) is then determined by dividing the institution's calibrated first-generation undergraduate student head count by the sum of the calibrated first-generation undergraduate student head counts for all institutions that receive additional funding pursuant to this subsection (2)(b).

(3) Temporary additional funding. After calculating funding recommendations pursuant to subsections (2) and (4) of this section, the commission, in conjunction with the department and in collaboration with the governing boards, may recommend an additional amount of temporary funding pursuant to this subsection (3) for an institution for purposes of making progress toward goals identified in the systemwide master planning process set forth in section 23-1-108 or other

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areas as identified by the commission. Additional funding received pursuant to this subsection (3) must be allocated for a specific period of time, is not ongoing base funding, and is not included in the calculation of funding pursuant to this part 3 in subsequent state fiscal years or in the calculation of the total state appropriation made pursuant to this part 3.

(4) Performance funding metrics. (a) After calculating funding recommendations pursuant to subsection (2) of this section, the commission, in conjunction with the department and in collaboration with the governing boards, shall calculate performance funding for each governing board based on the rate of change over time in the performance of the institutions overseen by the governing board on the performance funding metrics specified in subsection (4)(b) of this section. The recommendation for performance funding may reflect a change in the total state appropriation, less the amount appropriated pursuant to subsection (3) of this section, from the preceding state fiscal year.

C.R.S. § 23-18-306

(1) (a) For the 2021-22 state fiscal year and each state fiscal year thereafter, the department and commission shall submit a budget request by November 1 of each year that include:
(i) a detailed description of requests for additional ongoing and temporary funding pursuant to section 23-18-303.5 (2) and (3) and recommendations for additional funding, if any; and
(ii) recommendations for:
(a) changes in the amount of performance funding pursuant to section 23-18-303.5 (4), if any;
(b) the percentage allocation of performance funding among the performance funding metrics specified in section 23-18-303.5 (4)(b);
(c) additional funding for fee-for-service contracts pursuant to section 23-18-304, if any; and
(d) tuition spending authority for the state institutions of higher education.

ATTACHMENT(S):

Attachment A: Formula One-Pager

Funding Allocation Model

HB 20-1366 established a new funding allocation model for higher education. The model contains three key steps. Steps one and three allocate flexible funding based on institutional needs, base funding concerns, specific institutional projects, and funding related to specific populations. Funding allocated via step one is base-building, while step three funding is one-time. Step two funding is based around performance in Master Plan categories and is discussed in further detail below. The Commission may make recommendations on all three steps of the model.

Step two allocates funding based on performance in the following Master Plan categories:

- Resident Enrollment
- Credential Production
- Pell-eligible Student Share
- Underrepresented Minority Student Share
- Retention Rate
- Graduation Rate at 100% of Time
- Graduation Rate at 150% of Time
- First Generation Student Share

First, each category of performance is assigned a weight. Next, each metric is measured using a series of calculations that first look at a governing board's change in performance over time, then compares each governing board's change in performance to the change at other institutions statewide. A simplified version of the calculation steps is shown below:

		BOARD A	BOARD B	BOARD C	TOTAL
1	Governing Board's share of total funding, FY 2020-21	**10%**	**20%**	**70%**	**100%**
2	Average enrollment for 3 years (FY 2016-17 to FY 2018-19)	100	500	900	1,500
3	Average enrollment for 4 years (FY 2016-17 to FY 2019-20)	105	550	910	1,565
4	4-year average as a percent of 3-year average	**105.0%**	**110.0%**	**101.1%**	**104.3%**
5	Calibrate to 2019-20 share of funding (Row 1 x Row 4)	10.5%	22.0%	70.8%	103.3%
6	Adjust so that total = 100% (Board Share of Row 5 divided by Row 5 Total)	**10.2%**	**21.3%**	**68.5%**	**100.0%**

In the above example, all four governing boards demonstrate improvement in the metric via enrollment growth. But Board C still sees a decrease in their share of funding – even though they are improving, they are not improving as much as the other schools. As a result, they receive a slightly smaller share of funding in this section, as demonstrated by the percentage of funding in Row 6 relative to Row 1. This calculation is replicated for each of the eight metrics included in the performance section of the formula.

