



# **COLORADO**

## **Colorado Commission on Higher Education**

Department of Higher Education

### **CCHE AGENDA**

**October 22, 2020**

**Colorado Department of Higher Education  
ZOOM Video Conference**

**<https://us02web.zoom.us/j/89837662173>**

**Meeting ID: 898 3766 2173**

**BUSINESS MEETING**

**1:00pm – 4:30pm**

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

DR. ANGIE PACCIONE, EXECUTIVE DIRECTOR



**COLORADO**  
**Colorado Commission on**  
**Higher Education**  
Department of Higher Education

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

## **Colorado Commission on Higher Education**

October 22, 2020

### **Colorado Department of Higher Education**

ZOOM Teleconference Only

Denver, Colorado

*11:30am -1:00pm*

### **COMMISSIONER & ADVISOR WORK SESSION** *(working lunch)*

TOPIC: Draft Work Plan and Proposed Initiatives for Commission.

– *Commission Discussion following brief update by Commissioner Sarah Hughes*

*1:00 – 4:30pm*

### **BUSINESS MEETING**

#### **I. Opening Business**

- A. Attendance
- B. Approval of the Minutes for the September 3, 2020 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 Item**

- A. Recommend Approval of Two-Year Cash List for Colorado Mesa University -- *Lauren Gilliland*
- B. Recommendation for Renewal of Full Authorization for Aspen University – *Heather DeLange*
- C. Approve Program Plans and Waivers for FY 2021-22 Requested Capital Projects -- *Lauren Gilliland*



**III. Action Items**

- A. Student Budget Parameters – Fiscal Year 2021 -- *Emily Orr, Emma Fedorchuk*
- B. Funding Allocation Formula and November 2 Budget Request – *Jason Schrock, Emily Orr, and Emma Fedorchuk*

**IV. Discussion Items**

- A. Proposed CCHE Policy Section VII: Policy Innovation – *Dr. Kim Poast*
- B. Reauthorization of Educator Preparation Programs at Metropolitan State University of Denver – *Dr. Brittany Lane*
- C. Proposed Changes to CCHE Policy I, L: Statewide Transfer and GT Pathways Policy – *Dr. Chris Rasmussen*
- D. Annual Report on Concurrent Enrollment in Colorado, *Michael Vente*
- E. Recommendation of Provisional Authorization for Arizona College of Nursing – *Heather DeLange*

**V. Commission Initiatives**

- A. OER Annual Report Briefing—Spencer Ellis





**Minutes of the Colorado Commission on Higher Education (CCHE) Meeting  
Via ZOOM Teleconference  
September 3, 2020**

**BUSINESS MEETING**

Chair Tom McGimpsey called the business meeting to order at 1:03p.m.

**I. Opening Business**

**A. Attendance**

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

Advisors attending: Rep. Kipp, Wayne Artis, Mark Cavanaugh, Brad Baca, Landon Pirius, Leah Porter, Misti Ruthven

**B. Minutes**

Commissioner Abramson moved to approve the minutes for the August 7, 2020 Commission meeting. The motion was seconded by Commissioner Stich and passed unanimously.

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

**Chair McGimpsey** commented that there would be a 30 minute discussion of takeaways from the retreat last month. Affordability will also be discussed. All commissioners with received information about the IHEs in their congressional districts so they can attend governing board meetings and ask questions about the IHE's 3 challenges and best practices. Chair McGimpsey will attend the CU Board of Regents meeting next week and will also meet with their CFO.

**Vice Chair Kerr** had no report at this time.

**Fiscal Affairs & Audit Committee** – Commissioner Tucker reported that the committee met on August 28<sup>th</sup>. They discussed approval of the capital construction requests and renewals, and the capital IT budget requests. The committee also discussed changes by an institution after it withdrew a project



after appeal and how that impacts the scoring criteria. The committee also discussed the state funding allocation formula and principles.

**Student Success & Academic Affairs Committee** – Commissioner Stich reported that the committee met today and discussed two key issues. The first was the next steps for a grant award the department received to help with post-pandemic recovery for the state. She reported that the department has raised over \$12.5 million in funding from foundations, federal government and other organizations solely dedicated to student success and academic programming for the state. The commission and the department received a request from Colorado Mountain College for consideration of a pilot that could be authorized by CCHE to award state based aid to concurrent enrolled students as a means to expand access to early college programming in Colorado. Staff is reviewing potential paths around broader innovation policy that could be within our authority and possible given the current economic climate.

**Commissioner Trujillo** reported that he attended the ribbon cutting for the completed CSU Pueblo building renovation. He also accompanied Dr. Paccione on her recent visit to Pueblo. The visit provided a comprehensive review of all COVID-19 safety measures put into place on campuses in the area. He also attended a ribbon cutting ceremony for the new Pueblo Community College Mobile Learning Lab.

**Commissioner Meyer** reported that he joined Commissioner Hughes and Dr. Paccione on a visit to Colorado Mesa University to see the COVID-19 safety protocols put into place in advance of classes starting.

**Advisor Cavanaugh** reported that he recently participated in a webinar with Mike Pierce on voter registration and had great materials and takeaways to share. National voter registration day is a nonpartisan civic day on September 22nd. It's a great day to emphasize voter registration. Institutions are required by the Higher Education Act to send voter registration materials to all of their students. This can be done electronically but many institutions do more. And then finally, September 17th is National Constitution Day and we are required by federal law to provide an educational program on the Constitution.

**Executive Director Report** – Given by Deputy Director Inta Morris in Dr. Paccione's absence. The Department is continuing to be available to presidents, CFOs, academic officers and others to make sure that the institutions are receiving all of the support that they can on the Covid response. We are all doing our best to help our students receive something of a "normal" college experience. Dr. Paccione wanted to thank those of you who have been able to join her on campus visits already mentioned by Commissioner Trujillo and Commissioner Meyer and Commissioner Hughes. She does intend to get visit the rest of the institutions over the coming weeks so if commissioners or advisors would like to join, please let staff know. The Department released its annual investment report titled The Road to Affordability, Reducing Costs, Surmising Value for Students in our State. The report is one of the most read and appreciated reports that the



Department publishes. The report notes that an investment in a post-secondary credential is still a valuable investment and it does pay. Elaine Berman, who is now a trustee at MSU, has been spearheading the effort to bring the trustees together to advocate for higher ed. She is helping coordinate a trustee convening similar to the one hosted by the Department in January 2020. Commissioners will receive information about this convening in the weeks ahead. The Governor is releasing a message to students across the state to encourage them to be responsible over this upcoming holiday weekend. We are seeing increases in Covid positives and want to avoid further cases. Student Advisor David Olguin will be joining the Governor at this press conference today.

**D. Public Comment** – There was no public comment.

## **II. Consent Items**

- A.** Recommend Approval of COF Eligibility and Student FTE for Extended Studies Programs for FY2021 – *Dr. Chris Rasmussen*
- B.** Approval of Colorado School of Mines Subsurface Frontiers Building Revised Supplemental Request – *Lauren Gilliland*
- C.** Recommendation for Approval of the 2021 Commission Meeting Schedule – *Katrina Smith*

Commissioner Colon moved to approve Consent Items A - C. The motion was seconded by Commissioner Kostenbauer and passed unanimously.

## **III. Action Items**

- A.** Approval of Supplemental for AES Building at Metropolitan State University - Denver – *Lauren Gilliland*

Lauren Gilliland, CDHE, presented a supplemental budget request submitted by Metropolitan State University - Denver (MSU) to decrease their cash spending authority on their AES Building construction project. Ms. Gilliland explained the project was appropriated \$20 million in state funding and \$40 million in institutional cash funding. The institution was \$6.45 million short and modified the project to complete within budget. The building is now complete and occupied. Despite their concerns, commissioners requested the record reflect their praise for MSU coming in under budget.

Ms. Gilliland further explained that due to the state's proportional spending requirement, MSU would be required to revert \$2.15 million to the state if it is not relieved of its remaining cash commitment through a reduction in cash spending authority. Multiple commissioners expressed concern over setting a precedent if this supplemental is approved. They also acknowledged that this request is being made under extraordinary budget circumstances, and requiring a reversion would result in significant financial hardship for MSU.



Commissioners suggested imposing a consequence in the scoring a future capital projects submitted by institutions who have not met their cash commitments in the past five years. The details of this suggestion were left to the capital construction scoring criteria review working group of commissioners. Commissioners suggested that MSU be given the option to withdrawal this supplemental request knowing that there may be a consequence in the prioritization of their future capital submissions.

Commissioner Tucker moved to approve the supplemental. Commissioner Kostenbauer seconded. Commissioner Meyer abstained and all other commissioners approved. Ms. Gilliland presented language expressing the Commission was not taking this decision lightly and is considering future consequences for institutions not meeting their cash commitments. The Commission approved the language to accompanly their approval to the Office of State Planning and Budgeting and the Capital Development Committee.

**B. Approval of Prioritized List of Capital Construction and Renewal Projects and Prioritized List of Capital IT Projects for Capital Budget Request – *Lauren Gilliland***

Ms. Gilliland presented the FY 2021-22 Prioritized Capital Construction and Renewal List, and the FY 2021-22 Prioritized Capital IT List approved by the Fiscal Affairs and Audit Committee. Commissioner Meyer noted that President Foster of Colorado Mesa University contacted him and Director Paccione, CDHE, requesting the rescoring of their projects. CMU's internal prioritization, which impacts scoring, changed due to withdrawal one of their projects. Ms. Gilliland noted that the Fiscal Affairs and Audit Committee decided the current capital process did not allow for this rescoring.

Commissioner Tucker suggested the submission of the prioritization to the Office of State Budgeting and Capital Development Committee include a note that CMU withdrew a project in order to cash fund it rather than waiting for state funding, and that scoring was not changed given the point in the process. Commissioner Meyer agreed this was an acceptable solution. Ms. Gilliland noted that University of Colorado also withdrew two projects and that they would need to be included in the note as well.

Commissioner Hughes stated that she did not want to unintentionally encourage institutions who can self-fund projects to make changes after submission to get additional points. She also noted that due to budget circumstances, not many capital projects, if any, will be funded this year, making this a moot point. She suggested that a note not accompany the prioritized lists.

Commissioner Colon moved to approve the prioritized lists. Commissioner Tucker seconded. Commissioner Kerr and Commissioner Meyer abstained. Commissioner Hughes approved with the recognition that the changing of prioritization due to



withdrawing a project be addressed in the larger capital criteria review for future scoring. The remaining commissioners approved.

#### IV. Commission Initiatives

##### A. FY 2021-22 State Funding Allocations to Higher Education Institutions through Funding Formula – *Emma Fedorchuk, Emily Burns, and Jason Schrock*

Jason Schrock, CDHE, discussed a new proposed principle to guide the Department's work with the Governor's Office on the higher education funding formula for the Governor's November 1 Budget Request. The principle was more simple and straightforward than the principles discussed during the Commission's work session that occurred before the business meeting.