TOPIC: **Impacts of the Pandemic- Perspectives from 4-year institutions**

PREPARED BY: **Dr. Kim Poast, Chief Student Success & Academic Affairs Officer**

I.   <u>SUMMARY</u>

This discussion item is intended to be a broad discussion of the current and future impacts of the pandemic on students at four-year institutions. Panelists will present data on enrollment, retention and student success metrics, as well as disaggregated metrics on race, income and first-generation status, where applicable. Panelists will also discuss the academic, operational and student experiences and considerations for the future. Panelists will include:

1. Dr. Kurt Haas, Vice President for Academic Affairs., Colorado Mesa University
2. Dr. Rick Miranda, Chief Academic Officer- Colorado State University System
3. Todd Saliman, Senior Vice President for Strategy, Government Relations and Chief Financial Officer, University of Colorado System
4. Dr. Bill Henry, Interim Provost and Executive Vice President for Academic Affairs, Metropolitan State University of Denver
5. Dr. William Niemi, Vice President for Academic Affairs; Professor of Politics & Government, Western Colorado University
6. Dr. Kent Buchanan, Vice President for Academic Affairs, Adams State University
7. Dr. Mark Anderson, Provost and Senior Vice President for Academic Affairs, University of Northern Colorado
8. Dr. Kim Poast, Chief Student Success & Academic Affairs Officer, Colorado Department of Higher Education
9. Mr. Carl Einhaus, Senior Director of Student Success & P20 Alignment, Colorado Department of Higher Education

II.   <u>BACKGROUND</u>

   N/A

III.   <u>STAFF ANALYSIS</u>

   N/A

IV.   <u>STAFF RECOMMENDATIONS</u>

   N/A

V.   <u>STATUTORY AUTHORITY</u>

N/A

ATTACHMENT(S):

PowerPoint slides to be published 3/5/2021

TOPIC: LEGISLATIVE UPDATE

PREPARED BY: CHLOE FIGG

I.   SUMMARY

This discussion item provides a status update on the 2021 legislative session.

II.   BACKGROUND

The Legislature meets each year for 120 days from January to May. During this time, the Colorado General Assembly considers legislation and develops a budget for the upcoming fiscal year. The Department is actively involved in both the budget development and consideration of public policy by legislators and staff that would affect higher education. The Department meets regularly and works closely with the institutions of higher education, the Governor's office and the General Assembly on all bills impacting higher education and provides policymakers with information about pending legislation and key issues.

III.   STAFF ANALYSIS

A status update of pending legislation impacting higher education will be shared and discussed at the meeting.

IV.   STAFF RECOMMENDATIONS

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

V.   STATUTORY AUTHORITY

Not applicable.

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 tear 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.

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 Luis Colón *(R-4th Congressional District)* 2nd term ends June 2021
- Commissioner Teresa Kostenbauer *(U-4th Congressional District)* 1st term ends July 2024
- Commissioner Tom McGimpsey (R-2nd Congressional District) 1st term ends June 2021
- Commissioner Steven Meyer *(U-3rd Congressional District)* 1st term ends July 2024
- Commissioner Charlotte Olena *(D-1st Congressional District)* 1st term ends July 2023
- Commissioner Brittany Stich *(D-1st Congressional District)* 1st term ends July 2022
- Commissioner Steven Trujillo *(D-3rd Congressional District)* 1st term ends July 2023
- Commissioner Eric Tucker *(U-5th Congressional District)* 1st term ends July 2023

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. Wayne Artis*, Faculty Representative*
- Mr. Mark Cavanaugh*, IHEC Representative*
- Mr. Brad Baca, *Institutional Finance Representative*
- Dr. Landon Pirius, *Academic Council Representative*
- Ms. Misti Ruthven, *K-12 Representative*
- Ms. Leah Porter, *Parent Representative*

COLORADO
Colorado Commission on
Higher Education
Department of Higher Education

INSTITUTION AND SYSTEM LEADERS

INSTITUTION	CEO	LOCATION
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. Diana Doyle, President	Littleton
Colorado Northwestern CC	Ron Granger, President	Rangely
CC of Aurora	Dr. Betsy Oudenhoven, President	Aurora
CC of Denver	Dr. Everette Freeman, 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	Tim Foster, 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	Vacant (8/1/2020)	Aurora
CU System	Mark Kennedy, President	
CU – Boulder	Dr. Philip DiStefano, Chancellor	
UCCS	Dr. Venkat Reddy, Chancellor	Denver
UCD	Dr. Dorothy Horrell, Chancellor	Boulder Colorado
UC-Anschutz	Don Elliman, Chancellor	Springs Denver
		Aurora, Denver
Emily Griffith Technical College	Stephanie Donner, Executive Director	
		Denver
Ft. Lewis College	Dr. Tom Stritikus, President	
		Durango
Metropolitan State University of Denver	Janine Davidson, President	Denver

Pickens Technical College	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	Dr. Gregory Salsbury, 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 Attendence; 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 Attendence) 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