Given the lack of available state funding at this time due to COVID-19, the proposed principle to guide the Department's work with the Governor's Office is as follows: *To the extent possible given available state revenue, ensure that all public institutions in the state can operate for FY 2021-22.*

Mr. Schrock explained that a simple straightforward principle was best at this time given the amount of unknowns regarding the state funding that will be allocated in the formula and all the factors that need to be considered. Commissioner Hughes requested that an additional principle be added that in a funding reduction scenario the Commission is generally opposed to an across-the-board same percentage reduction for each institution. Chair McGimpsey requested that institutions report activities undertaken to reduce costs and increase affordability and how those actions relate to the Governor's Affordability Roadmap.

In addition, the Commission discussed having an independent, third party evaluate the current structure of the state's public higher education ecosystem and provide nonbinding recommendations to ensure the existing ecosystem can thrive and continue to serve students and regional economies throughout the state. The principles and guidance discussed will be distributed to the full Commission for review and comment, and then also distributed to the institutions for comment.

A motion to adjourn was made by Commissioner Abramson and seconded by Commissioner Tucker. The meeting adjourned at 3:25pm.





**TOPIC:** RECOMMEND APPROVAL OF TWO-YEAR CASH FUNDED CAPITAL PROGRAM LIST AMENDMENT - COLORADO MESA UNIVERSITY

**PREPARED BY:** LAUREN GILLILAND, LEAD FINANCE ANALYST

**I. SUMMARY**

This consent item amends the Two-Year Cash Funded Capital Program List for Colorado Mesa University. The amended list reflects the addition of the PA-PT-OT Center and Student Housing-Wingate North.

**II. BACKGROUND**

Under state law, C.R.S. 23-1-106, the Colorado Commission on Higher Education (CCHE) must provide the legislative Capital Development Committee (CDC) with either their approval or commentary on amendments to the two-year cash funded capital program lists submitted by public institutions of higher education. Capital construction projects or acquisition of real property less than or equal to two million dollars that are exclusively cash funded, and projects not for new construction less than or equal to 10 million dollars that are exclusively cash funded are exempted from this process. Governing boards have the authority to submit new two-year lists and amendments to the CCHE and CDC at any point during the fiscal year; however, projects on the two-year list may not commence until approved by the CDC. Any project expected to exceed the originally approved appropriation by fifteen percent or more must submit an amended two-year list item for approval.

**III. STAFF ANALYSIS**

**PA-PT-OT Center:**

Table 1 displays the cost of the PA-PT-OT Center project.

**Table 1:** Two-Year Cash Funded Capital Program, PA-PT-OT Center

FY 2020-21 Through FY 2021-22 List	
<b>Cash Funds</b>	\$14,194,726
<b>Federal Funds</b>	-
<b>Total Funds</b>	<b>\$14,194,726</b>

**Project Description:** Colorado Mesa University (CMU) is requesting \$14,194,726 in cash funds spending authority for the construction of the new PA/PT/OT Center. The center will be a 24,000 square foot building with academic classrooms, teaching laboratories, faculty offices, examination rooms, discussion rooms, and student gathering spaces.

In spring of 2016, the CMU Board of Trustees approved development of a Master of Physician Assistant Studies (PA) program. The program started in January 2019 with a class of 16 students selected from a pool of over 600 applicants. The program continues to receive numerous applicants with only 28 openings available. It cannot grow without additional space in the proposed building.

On March 30, 2017, the Board also authorized CMU to conceptually move forward with launching new programs in Physical Therapy (PT) and Occupational Therapy (OT). CMU expects to begin its OT program in January 2022 and its PT program to start in Fall 2023. These programs, which are expected to enroll a three-year cohort of over 250 students, will require additional space. This new building is needed to provide for the growing statewide healthcare needs and specifically the Western Slope region and will provide graduate-level programs to complement the range of programs currently offered by CMU's Departments of Health Sciences and Kinesiology.

#### **Student Housing-Wingate North:**

Table 2 displays the cost of the Student Housing-Wingate North project.

**Table 2:** Two-Year Cash Funded Capital Program, Student Housing-Wingate North

FY 2020-21 Through FY 2021-22 List	
<b>Cash Funds</b>	\$13,444,600
<b>Federal Funds</b>	-
<b>Total Funds</b>	<b>\$13,444,600</b>

**Project Description:** CMU is requesting \$13,444,600 in cash funds spending authority for the construction of a new 32,565 square foot residence hall. From 2010 to 2018, student headcount at Colorado Mesa University has grown from 8,130 to 10,810. Sixty percent of all students are from outside Mesa County and require lodging in Grand Junction. CMU has a policy which requires freshmen and sophomores (53% of all students) to live on campus, to the greatest extent possible. CMU does not have sufficient on-campus housing to meet that demand. Wingate North will be the fourth and final building in the 2012 "Renaissance Village" master plan

#### **IV. STAFF RECOMMENDATIONS**

**Staff recommends approval of the amended Two-Year Cash Funded Capital Program List for Colorado Mesa University, and the forwarding of it to the Capital Development Committee and the Office of State Planning and Budgeting.**

#### **V. STATUTORY AUTHORITY**

C.R.S. 23-1-106(1) Except as permitted by subsection (9) of this section, it is declared to be the policy of the general assembly not to authorize any activity requiring capital construction or capital renewal for state institutions of higher education unless approved by the commission.

(5) (a) The commission shall approve plans for any capital construction or capital renewal project at any state institution of higher education regardless of the source of funds; except that the commission need not approve plans for any capital construction or capital renewal project at a local district college or area technical college or for any capital construction or capital renewal project described in subsection (9) of this section.

(b) The commission may except from the requirements for program and physical planning any project that requires two million dollars or less if the capital construction project is for new construction and funded solely from cash funds held by the institution or the project is funded through the higher education revenue bond intercept program established pursuant to section 23-5-139, or ten million dollars or less if the project is not for new construction and is funded solely from cash funds held by the institution.

(7)(c)(I)(B) The commission annually shall prepare a unified, two-year report for capital construction projects for new acquisitions of real property or for new construction, described in subsection (10) of this section, estimated to require total project expenditures exceeding two million dollars, coordinated with education plans. The commission shall transmit the report to the office of state planning and budgeting, the governor, the capital development committee, and the joint budget committee, consistent with the executive budget timetable.

(II)(A) The commission shall submit the two-year projections prepared by each state institution of higher education for each two-year period to the office of state planning and budgeting and the capital development committee. The capital development committee shall conduct a hearing in each regular legislative session on the projections and either approve the projections or return the projections to the state institution of higher education for modification. The commission and the office of state planning and budgeting shall provide the capital development committee with comments concerning each projection.

(B) A state institution of higher education may submit to the staff of the capital development committee, the commission, and the office of state planning and budgeting an amendment to its approved two-year projection. The capital development committee shall conduct a hearing on the amendment within thirty days after submission during a regular legislative session of the general assembly or within forty-five days after submission during any period that the general assembly is not in regular legislative session. The capital development committee shall either approve the projections or return the projections to the state institution of higher education for modification. The commission and the office of state planning and budgeting shall provide the capital development committee with comments concerning each amendment.

(10)(b) For any project subject to subsection (9) of this section, the governing board may enhance the project in an amount not to exceed fifteen percent of the original estimate of the cost of the project without the approval of the commission, the office of state planning and budgeting, the capital development committee, or the joint budget committee so long as the governing board notifies the commission, the office of state planning and budgeting, the capital development committee, and the joint budget committee in writing, explaining how the project has been enhanced and the source of the moneys for the enhancement.

**ATTACHMENTS:**

**ATTACHMENT A:** Amended Two-Year Cash Funded Capital Program List – Colorado Mesa University

## Form CC-LCF

Two-Year Capital Construction - List of Cash Funded Projects  
FY 2021-22 to FY 2022-23  
Revised 6/19

Prepared By: Laura Glatt

Phone: 970-248-1867

E-Mail: [lglatt@coloradomesa.edu](mailto:lglatt@coloradomesa.edu)

<b>Institution Name:</b>		Colorado Mesa University			
<b>Project Title:</b>		Student Housing-Wingate North			
<b>Funding Source</b>	<b>Total Project Cost</b>	<b>Project Type:</b>	New Construction	<b>Project Category:</b>	Auxiliary
Cash Funds <b>CF</b>	\$ 13,444,600	<b>Intercept Project:</b>	Yes	<b>Est. Start Date:</b>	June-21
Federal Funds <b>FF</b>	\$ -	<b>DHE Approved Program Plan:</b>	Yes	<b>Est. Completion Date:</b>	July-22
Total Funds <b>TF</b>	\$ 13,444,600	<b>List Approval Date (month/year)</b>	September-16	<b>Funding Method:</b>	Other
<b>Project Title:</b>		PA-PT-OT Center			
<b>Funding Source</b>	<b>Total Project Cost</b>	<b>Project Type:</b>	New Construction	<b>Project Category:</b>	Academic
Cash Funds <b>CF</b>	\$ 14,194,726	<b>Intercept Project:</b>	No	<b>Est. Start Date:</b>	October-20
Federal Funds <b>FF</b>	\$ -	<b>DHE Approved Program Plan:</b>	Yes	<b>Est. Completion Date:</b>	August-21
Total Funds <b>TF</b>	\$ 14,194,726	<b>List Approval Date (month/year)</b>	September-19	<b>Funding Method:</b>	Cash Funds



**TOPIC:** RECOMMENDATION FOR RENEWAL OF FULL AUTHORIZATION  
FOR ASPEN UNIVERSITY

**PREPARED BY:** HEATHER DELANGE, OFFICE OF PRIVATE POSTSECONDARY  
EDUCATION

## **I. SUMMARY**

This consent item recommends the renewal of Full Authorization for the Aspen University pursuant to the Degree Authorization Act (§23-2-101 C.R.S.).

## **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 sets out the terms by which the Commission may authorize accredited private colleges and universities, out-of-state public colleges and universities, and seminaries and bible colleges to operate in Colorado.

The DAA outlines the Department's jurisdiction over private education programs available to 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.

Pursuant to statute and policy, all authorized institutions under the DAA must renew authorization periodically. The renewal period varies by the type of authorization that the institution holds from the CCHE. A private college or university that has full authorization "shall apply for renewal of authorization in accordance with the schedule for institutional reaccreditation by its accrediting body or every three years, whichever is longer."

Full Authorization is awarded to institutions which are institutionally accredited by a regional or national accrediting body that is recognized by the U.S. Department of Education and has had a successful on-site review of its Colorado location(s). These institutions are subject to the deceptive trade practice provisions in §23-2-104, C.R.S.

Aspen University is a private, for-profit college located in Denver and has been operating in Colorado since 1994. The University offers a variety of programs in an online format and reported just over 10,000 enrollments for Calendar Year 2019.

### **III. STAFF ANALYSIS**

Aspen University received a renewal of reaccreditation from the Distance Education Accrediting Commission (DEAC) which will last until the institution undergoes its comprehensive review for its next renewal of accreditation by January 2024. Aspen University has held continuous accreditation from the DEAC since 1993.

With the renewal of accreditation by the DEAC, Aspen University applied to the Department in September 2020 for renewal of Full Authorization in accordance with the CCHE policy, Section I, Part J.

In addition to maintaining its accreditation, Aspen University continues to meet and comply with all authorization requirements to operate in Colorado. In a review of the Department's student complaint database, there are no outstanding complaints against Aspen University. Over the past five years, there have been four complaints submitted against the university, all of which were addressed or resolved by the university.

### **IV. STAFF RECOMMENDATION**

**Staff recommends approval of the renewal of Full Authorization for Aspen University.**

### **STATUTORY AUTHORITY**

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



**TOPIC:** APPROVE PROGRAM PLANS AND WAIVERS FOR FY 2021-22  
REQUESTED CAPITAL PROJECTS

**PREPARED BY:** LAUREN GILLILAND, LEAD FINANCE ANALYST

**I. SUMMARY**

This consent item seeks approval of new or revised program plans or exemptions for capital projects submitted in the Fiscal Year 2021-22 budget cycle, pursuant to C.R.S. 23-1-106(3).

**II. BACKGROUND**

C.R.S. 23-1-106(3) states that no capital construction or capital renewal shall commence except in accordance with an approved facility master plan and program plan. Statute exempts projects with total expenditures of less than \$2 million. The Department analyzed all revised and new program plans, along with exemption requests associated with projects submitted as part of the FY 2021-22 capital request. The Commission must approve these for the projects to commence.

Per CCHE Policy Section III, Part E: Facilities Program Planning, program plans must analyze the amounts, types, and relative locations of space required and/or facility system upgrades or replacement for current and projected program plans and define program and cost elements. The following are required for approval:

- Consistency with role and mission; academic, facility and technology planning goals; state higher education policy
- Consistency with campus facilities master plan and academic master planning
- Consistency of space utilization with CCHE guidelines and campus physical master plan space allocations
- Alternative facilities solutions and life-cycle costs as required by CCHE
- Appropriateness of source of funds, cost estimate methods, financing implications for life-cycle of construction as required, operations, and maintenance at projected enrollment increases

All program plans must include a third-party audit.

**III. STAFF ANALYSIS**

Staff has reviewed all program plans submitted as well as requests for program plan waivers from institutions to ensure compliance with statute and CCHE policy. Seven submissions require new or revised program approval and two projects with approved programs that are at least three years old requested approval of a three-year program plan waiver.

#### **IV. STAFF RECOMMENDATION**

Staff recommends the following actions:

- 1. Approve the following seven new or revised program plans:**
  - **Colorado State University - Fort Collins – Clark Building Renovations and Additions**
  - **University of Colorado - Denver – Engineering and Physical Sciences Building Renovation**
  - **Metropolitan State University - Denver – Health Institute**
  - **Community College of Denver – Boulder Creek Health Education Center of Excellence**
  - **Colorado State University - Fort Collins – CSU Anatomy-Zoology East Revitalization**
  - **Colorado State University - Fort Collins – ARDEC**
  - **Trinidad State Junior College – Freudenthal Library Renovation**
- 2. Approve the following two three-year program plan waivers:**
  - **Colorado State University - Pueblo – Technology Building Renovation and Addition**
  - **Pueblo Community College – Dental Hygiene Growth / Expansion Project**

#### **V. STATUTORY AUTHORITY**

C.R.S. §23-1-106 Duties and powers of the commission with respect to capital construction and long-range planning.

- (3) The commission shall review and approve facility master plans for all state institutions of higher education on land owned or controlled by the state or an institution and capital construction or capital renewal program plans for projects other than those projects described in subsection (9) of this section. The commission shall forward the approved facility master plans to the office of the state architect. Except for those projects described in subsection (9) of this section, no capital construction or capital renewal shall commence except in accordance with an approved facility master plan and program plan..
- (5) (a) The commission shall approve plans for any capital construction or capital renewal project at any state institution of higher education regardless of the source of funds; except that the commission need not approve plans for any capital construction or capital renewal project at a local district college or area technical college or for any capital construction or capital renewal project described in subsection (9) of this section.

- (b) The commission may except from the requirements for program and physical planning any project that requires two million dollars or less if the capital construction project is for new construction and funded solely from cash funds held by the institution or the project is funded through the higher education revenue bond intercept program established pursuant to section 23-5-139, or ten million dollars or less if the project is not for new construction and is funded solely from cash funds held by the institution.

**TOPIC:** FISCAL YEAR 2021 – 2022 STUDENT BUDGET PARAMETERS

**PREPARED BY:** EMILY ORR, BUDGET DIRECTOR  
EMMA FEDORCHUK, LEAD FINANCE ANALYST

**I. SUMMARY**

This item recommends approval of the Fiscal Year 2021-2022 Student Budget Parameters.

**II. BACKGROUND**

In compliance with federal regulations, postsecondary education institutions that participate in federal financial aid programs are required to set average costs used to determine federal financial aid (grants, work study, and loans) to students. The cost of attendance is an estimate of a student's educational expenses for the period of enrollment. Allowable costs include: tuition and fees, books, supplies, transportation, personal expenses, and room and board, with additional supplemental budgets specific to certain circumstances. The cost of attendance is a widely used metric. For example, cost of attendance was a key part of the discussion in the Department's Road to Affordability Report released July 31, 2020. In Colorado, institutional cost of attendance calculations are made with guidance from student budget parameters set by the Department.

Institutional financial aid administrators conduct a need analysis for students, estimating the amount of assistance needed after accounting for the expected contributions from that student. The need analysis has two basic components: (1) the student's cost of attendance (COA), which is a reasonable estimate of what it will cost the student to attend a given institution for a given period of time; and (2) an estimate of the expected family contribution (EFC), which is calculated by a federally-approved formula that accounts for income, assets, the number of family members attending college and other information. The difference between the COA and the EFC determines the eligible amount of need-based financial aid an eligible student can be awarded.

Annually, the Commission recommends guidelines for student budget parameters to be used by financial aid administrators in determining COA at their respective institutions. The Department's recommended guidelines use published data from the Colorado Department of Local Affairs and the U.S. Bureau of Labor Statistics to determine housing costs. Food costs are based on U.S. Bureau of Labor Statistics data, specifically the consumer price index for food costs. Book costs are derived using the guidelines from the Trends in College Pricing report from the College Board and information collected from colleges. Childcare costs are based on Colorado data as reported from the National Association of Child Care Resource and Referral Agencies.

Although the state guidelines establish a reference point, the U.S. Department of Education allows institutions discretion to determine reasonable cost elements from empirical data, such as data based on valid student surveys and housing cost norms from a local realty board. Institutions that wish to modify these costs must use actual data to support their adjusted budget and file adjusted student budgets with the Department.

### **III. STAFF ANALYSIS**

The Department researches each student budget area annually to ensure that student budgets remain reasonable. The following tables summarize the recommended guidelines for FY 2021-22 with further information provided below.

**Table 1** shows the Student Budget Base for FY 2021-22 for Student Living with Parents, Students Living on Campus, and Students Living off Campus. The student monthly budget base includes monthly costs typically incurred by all students.

**Table 1: Student Monthly Budget Base for FY 2021-22**

	Students Living with Parents	Students Living on Campus	Students Living off Campus
Housing	\$245	Actual	\$812
Food	\$289	Actual	\$504
Local Transportation	\$185	\$185	\$185
Personal Expenses	\$148	\$165	\$165
<b>Total</b>	<b>\$867</b>	<b>\$350</b>	<b>\$1,666</b>

Note: the total for students living on campus does not include housing and food costs.  
Totals rounded to the nearest dollar.

**Table 2** lists the guidelines for the annual cost of books and supplies and discretionary costs that apply to certain students:

**Table 2: Supplemental Student Budget Expenses for FY 2021-22**

	Lower Range		Upper Range
Book & Supplies Per Year	No lower limit		\$1,460*
Child Care if appropriate per month	\$440		\$1,332
Non-local Transportation	Amount determined by Institution		
Computer Allowance	\$500		\$1,800
Medical	\$250	Actual cost at campus health center	\$350

\*To be determined at institution and may vary by course of study

The recommended FY 2021-22 student budget guidelines are described in more detail below.

## Housing Costs

Housing budget guidelines vary for three groups of students.

- *On-Campus:* For students living in residence halls, the housing budget is the actual room expense that the campus charges students.
- *Off-Campus:* The Department's student budget parameters define the housing budget for students living off campus as 50 percent of the average rent and utility costs for a two-bedroom apartment. The FY 2020-21 student budget guideline for housing was \$798. According to the third quarter 2019 Apartment and Rental Properties: Vacancy and Rent Surveys, rents in the Denver metro area increased in the first two quarters before falling in the second half of the year. The average rent for a two-bedroom, one-bathroom apartment was \$1,409 in the metro area.<sup>1</sup>

Regionally, outside of metro Denver and Boulder, housing costs remain lower, but continue to grow at varying rates. Utility costs decreased per the Consumer Price Index (CPI) due to lower prices for electricity and gasoline. The Department's suggested cost was calculated using the household energy index of the Bureau of Labor Statistics, which includes electricity and utility (piped) gas service.

Staff recommends setting the monthly budget at \$812. This amount covers half of the rent for a two-bedroom, one-bathroom apartment (\$705), and decreases the amount for utilities from \$97 to \$90 based on a 7.1% decline in the household energy index.<sup>2</sup> Additionally, staff applied a 2.4 percent inflation rate, the BLS reported inflation rate on rent, to housing costs as a way to anticipate changes between September of 2020 and the date when the parameters will take effect in the fall of 2021. As housing costs are the largest share of the budget, staff seeks to ensure that there is room for fluctuation in prices built into the budgets. Department staff used the Bureau of Labor Statistics Denver-Aurora-Lakewood CPI Report for July 2020 and the Third Quarter of 2019 Vacancy and Rent Surveys produced by the Colorado Department of Local Affairs to determine that the average market rate for a two-bedroom apartment in the Denver metropolitan area.

- *With Parents:* For students living with parents, the FY 2020-21 housing budget guideline was \$238. Staff recommends increasing the housing budget for students living at home by inflation (3.1 percent), which would increase the total to \$245.

## Food Expenses:

Food budgets vary for three groups of students:

- *On-Campus:* For students living in residence halls, the food budget guideline is the actual cost of board.
- *Off-Campus:* For students living off campus, the annualized CPI measure from the Bureau of Labor Statistics for food costs away from home increased by 6.6% over the last 12

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<sup>1</sup> [https://www.bls.gov/regions/mountain-plains/news-release/consumerpriceindex\\_denver.htm](https://www.bls.gov/regions/mountain-plains/news-release/consumerpriceindex_denver.htm)

<sup>2</sup> [https://www.bls.gov/regions/mountain-plains/news-release/consumerpriceindex\\_denver.htm](https://www.bls.gov/regions/mountain-plains/news-release/consumerpriceindex_denver.htm)

months. Department staff recommends the FY 2021-22 budget guideline reflect the inflationary increase, bringing the total monthly allowance to \$504 (an increase of \$31).

- *With Parents:* For students who live with their parents, the Department's student budget parameters assume that food is a shared cost across the household. The FY 2020-21 student budget guideline was set at \$276 per month. According to the measure from the Bureau of Labor Statistics, the annualized food costs at home increased by 4.8 percent over the last 12 months. Staff recommends the FY 2021-22 budget guideline reflect the increase, raising the monthly allowance by \$13 for a total of \$289.

### **Local Transportation Expenses Excluding Non-Local Transportation:**

The student budget parameters define local transportation expenses as the cost of using public transportation or sharing the operation of an automobile. For FY 2021-22, the Department recommends holding the monthly local transportation guideline constant at \$185, based largely on the cost of an RTD Monthly Pass plus an additional budget for recreation, or the approximate cost of commuting and parking a car at \$6.00 per day.

### **Personal Expenses:**

The student budget parameters define personal expenses to include the costs of laundry, dry cleaning, toiletries, clothing, recreation, and recreational transportation. The annualized Consumer Price Index for all items minus food and energy (which are accounted for elsewhere in the parameters) increased by 3.3 percent over the last 12 months. In FY 2020-21, the monthly budget was \$143 for students living at home and \$160 for all other students; staff recommends that the FY 2021-22 budget parameters reflect the 3.3 percent inflationary increase to CPI for all items minus food and energy. As such, the FY 2021-22 monthly budget for students living at home is \$148 and \$165 for all other students. The main difference between the two groups is that students living at home do not typically incur laundry expenses.

### **Books and Supplies:**

For books and supplies, Department staff recommends the upper budget limit for FY 2021-22 be set at \$1,460, \$340 lower than the FY 2020-21 limit. The average amount spent on textbooks nationally varies by sector. According to the 2019 Trends in College Pricing Report, published annually by College Board, the high range of textbook costs is \$1,460. The book allowance at each institution may vary depending on course of study. The Department will continue to abstain from recommending a minimum amount for books in FY 2021-22. There are more affordable options for textbooks than purchasing all books. Students may choose to rent textbooks, borrow, or utilize open educational resources. Given the flexibility granted to financial aid administrators in setting the textbook allowance, the data from College Board, and the increasing availability of lower cost textbook options, Department staff chose to slightly lower the maximum allowance for books and supplies in for the FY 2021-22 parameters.

### **Childcare:**

Childcare in Colorado continues to be expensive. The cost depends upon location and age of the child. The 2019 Colorado Fact Sheet published by Child Care Aware USA no longer includes average cost data as a metric. For that reason, Department staff has elected to increase the FY

2020-21 average cost of childcare by the Denver-Aurora-Lakewood CPI inflation rate for tuition, school fees and childcare (2.8 percent). As such, the inflation adjusted range for average costs for child care in Colorado is between \$5,279 for a school-aged child and \$15,978 for an infant. The FY 2021-22 childcare budget guideline is based on the range of the estimated cost of care per child per month, from \$440 up to a maximum of \$1,332 per child. The recommended range is the monthly average cost associated with the cost of care for a school-aged child (the lower cost) and the cost of care for an infant (the higher cost).

### **Medical Expenses:**

For institutions that do not have health insurance or medical care funded through student fees, the Department recommends a maximum health expense guideline of \$350 per month or to use the actual costs at campuses that offer campus-based insurance plans. The upper limit is based on health insurance data from major health care providers in addition to data for an older, higher-risk population. The lower limit of \$250 per month is based on the review of individual plans on Colorado's health insurance exchange (Connect for Health Colorado) for an individual plan for a 20-year-old student. The amounts account for some differences in population traits.

### **Non-local Transportation:**

The Department does not establish this guideline. Institutions may include the cost of plane fare for two round trips home per year for students who live outside a normal travel range.

### **Computer Allowance:**

The cost of attendance regulations in the Federal Higher Education Amendment of 1998 provide for a reasonable allowance for the documented rental or purchase of a personal computer.

Institutions may include this cost in their student budget for determining eligibility for state financial aid. With the decrease in hardware prices, few students rent computers. For FY 2019-20, the proposed parameter is price range for computers is \$500 to \$1,800, remaining constant from the previous fiscal year as prices for technology remain constant or decline.

### **Summary of Changes**

**Table 1: Student Monthly Budget Base, Changes from FY 2020-21 to FY 2021-22**

	<b>FY 20-21</b>	<b>FY 21-22</b>	<b>FY 20-21</b>	<b>FY 21-22</b>	<b>FY 20-21</b>	<b>FY 21-22</b>
	Students Living with Parents		Students Living on Campus		Students Living Off Campus	
Housing	\$238	\$245	Actual	Actual	\$798	\$812
Food	\$276	\$289	Actual	Actual	\$473	\$504
Local Transportation	\$185	\$185	\$185	\$185	\$185	\$185
Personal Expenses	\$143	\$148	\$160	\$165	\$160	\$165



<b>Total</b>	<b>\$842</b>	<b>\$867</b>	<b>\$345</b>	<b>\$350</b>	<b>\$1,616</b>	<b>\$1,666</b>
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Note: The total for students living on campus does not include housing and food costs.  
Totals rounded to nearest dollar.

**Table 2** lists the guidelines for the annual cost of books and supplies and discretionary costs that apply to certain students:

**Table 2: Supplemental Student Budget Expenses, Changes from FY 2020-21 to FY 2021-22**

	<b>Lower Range FY 20-21</b>	<b>Lower Range FY 21-22</b>		<b>Upper Range FY 20-21</b>	<b>Upper Range FY 21-22</b>
Books & Supplies Per Year	No lower limit	No lower limit		\$1,800*	\$1,460*
Child Care Per Month (if appropriate)	\$428	\$440		\$1,295	\$1,332
Non-local Transportation	Amount determined by institution				
Computer Allowance	\$500	\$500		\$1,800	\$1,800
Medical	\$250	\$250	Actual cost at campus health center	\$350	\$350

\*To be determined at institution and may vary by course of study.

#### **IV. STAFF RECOMMENDATIONS**

**Staff recommends that the Commission approve the FY 2021-22 Student Budget Parameters.**

#### **V. STATUTORY AUTHORITY**

C.R.S. 23-3.3-101 (1.5) (a)

(1.5) "Cost of attendance at a nonpublic institution of higher education" means:

(a) Allowances specified by the commission for room and board and miscellaneous expenses, which shall be the same for nonpublic institutions of higher education as for a representative group of comparable state institutions, as determined by the commission

**TOPIC:** FUNDING ALLOCATION FORMULA AND NOVEMBER 2 BUDGET REQUEST

**PREPARED BY:** JASON SCHROCK, CHIEF FINANCIAL OFFICER; EMILY BURNS, BUDGET DIRECTOR; EMMA FEDORCHUK, LEAD FINANCE ANALYST

## **I. SUMMARY**

This action item provides approval for the annual General Fund request, student financial aid, funding allocations to governing boards, and tuition recommendations for FY 2021-22. The Governor's request for state-supported institutions of higher education and other budget requests for the Department of Higher Education are not public until the entire executive budget request is submitted to the legislature on November 2, 2020. Recognizing that the Governor's request is not public, staff will provide potential budget scenarios for the Commission to evaluate at the meeting.

## **II. BACKGROUND**

Statute requires the Colorado Commission on Higher Education to annually submit (1) a budget request that includes the following: allocations to governing boards, state financial aid funding, and tuition policy recommendations.

### **Annual Budget Request**

The annual budget request is developed by the Department and the Office of State Planning & Budgeting (the Governor's budget office) to provide annual funding for higher education. Included in the budget request are the state funding allocations to each governing board pursuant to the allocation formula; the level of state financial aid investment requested; and tuition policy recommendations.

### **State Financial Aid**

Section 23-3.3-103, C.R.S., requires the level of state financial aid to increase at the same overall percent as the increase in state funding for higher education. Because of the 58 percent reduction in state funding adopted in the state budget for the current fiscal year (FY 2020-21), funding for higher education is likely to experience a large percentage increase for FY 2021-22. As a result, there will likely need to be a legislative change to suspend the requirement that appropriations for state financial aid increase at the same rate as the percentage increase in state funding for institutions.

Besides the elimination of state funding for merit aid for FY 2020-21, state financial aid was held flat from FY 2019-20 levels in the state budget for FY 2020-21. Thus, a large percentage increase in state financial aid for FY 2021-22 above FY 2020-21 levels would not be viable due to the state's continued challenging budget conditions. Staff is unable to discuss the specific funding level of state financial aid contemplated in the budget request at this time until the Governor's budget request is submitted to the legislature on November 2, 2020.

The types of student financial aid include the following: undergraduate and graduate need-based aid (colloquially referred to as the Colorado Student Grant, and the Graduate Grant, respectively), state work-study aid, and merit aid. State funding for merit aid was eliminated by the legislature in the state budget for FY 2020-21.

The Department allocates the various types of student financial aid to individual governing boards based on CCHE approved methodology. In 2013, Colorado implemented a new methodology for allocating state need-based financial aid to the public institutions of higher education. The model provides an incentive for timely completion by providing a set funding amount to institutions for each Pell-eligible student by grade level. This amount increases as students move to a new grade level, with the highest allocation being awarded to senior-level students. Thus, the model incentivizes institutions to retain and complete Pell-eligible students in a timely manner.

### **Higher Education Funding Allocation Formula**

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

### **Tuition Policy**

Under current law, tuition revenue is appropriated at all state institutions except the Colorado School of Mines. General Fund and tuition spending authority are the funding sources utilized in the state budget to help cover the budget needs of the state's institutions' core educational operations, commonly called Education and General (E&G) expenses. Therefore, there is a direct link between state General Fund investment and the tuition rates. An increase in General Fund investment generally results in lower tuition increases, while a decrease in General Fund investment can result in higher tuition increases.

In recent years, resident tuition rate increases have been capped in the state budget. Because the budget request is confidential, Department staff is unable to identify the level of a specific cap on tuition increases that is contemplated in the budget request. However, the Governor's office has asked that the Department develop criteria that the Commission could consider when evaluating an institution's decision to exceed the cap on increases in resident tuition. The Department recommends that any institution seeking an increase above the cap demonstrate how the proposed increase: 1) results in tuition levels that remain competitive with similar peer institutions; 2) does not place undue financial strain on resident students; 3) is expected to affect enrollment levels; and 4) what alternatives outside of the tuition increase were considered but were not deemed viable.

## **III. STAFF ANALYSIS**

The Governor's request for state-supported institutions of higher education and other budget requests for the Department of Higher Education are not public until the entire executive budget request is submitted to the legislature on November 2, 2020. Recognizing that the Governor's request is not public, staff will provide potential General Fund scenarios for the Commission to evaluate at the meeting.

#### **IV. STAFF RECOMMENDATIONS**

Staff recommends CCHE approve the General Fund request, funding allocation approach, and corresponding tuition recommendation based on the scenarios staff will provide at the meeting.

#### **V. STATUTORY AUTHORITY**

##### ***Budget Request:***

C.R.S. § 23-1-105(8)

The funding recommendations made by the commission for state-supported institutions of higher education and by the executive director for the divisions of the department of higher education shall be made to the governor and to the general assembly as part of the budget request for the department of higher education and shall be submitted in accordance with the budget procedures of part 3 of article 37 of title 24, C.R.S., and in conformance with section 24-75-201.1 C.R.S.

##### ***Higher Education Funding Allocation Formula:***

C.R.S. § 23-18-306

(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.

##### ***Tuition Recommendation:***

C.R.S. § 23-1-108(12)(b):

For fiscal years beginning on or after July 1, 2016, the Commission shall establish tuition policies based on institutional role and mission, and the governing boards shall set tuition consistent with said policies.

##### ***Financial Aid:***

C.R.S. § 23-3.3-102

(1) The general assembly hereby authorizes the commission to establish a program of financial assistance, to be operated during any school sessions, including summer sessions for students attending institutions.

(2) The commission shall determine, by guideline, the institutions eligible for participation in the program and shall annually determine the amount allocated to each institution.

**ATTACHMENT(S):**

Attachment A: Formula One-Pager



**COLORADO**

**Department of  
Higher Education**

## 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	<b>10%</b>	<b>20%</b>	<b>70%</b>	<b>100%</b>
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	<b>105.0%</b>	<b>110.0%</b>	<b>101.1%</b>	<b>104.3%</b>
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)	<b>10.2%</b>	<b>21.3%</b>	<b>68.5%</b>	<b>100.0%</b>

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: PROPOSED CCHE POLICY SECTION VII: POLICY INNOVATIONS**

**PREPARED BY:** Dr. Kim Poast

**I. SUMMARY**

This discussion item explores the creation of a new policy innovation process for public institutions of higher education under the Colorado Commission on Higher Education (CCHE).

**II. BACKGROUND**

This discussion provides context for the development of a “policy innovation” for public postsecondary institutions. Policy innovations allow institutions to catalyze best practices, collect evidence and inform meaningful CCHE policy change in Colorado for higher education. This policy innovation concept mirrors the federal Experimental Sites Initiative (ESI) that has been in practice in various formats since the 1980s. Since then, the U.S. Department of Education (USDOE) launched approximately 30 experiments – most of which centered around testing new rules for federal student aid (McCann, 2018). The USDOE’s purpose is to “allow the Department to grant flexibility to institutions of higher education—colleges and universities—to test and evaluate potential federal policy changes... [and] create the potential for small-scale experimentation and evidence-building for future policy changes.” ([McCann, 2018 p. 3](#)) Federal experiments have included the following:

- Expansion of Competency-Based Education
- Dual Enrollment
- Prior Learning Assessments
- Federal aid for incarcerated students
- Federal work study

More information on these experiments can be found [here](#).

Staff recommend creating an environment in Colorado where institutions innovate in certain CCHE policy areas where there is strong evidence that this action would benefit the state and could inform improved statewide policy. In order to qualify for an innovation, a postsecondary institution will be required provide the following to the department staff no later than 60 days prior to proposed implementation:

- Overview of proposed innovation
- Specific policy name/number for which the innovation is aligned (and statutory reference, if applicable)
- Policy goals the innovation is intended to address (including alignment with the [State Master Plan for Colorado](#))
- Existing research or evidence base for proposed innovation
- Proposed length of innovation (including start and end dates)
- Proposed data collection and evaluation process

- Assurances that proposed innovation does not violate current state or federal law and is in compliance with all relevant governing board policies (proposals that require legislative action may be considered, but will require additional review)
- Assurances that the proposed innovation will not negatively impact student success (e.g., time to degree, ability to transfer, detrimental effects on financial aid eligibility, Student Bill of Rights).

Staff will recommend approval to the Commission based on the quality of the innovation and its potential for system-wide impact. See policy draft for more detail.

To be clear, staff are not recommending permanent exemptions to CCHE policy, but rather providing opportunity to innovate within policy which will help to inform potential longer-term changes. Based on the particulars of the proposed innovation, staff review will include representatives from different divisions (e.g., Student Success & Academic Affairs, Data & Research, Finance), and include consultation with other state agencies such as the Office of the Attorney General or the Department of Regulatory Agencies to ensure alignment with federal and state law.

### **III. STAFF ANALYSIS**

This approach encourages rapid cycle feedback to inform dynamic policy change, innovation from institutions of higher education, and collaboration with intention. Staff believe that controlled innovations, with data collection, will build on a robust body of evidence and lead to better and more efficient student- and institution-focused decisions for current and future policy directions.

### **IV. STAFF RECOMMENDATIONS**

This is a discussion item only, but on recommendation could be moved for immediate action.

### **V. STATUTORY AUTHORITY**

C.R.S. 23-1-108. (1) The commission, after consultation with governing boards of institutions and as a part of the master planning process, shall have the authority to: (a) establish a policy-based and continuing system-wide planning, programming and coordination process to effect the best use of available resources;"

### **REFERENCES:**

McCann, C., Laitinen, A. & Feldman, A. (2018). Putting the Experiment Back in the Experimental Sites Initiative. New America Education Policy Program. Retrieved from: <https://www.newamerica.org/education-policy/policy-papers/putting-experiment-back-experimental-sites-initiative/>  
US Department of Education Experimental Sites Initiative. Retrieved from: <https://experimentalsites.ed.gov/exp/index.html>



**POLICY DRAFT:**

**SECTION VII. CCHE POLICY INNOVATION**

**1.00 INTRODUCTION**

This policy creates an innovation framework for public higher education institutions of higher education to seek authorization from the commission to engage in CCHE approved experimentations not otherwise authorized in existing CCHE policy, collect data regarding efficacy of the innovation, and advance policy recommendations for future adoption. This policy requires that public higher education institutions of higher education provide assurances regarding financial implications, compliance with existing federal and state law and governing board policies, and protection of students' rights and responsibilities.

**2.00 STATUTORY AUTHORITY**

C.R.S. 23-1-108(1). The commission, after consultation with governing boards of institutions and as a part of the master planning process, shall have the authority to: (a) Establish a policy-based and continuing system-wide planning, programming and coordination process to effect the best use of available resources;"

**3.00 PROCEDURES**

At least 45 days prior to proposed implementation, public higher education institutions of higher education that seek authorization from the Commission to engage in policy innovation shall submit to department staff a proposal that includes the following:

- Overview of proposed innovation
- Specific policy name/number for which the innovation is aligned (and statutory reference, if applicable)
- Policy goals the innovation is intended to address (including alignment with the State Master Plan for Colorado)
- Existing research or evidence base for proposed innovation
- Proposed length of innovation (including start and end dates)
- Proposed data collection and evaluation process
- Assurances that proposed innovation does not violate current state or federal law and is in compliance with all relevant governing board policies (proposals that require legislative action may be considered, but will require additional review)
- Assurances that the proposed innovation will not negatively impact student success (e.g., time to degree, ability to transfer, detrimental effects on financial aid eligibility, Student Bill of Rights).

Staff will evaluate proposals based on above criteria (when necessary, consulting with relevant legislative and legal staff to ensure compliance with federal and state law), and will recommend approval to the Commission based on the quality of the innovation and its potential for system-wide impact. Following Commission approval, staff will execute a memorandum of

understanding (MOU) detailing the terms, conditions and limitations of the policy innovation based on the criteria outlined above.

**TOPIC:** RECOMMEND APPROVAL OF REAUTHORIZATION OF  
EDUCATOR PREPARATION PROGRAMS AT METROPOLITAN  
STATE UNIVERSITY OF DENVER

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

**I. SUMMARY**

This item recommends reauthorization of the educator preparation unit and educator preparation programs at the Metropolitan State University of Denver.

**II. BACKGROUND**

Pursuant to C.R.S. §23-1-121 the Colorado Commission on Higher Education (CCHE) considers reauthorization of all educator preparation programs at public and private institutions of higher education, after receiving an affirmative recommendation from the State Board of Education. The process for reauthorization of educator preparation programs is as follows:

- Colorado Department of Education (CDE) conducts a review of the endorsement programs to ensure that the content is designed and implemented in a manner that will enable a candidate to meet the requirements for licensure in Colorado (C.R.S. §22-60.5).
- Department of Higher Education (DHE) reviews the unit and its programs for the following statutory performance criteria: admission system; ongoing advising and screening of educator candidates; integration of theory and practice in coursework and field based training; supervised field based experience; and assessment of candidates' subject matter and professional knowledge and ability to apply the professional knowledge base [C.R.S. §23-1-121(2)].
- DHE and CDE then jointly conduct an on-site visit of the unit and its educator preparation programs.
- CDE makes a recommendation to the State Board of Education (SBE), which then makes a recommendation to DHE.
- Upon receiving an affirmative recommendation, DHE makes a recommendation to CCHE.

**III. STAFF ANALYSIS**

At its August 12, 2020 meeting, the Colorado State Board of Education approved the content of the educator preparation programs at the Metropolitan State University of Denver (MSU Denver). CDE staff transmitted State Board of Education's approval of the following endorsement programs:

- Art
- Culturally and Linguistically Diverse Education,
- Bilingual Education Specialist,
- English Language Arts,

- Mathematics,
- Music,
- Physical Education,
- School Social Worker,
- Science,
- Social Studies,
- Special Education Generalist,
- World Languages

The SBE voted to conditionally approve the reauthorization of two of MSU Denver's endorsement programs for the 2020-21 academic year only,

- Early Childhood Education (4.01),
- Elementary Education (4.02),

During the on-site evaluation visit, the reauthorization team noted several strengths and provided recommendations for the educator preparation programs at MSU Denver. Specifically, the site-visit review team appreciated:

- MSU Denver's mission and vision and how faculty, staff, and students consciously incorporate them into their work.
- How dedicated faculty are to MSU Denver students.
- How faculty intentionally model their teaching for candidates to teach P-12 students.
- The sense of community.

Recommended areas for improvement included:

- A more consistent and systematized process for clinical placements,
- Annual data collection for continuous improvement in evaluating candidates and programs.

The SBE recommended reauthorization of the Elementary Education and Early Childhood Education endorsements with the following conditions:

- Submit updated endorsement matrices addressing state review findings to ensure alignment with research-based reading instruction in Elementary and Early Childhood endorsements rules 1 CCR 301-101-4.02(5)-(13);
- Submit updated Elementary and Early Childhood course sequencing schedules and all syllabi for any courses that are identified by the program aligned to reading endorsement rules 1 CCR 301-101-4.02(5)-(13);
- Participate in a state review team visit in spring semester of 2021 to ensure implementation of all identified areas of improvement for teaching reading content and instruction found in the reauthorization report from CDE dated July 2020; and
- Ensure interviews with appropriate stakeholders (reading faculty, current candidates, school of education leadership, district partners) in the elementary and early childhood endorsement areas take place during state review team visit in March 2021

**IV. STAFF RECOMMENDATION**

**Staff recommends that the Commission reauthorize the educator preparation unit and educator preparation programs at the Metropolitan State University of Denver. Should the State Board of Education rescind authorization following the March 2021 site visit, the CCHE authorization will be rescinded and reviewed.**

**V. STATUTORY AUTHORITY**

§23-1-121 C.R.S.: (4) (a) (I) The department, in conjunction with the department of education, shall review each educator preparation program offered by an institution of higher education as provided in paragraph (b) of this subsection (4) and shall establish a schedule for review of each educator preparation program that ensures each program is reviewed as provided in this section not more frequently than once every five years.

**TOPIC: PROPOSED REVISIONS TO CCHE POLICY I, PART L:  
STATEWIDE TRANSFER AND GT PATHWAYS POLICY**

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

## **I. SUMMARY**

This item presents for discussion a minor change to the Commission’s Statewide Transfer and GT Pathways policy to clarify that the GT Pathways curriculum is specific to lower-division courses, with the exception of the Advanced Written Communication (GT-CO3) sub-category of courses, which are usually classified at the 300/3000 level.

## **II. BACKGROUND**

GT Pathways, or General Transfer Pathways, is Colorado’s statewide general studies transfer curriculum, which includes participation by every public college and university. The 2001 legislation that resulted in GT Pathways reflected two companion interests of the General Assembly:

- to create greater transparency for student transfer and minimize credit loss (articulated in §23-1-108.5), and
- to ensure that all students are provided with a general education wherein they “demonstrate competency in reading, critical thinking, written communications, mathematics, and technology” (articulated in §23-1-125(3)).

CRS §23-1-108.5 charged the Commission to “oversee the adoption of a statewide articulation matrix system of course numbering for general education courses” that “every student...must successfully complete to attain an associate’s or bachelor’s degree”. Statute also created the General Education Council (or “GE Council”), which was charged with developing and maintaining the articulation matrix. The Council—working closely with institutional faculty—developed content criteria and competencies (student learning outcomes) to guide institutions in mapping existing courses, and creating new courses, to align with the matrix. GT-Pathways courses are grouped into 6 broad categories, 14 sub-categories, and 10 competencies. The 31 required credits are distributed among the categories and sub-categories in a manner articulated by Commission policy.

Given that the curriculum framework was established to maximize transferability between and among two-year and four-year public institutions—and was designed such that “every student...must successfully complete to attain an associate’s or bachelor’s degree,” it has been broadly understood among institutional faculty and academic administrators that GT Pathways courses are to be 100/1000 and 200/2000 level only (courses designated as part of the lower-division curriculum, to be completed in the first or second year of study). The exception is for courses that are part of the Advanced Written Communication (CO3) sub-category, which are

often numbered in the 300/3000 range, and are a required curricular component for some bachelor's degree programs.

Occasionally, an institution will submit a 300/3000-level course (excluding GT-CO3 courses) for inclusion in GT Pathways. GE Council has discussed this matter on multiple occasions over the past several months and has requested that the Commission's GT Pathways policy be updated to codify the lower-division intention.

### **III. STAFF ANALYSIS**

In addition to promoting maximum portability and transferability of courses, the general education curriculum is designed to develop students' foundational academic skills in writing, thinking, understanding, reasoning, and analysis. This development positions students for success in a deeper study of concepts in upper division courses. Courses in the curriculum are "sequenced" in a manner such that introductory knowledge and beginning-level skill development is emphasized through general education and other lower-division courses, with expanded knowledge and more advanced-level skill development promoted through upper-division courses. While learning and development is not fully linear, this sequencing or scaffolding of content and competencies is a foundational premise of most curricular design and pedagogy.

GE Council members have expressed concerns about courses being taken "out of sequence" wherein students are not sufficiently prepared for advanced study, or the advanced course falls short in developing foundational skills that are the *raison d'être* of general education. The sense of the council is that is the prerogative of institutions to designate certain upper division courses as fulfilling general education requirements for their own native students, but that only lower division courses are to be identified for statewide transfer as part of GT Pathways.

Guidance from the statutes listed below under "Statutory Authority" was used in developing proposed revisions to the policy. The following changes are proposed:

1. Section 3.00: Definitions
  - a. In sub-section 3.02, update language to define "core courses" as the "thirty-one credit *lower division* gtPathways curriculum".
  - b. In sub-section 3.10, add text indicating that "institutions may designate certain upper division courses as fulfilling general education requirements for their own native students, but only lower division courses can be identified as part of gtPathways".
  - c. New sub-section 3.12 (with subsequent sub-sections renumbered) with definition of "prior learning assessment", which hadn't previously existed.
2. Section 5.00: Roles and Responsibilities

- a. In sub-section 5.03.14, revise language on the use of prior learning assessment credit from “shall not prohibit students from meeting...requirements” to “shall not prohibit students from attempting to meet...requirements”. This preserves the prerogative of the faculty to assess prior learning and determine the equivalency of demonstrated knowledge and skills with the GT Pathways curriculum.
3. Sections 6:00: Other Statutory Provisions that Affect Transfer
  - a. In sub-section 6.04.02, revise language similarly to sub-section 5.03.14.

#### **IV. STAFF RECOMMENDATION**

Discussion item only. The General Education Council will return to the item at its November meeting to review Commission feedback and any additional comments received from institutions.

#### **V. STATUTORY AUTHORITY**

##### **C.R.S. §23-1-108.5**

##### **Duties and powers of the commission with regard to common course numbering system – definitions - repeal**

(1) The general assembly hereby finds that, for many students, the ability to transfer among all state-supported institutions of higher education is critical to their success in achieving a degree. The general assembly further finds that it is necessary for the state to have sound transfer policies that provide the broadest and simplest mechanisms feasible, while protecting the academic quality of the institutions of higher education and their undergraduate degree programs. The general assembly finds, therefore, that it is in the best interests of the state for the commission to oversee the adoption of a statewide articulation matrix system of course numbering for general education courses that includes all state-supported institutions of higher education and that will ensure that the quality of and requirements that pertain to general education courses are comparable and transferable systemwide.

...

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

...



**C.R.S. §23-1-125**

**Commission directive – student bill of rights – degree requirements – implementation of core courses – competency test – prior learning**

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

...

(e) Students, upon completion of core general education courses, regardless of the delivery method, should have those courses satisfy the core course requirements of all Colorado public institutions of higher education;

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

...

(3) **Core courses.** The department, in consultation with each Colorado public institution of higher education, is directed to outline a plan to implement a core course concept that defines the general education course guidelines for all public institutions of higher education. The core of courses shall be designed to ensure that students demonstrate competency in reading, critical thinking, written communication, mathematics, and technology. The core of courses shall consist of at least thirty credit hours but shall not exceed forty credit hours. Individual institutions of higher education shall conform their own core course requirements with the guidelines developed by the department and shall identify the specific courses that meet the general education course guidelines. Any such guidelines developed by the department shall be submitted to the commission for its approval. In creating and adopting the guidelines, the department and the commission, in collaboration with the public institutions of higher education, may make allowances for baccalaureate programs that have additional degree requirements recognized by the commission. If a statewide matrix of core courses is adopted by the commission, the courses identified by the individual institutions as meeting the general education course guidelines shall be included in the matrix. The commission shall adopt such policies to ensure that institutions develop the most effective way to implement the transferability of core course credits.

...

**ATTACHMENT**

Attachment A: Proposed Revisions to CCHE Policy I, L: Statewide Transfer and GT Pathways Policy

## SECTION I

### PART L STATEWIDE TRANSFER AND GTPATHWAYS POLICY

#### 1.00 Introduction

The Statewide Transfer and gtPathways Policy<sup>1</sup> pertains to the state general education courses, known as Guaranteed Transfer Pathways (gtPathways); Statewide Transfer Articulation Agreements; transfer of course credits from one higher education institution to another; intra-institutional transfer; and reverse transfer. The policy applies to most Colorado public higher education undergraduate degree programs.<sup>2</sup> The policy applies to student transfer from two-year to four-year institutions, four-year to four-year institutions, four-year to two-year institutions, two-year to two-year institutions, or within four-year institutions. This policy does not address transfer issues where the state has limited legal authority: the transfer of credits from private, non-accredited, or out-of-state institutions or the awarding of credit for non-credit bearing courses.

The policy is divided into the following sections:

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

#### 2.00 Statutory Authority

This policy is based on the following Colorado Revised Statutes:

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

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<sup>1</sup> Additional resources related to gtPathways and transfer of courses are available online at <https://higherred.colorado.gov/Academics/Transfers/Students.html>.

<sup>2</sup> A listing of degrees that have been waived of gtPathways requirements can be found at <https://higherred.colorado.gov/Data/Degrees.aspx?gtp=no>, including all bachelor’s degrees at the Colorado School of Mines, and professional degrees at other public institutions subject to specialty accreditation criteria (e.g., nursing, engineering, business, music).

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

### 3.00 Definitions

- 3.01 “Commission” means the Colorado Commission on Higher Education created pursuant to section Title 23, Article 1 of the Colorado Revised Statutes.
- 3.02 “Core courses” means the thirty-one credit **lower division** gtPathways curriculum to which “...Individual institutions of higher education shall conform their own core course requirements...” (i.e., general education requirements). “The core of courses shall be designed to ensure that students demonstrate competency in reading, critical thinking, written communication, mathematics, and technology. The core of courses shall consist of at least thirty credit hours but shall not exceed forty credit hours” [§23-1-125(3), C.R.S.].<sup>4</sup>

<sup>3</sup> Note that statute has been interpreted to mean that students must have accumulated 70 credit hours in total, at all two- and four-year institutions attended, not just at a four-year institution.

<sup>4</sup> Note that this does not apply to every degree program at every institution; §23-1-125(3) gives the Commission

- 3.03 “Course numbering system” means the common system of numbering used by all institutions for gtPathways courses, such as GT-CO1 for an introductory written communication course, GT-CO2 for an intermediate written communication course, GT-MA1 for a mathematics course, and so on, pursuant to §23-1-108.5(2)(b), C.R.S.
- 3.04 “Degree with Designation” means a two-year degree with academic designation in a particular discipline or interdisciplinary field, and that is part of a Statewide Transfer Articulation Agreement (with the exception of dental hygiene), as described in §23-60-211, C.R.S. A Degree with Designation is a 60-credit Associate of Arts or Associate of Science degree that includes the 31-credit GT Pathways curriculum, plus a collection of required and elective courses that provides students with a solid foundation for further study in a given discipline or program area. Exceptions to the 60-credit limit, and to the GT Pathways requirement, may be made by the Commission to facilitate transfer in certain disciplines or fields, including where the associated bachelor’s degree program has received a waiver from the 120-credit cap and/or GT Pathways curriculum requirements.
- 3.05 “Department” means the Colorado Department of Higher Education created and existing pursuant to section §24-1-114, C.R.S.
- 3.06 “GE Council” means the General Education Council convened pursuant to §23-1-108.5(3)(a), C.R.S.
- 3.07 “gtPathways” means guaranteed transfer pathways as described in §23-1-108.5 and §23-1-125(3), C.R.S.
- 3.08 “gtPathways content criteria” means the sets of criteria for the six content areas that make up the gtPathways curriculum: 1) written communication, 2) mathematics, 3) arts and humanities, 4) social and behavioral sciences, 5) history and 6) natural and physical sciences.<sup>5</sup>
- 3.09 “gtPathways competency criteria” means the ten competencies embedded in the gtPathways content criteria in which students must demonstrate proficiency: 1) civic engagement, 2) creative thinking, 3) critical thinking, 4) diversity & global learning, 5) information literacy, 6) inquiry & analysis, 7) oral/presentational communication, 8) problem solving, 9) quantitative literacy, and 10) written communication, pursuant to §23-1-125(3), C.R.S.<sup>6</sup>

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authority to “...make allowance for baccalaureate programs that have additional degree requirements...” A list of degrees that have been waived of gtPathways requirements is maintained on the Department’s website at <https://higherred.colorado.gov/Data/Degrees.aspx?gtp=no>.

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

<sup>6</sup> Available on the Department’s website at <http://higherred.colorado.gov/Academics/Transfers/>

- 3.10 “‘General education courses’ means the group of courses offered by an institution of higher education that every student enrolled in the institution must successfully complete to attain an associate’s or bachelor’s degree” [§23-1-108.5(2)(c), C.R.S.] and that meet the requirements of §23-1-125(3), C.R.S. It should be noted that besides a general education core, degrees also have major, elective and other requirements (see Table 1 under section 7.00). It should also be noted that general education requirements may differ between degree programs at the same institution and that some degree programs at some institutions have received waivers from the Commission not to have to include the 31 credit gtPathways curriculum in the general education cores for some baccalaureate degrees.<sup>7</sup> Institutions may designate certain upper division courses as fulfilling general education requirements for their own native students, but only lower division courses can be identified as part of gtPathways.
- 3.11 “Native student” means a student who begins and completes an undergraduate degree program at a single institution of higher education.
- 3.12 “Prior Learning Assessment” is the evaluation of learning that occurs outside of the institution where a student is enrolled or may enroll. Learning can be demonstrated by a student through achieving a certain score on a national exam; through achieving a certain score or rating on an institutionally-devised exam or other assessment; through performance in a course taken at another institution; through completion of certain military training, education, and occupational programs; and through work products and other professional achievements included in a student’s portfolio.
- 3.123 “Reverse Transfer” means the process whereby a student who begins his or her postsecondary education at a two-year institution and transfers to a four-year institution prior to receiving an associate degree, or who has left the four-year institution prior to completing a bachelor’s degree, and has accumulated at least 70 credits and completed the residency requirements at the two-year institution, may be eligible to receive an associate of arts or associate of science degree.
- 3.134 “Statewide Transfer Articulation Agreement” means a transfer agreement between two-year and four-year state institutions of higher education and among four-year institutions, which includes provisions under which state institutions of higher education shall accept all credit hours of acceptable course work for automatic transfer from an associate of arts or associate of science Degree with Designation, pursuant to §23-1-108(7)(a), C.R.S. Further guidance is found in 23-1-108(7)(g)(III), C.R.S., which defines a Statewide Transfer Articulation Agreement as a “Statewide degree transfer agreement,” which “...means an agreement among all of the state institutions of higher education for the transfer of an associate of arts or an associate of science degree. A statewide degree transfer agreement

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<sup>7</sup> A list of degrees that have been waived of gtPathways requirements is maintained on the Department’s website at <https://higherred.colorado.gov/Data/Degrees.aspx?gtp=no>.

applies to common degree programs and specifies the common terms, conditions, and expectations for students enrolled in statewide degree transfer programs.”

3.145 “Transfer” means transferring the credit for courses taken at one institution of higher education to another. It is important to note that while most coursework can transfer, not all credit can be applied to a student’s chosen major. That is, the receiving institution will usually *accept coursework in transfer* and list those courses on the student’s transcript but may not be able to *apply the credit* for those courses to any of the requirements in the student’s degree program.

3.156 “Transfer Student” means a student entering the reporting institution for the first time but known to have previously attended a postsecondary institution at the same level (e.g. undergraduate, graduate) after high school graduation (or passing an equivalency exam). The student may transfer with or without credit. This excludes students who completed remedial coursework and students who completed college-level coursework as a high school student through Concurrent Enrollment or as their homeschool curriculum.

#### 4.00 Policy Goals

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

4.01 gtPathways, “that includes all state-supported institutions of higher education and that will ensure that the quality of and requirements that pertain to general education courses are comparable<sup>8</sup> and transferable system wide,” [§23-1-108.5(1), C.R.S.]; and

4.02 The Student Bill of Rights, which states that:

4.02.01 “(a) Students should be able to complete their associate of arts and associate of science degree programs in no more than sixty credit hours or their baccalaureate programs in no more than one hundred twenty credit hours unless there are additional degree requirements recognized by the commission;”<sup>9</sup>

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<sup>8</sup> It should be noted that gtPathways is not about course equivalencies and that “comparable” does not mean “equivalent.” That is, gtPathways are guaranteed to meet gtPathways requirements of most Liberal Arts & Sciences degrees but may not meet other general education or major requirements of degrees that received waivers because those degrees have additional requirements.

<sup>9</sup> At its April 1, 2004 meeting, the Commission granted waivers to exceed the 120 credit cap to the following degree programs (new credit limits in parentheses): nursing (126 cr.); teacher preparation (126 cr. with the stipulation that students can complete the program in 4-years); engineering, engineering technology, computer science and related programs (exempt from the 120 credit limit but with the stipulation that all programs must “guarantee that students will be able to complete the program requirements in 4 years”); all degree programs at Colorado School of Mines (exempt from the 120 credit limit); and landscape architecture at CSU (132 cr.). At its June 4, 2009 meeting, the Commission approved a credit waiver of 138 credits and lifted the 4-year graduation agreement requirement for all science teacher preparation programs.

- 4.02.02 “(b) A student can sign a two-year or four-year graduation agreement that formalizes a plan for that student to obtain a degree in two or four years, unless there are additional degree requirements recognized by the commission;”
- 4.02.03 “(c) Students have a right to clear and concise information concerning which courses must be completed successfully to complete their degrees;”
- 4.02.04 “(d) Students have a right to know which courses are transferable among the state public two-year and four-year institutions of higher education;”
- 4.02.05 “(e) Students, upon successful completion of core general education courses, regardless of the delivery method, should have those courses satisfy the core course requirements of all Colorado public institutions of higher education;”
- 4.02.06 “(f) Students have a right to know if courses from one or more public higher education institutions satisfy the students’ degree requirements;”
- 4.02.07 “(g) A student’s credit for the completion of the core requirements and core courses shall not expire for ten years from the date of initial enrollment and shall be transferable.” [§23-1-125(1), C.R.S.]

## **5.00 Roles and Responsibilities**

### **5.01 Students**

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

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

## 5.02 Governing Boards of Public Institutions or Systems

All Governing Boards of public institutions or systems:

- 5.02.01 “...shall implement the statewide degree transfer agreements and the commission policies relating to the statewide degree transfer agreements.” [23-1-108(7)(a), C.R.S.]
- 5.02.02 “...shall implement the [student transfer] agreements [between degree programs offered on the same campus or within the same institutional system] and commission policies relating to the agreements.” [23-1-108(7)(f), C.R.S.]
- 5.02.03 “...shall modify its existing policies as may be necessary to accept the transfer of these [gtPathways course] credits.” [23-1-108.5(5), C.R.S.]
- 5.02.04 “...shall have in place and enforce policies regarding transfers by students between undergraduate degree programs which are offered within the same institution or within the same institutional system. Such policies shall include, but shall not be limited to, the following provisions:
- (a) If, not more than ten years prior to transferring into an undergraduate degree program, a student earns credit hours which are required for graduation from such undergraduate degree program, such credit hours shall apply to the completion of such student's graduation requirements from such undergraduate degree program following such transfer;
  - (b) A student who transfers into an undergraduate degree program shall not be required to complete a greater number of credit hours in those courses which are required for graduation from such undergraduate degree program than are required of students who began in such undergraduate degree program, nor shall there be any minimum number of credit hours required post-transfer other than the normal degree requirements for non-transferring students; and
  - (c) The grade point average which is required for a student to apply for and be fully considered for transfer into an undergraduate degree program shall be no higher than that which is required for graduation from such undergraduate degree program.” [23-5-122(1), C.R.S.]
- 5.02.05 “...shall adopt policies to ensure that, if a student completes a program of study at an area technical college and subsequently enrolls in an institution within the state system of community and technical colleges, or transfers from an area technical college to an institution within the state system of community and technical colleges, any postsecondary course credits earned by the student while enrolled in the area technical college



will apply in full at another area technical college or to an appropriate program leading to a certificate or to an associate degree at a community or technical college. Postsecondary credits earned by a student at an area technical college may be transferred into an associate degree program at a community college or into a degree program at a four-year institution of higher education as provided in section 23-1-108(7) and the state credit transfer policies established by the Colorado commission on higher education.” [23-60-802, C.R.S.]<sup>10</sup>

### 5.03 Public Institutions of Higher Education

All public institutions:

- 5.03.01 Shall publish the Student Bill of Rights [23-1-125(1)(a-g), C.R.S.] in course catalogs and advising centers.
- 5.03.02 Shall honor the Student Bill of Rights.
- 5.03.03 Shall comply with “...the intent of the general assembly that academic degree programs at state-supported institutions of higher education be designed and implemented to assure and emphasize that undergraduate students have the maximum range of opportunities and assistance to complete their course of study and obtain their degree in a reasonable amount of time.” [23-1-108(13)(a), C.R.S.]
- 5.03.04 “...shall review its course offerings and identify those general education courses offered by the institution that correspond with the courses included in the course numbering system. The higher education institution shall submit its list of identified courses, including course descriptions and, upon request of the commission, summaries of course syllabi, for review and approval by the commission on or before March 1, 2003.” [23-1-108.5(4)(a), C.R.S.]<sup>11</sup>
- 5.03.05 “...shall publish, and update as necessary, a list of course offerings that identifies those general education courses offered by the institution that correspond with the courses included in the course numbering system.” [23-1-108.5(4)(b), C.R.S.]
- 5.03.06 “...shall participate in the course numbering system.” [23-1-108.5(5), C.R.S.]

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<sup>10</sup> Community colleges and 4-year institutions may accept credits earned from an area technical college as long as that school is accredited to offer the credit. Area technical colleges are not accredited to offer general education (gtPathways). As of February 7, 2019, the three area technical colleges in Colorado are Emily Griffith Technical College (Denver), Pickens Technical College (Aurora), and Technical College of the Rockies (Delta; formerly Delta-Montrose Technical College).

<sup>11</sup> This process was completed.

- 5.03.07 Shall develop effective transfer advising systems, including but not limited to, training faculty and academic advisors, providing freshman students with planning information, and providing transfer students with appeals information.
- 5.03.08 Shall develop advising partnerships among all four-year and two-year public institutions to jointly advise students.
- 5.03.09 “...shall implement the [student transfer] agreements [between degree programs offered on the same campus or within the same institutional system] and commission policies relating to the agreements.” [23-1-108(7)(f), C.R.S.]
- 5.03.10 “...shall implement the statewide degree transfer agreements and the commission policies relating to the statewide degree transfer agreements.” [23-1-108(7)(a), C.R.S.]
- 5.03.11 “...shall conform their own core course requirements with the guidelines developed by the department and shall identify the specific courses that meet the general education course guidelines.” [23-1-125(3), C.R.S.]
- 5.03.12 “...shall grant full course credits to students for the core courses they successfully test out of, free of tuition for those courses.” [23-1-125(4), C.R.S.]
- 5.03.13 “...shall adopt and make public a policy or program to determine academic credit for prior learning.” [23-1-125(4.5), C.R.S.]
- 5.03.14 Shall accept in transfer from within the institution and from other state institutions of higher education prior learning assessment credit awarded for GT Pathways requirements and shall not prohibit students from attempting to meeting general education/GT Pathways requirements with prior learning assessment credit.
- 5.03.15 To approve degrees with designation, the Colorado Community College System shall “...submit the degree program designation to the board for its review and approval. The community college may offer the degree program only after it has been approved by the board and by the Colorado commission on higher education. The community college shall exclusively use the degree program designation name in official publications, course catalogs, diplomas, and official transcripts” [23-60-211(1), C.R.S.] and Colorado Mountain College and Aims Community College shall “...submit the degree program designation to the board of trustees for its review and approval. The local district college may offer the degree program only after it has been approved by the board of trustees and by the Colorado commission on higher education.<sup>12</sup> The local district college shall exclusively use the degree

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<sup>12</sup> Refer to CCHE Policy I, V for more information on approval of new degree programs.

program designation name in official publications, course catalogs, diplomas, and official transcripts” [23-71-123(3), C.R.S.].<sup>13</sup>

- 5.03.16 “...should work in collaboration with the commission to develop a process that reduces a potential barrier to degree completion by providing students with information about the student’s eligibility for an associate degree” [23-1-131(1)(b)]. “The two-year and four-year institutions shall agree upon the contents of the notification to eligible students. At a minimum, the notification shall include the requirements for the degree audit by the two-year institution and information concerning the process for a student to be awarded an associate degree in the future if the degree requirements are not met or the student declines the associate degree at the time of the notification” [23-1-131(3)(b), C.R.S.]. “Each two-year and four-year institution shall provide students with information concerning the process developed pursuant to this section” 23-1-131(4), C.R.S.].

#### 5.04 Participating Private Institutions of Higher Education

Private institutions of higher education may choose to participate in gtPathways, provided an institution meets the statutory criteria outlined in 23-1-125(5)(e), C.R.S., including accreditation by an accrediting agency or association approved by the United States Department of Education; provision of an educational program for which it awards a bachelor’s degree or a graduate degree; and determination by the United States Department of Education to be eligible to administer federal financial aid programs pursuant to Title IV of the federal Higher Education Act of 1965, as amended. Participation by private institutions of higher education in gtPathways may include conforming their general education curricula to include the gtPathways curriculum; being guaranteed their approved gtPathways courses will transfer to all public and other participating nonpublic institutions, and agreeing to accept in transfer and apply credit for gtPathways courses from other participating nonpublic and public institutions of higher education, pursuant to §23-1-125(5), C.R.S.

#### 5.05 Colorado Commission on Higher Education

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

- 5.05.01 “...shall establish, after consultation with the governing boards of institutions, and enforce statewide degree transfer agreements between two-year and four-year state institutions of higher education and among four-year state institutions of higher education.” [23-1-108(7)(a), C.R.S.]
- 5.05.02 “...shall establish and enforce student transfer agreements between degree programs offered on the same campus or within the same institutional

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<sup>13</sup> GE Council agreed that if a two-year institution is unable to offer all coursework required for a Statewide Transfer Articulation Agreement, that institution should not offer the corresponding Degree with Designation.

system.” [23-1-108(7)(f), C.R.S.]

5.05.03

Shall, “...within existing resources, ...implement and revise appropriate policies, including financial incentives, to assure that students at state-supported institutions of higher education complete their academic degree programs in the most efficient, effective, and productive manner. The policy implementation and review shall include:

(I) Academic advising and counseling at such institutions and consideration of methods for the improvement of early and continuous availability of such academic advising and counseling in order to assist students with the completion of degree programs;

(II) The frequency and availability of courses essential to completion of degree programs at such institutions and evaluation of what changes may be necessary to assure that the course scheduling for degree programs by such institutions maximizes the opportunities for students to complete their course of study efficiently, effectively, and productively;

(III) Measures for minimizing and eliminating the restrictions against automatic transfer of credit hours of acceptable course work between such institutions and whether the provisions of transfer agreements between two-year and four-year institutions and among four-year institutions entered into pursuant to subsection (7) of this section are directed at easing such transfer restrictions;

(IV) Methods for minimizing the loss of credit hours when a student changes degree programs at such institution and assurance that such credit hours are transferred or substituted for appropriate course work in the other degree program;

(V) The review of possible solutions for access of nontraditional and part-time students to complete programs within the student's time frame goals;

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

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

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

- 5.05.04 “...shall oversee the adoption of a statewide articulation matrix system of course numbering for general education courses that includes all state-supported institutions of higher education and that will ensure that the quality of and requirements that pertain to general education courses are comparable and transferable system wide.” [23-1-108.5(1), C.R.S.]
- 5.05.05 Consider for approval gtPathways courses recommended by GE Council, pursuant to §23-1-108.5(3), C.R.S.
- 5.05.06 “...shall consult with the governing boards when convening representatives from the higher education institutions [to serve on GE Council].” [23-1-108.5(3)(a), C.R.S.]
- 5.01.07 “...shall review the [GE] council's recommendations and adopt a statewide articulation matrix system of common course numbering for general education courses, including criteria for such courses...” [23-1-108.5(3)(c)(I), C.R.S.]
- 5.05.08 “...shall adopt and implement such procedures [recommended by GE Council to document students’ success in transferring among higher education institutions].” [23-1-108.5(6)(a), C.R.S.]
- 5.05.09 “...in consultation with the governing boards and the higher education institutions, shall design and implement a statewide database to [document students’ success in transferring among higher education institutions].” [23-1-108.5(6)(b), C.R.S.]
- 5.05.10 Resolve student complaints regarding the requirements of this policy, pursuant to CCHE Policy I, T Student Complaint Policy. “The Commission shall have final authority in resolving transfer disputes.” [23-1-108(7)(a), C.R.S.]
- 5.05.11 “...shall adopt such policies to ensure that institutions develop the most effective way to implement the transferability of core course credits.” [23-1-125(3) C.R.S.]
- 5.06 General Education (GE) Council
  - The GE Council:
  - 5.06.01 “...shall create a process through which it shall seek input from and consult with various higher education student organizations for each articulation agreement and for the review of general education courses and the course

numbering system as required in [23-1-108.5(3)(c)].” [23-1-108.5(3)(a), C.R.S.]

- 5.06.02 “...shall recommend to the commission a statewide articulation matrix system of common course numbering to which the general education courses for each higher education institution may be mapped.” [23-1-108.5(3)(b), C.R.S.]<sup>14</sup>
- 5.06.03 “ ...shall recommend to the commission a list of general education courses to be included in the course numbering system. In identifying said general education courses, the council shall review the course descriptions, and may request summaries of course syllabi for review, focusing first on lower division general education courses.” [23-1-108.5(3)(c)(I), C.R.S.]<sup>15</sup>
- 5.06.04 “...shall annually review the list of general education courses and the course numbering system, including the criteria, adopted by the commission and recommend such changes as may be necessary to maintain the accuracy and integrity of the course numbering system. The council's annual review shall include consideration of the course descriptions, and the council may request summaries of course syllabi for further review.” [23-1-108.5(3)(c)(II), C.R.S.]<sup>16</sup>
- 5.06.05 “...shall devise and recommend to the commission procedures for exchanging information to document students’ success in transferring among higher education institutions.” [23-1-108.5(6)(a), C.R.S.]
- 5.06.06 Shall act as their respective institutions’ liaisons to assist the Department in the creation and adoption of statewide transfer articulation agreements; the review of proposed gtPathways courses; train academic advisors on the requirements of this policy; and provide guidance to the Department in the resolution of transfer student disputes.

## **6.00 Other Statutory Provisions that Affect Transfer**

### **6.01 Credit cap for degrees.**

- 6.01.01 “Students should be able to complete their associate of arts and associate of science degree programs in no more than sixty credit hours or their baccalaureate programs in no more than one hundred twenty credit hours unless there are additional

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<sup>14</sup> This process was completed and the common course numbering system for gtPathways courses is linked on the Department’s website at <http://higherred.colorado.gov/Academics/Transfers/gtPathways/curriculum.html>.

<sup>15</sup> This process was completed per initial requirements of H.B. 01-1298 (the “Berry Bill”) and is ongoing.

<sup>16</sup> Standard practice has been that gtPathways courses continue to carry that designation unless the institution chooses to withdraw the course from general education, the course is not offered within a two-year period, or evaluations indicate that a course does not meet the state content and competency criteria, which are linked on the Department’s website at <http://higherred.colorado.gov/Academics/Transfers/>.

degree requirements recognized by the commission” [23-1-125(1)(a), C.R.S.]; and

6.01.02 “The commission shall establish a standard of a one-hundred-twenty-hour baccalaureate degree, not including specified professional degree programs that have additional degree requirements recognized by the commission” [23-1-125(2), C.R.S.]<sup>17</sup>

6.02 Course/credit limitations and requirements: transfer students and native students.

6.02.01 “A state institution of higher education that admits as a junior a student who holds an associate of arts degree, associate of applied science degree, or associate of science degree that is the subject of a statewide degree transfer agreement shall not require the student to complete any additional courses to fulfill general education requirements” [23-1-108(7)(b)(II)(A), C.R.S.]; and

6.02.02 “A student who transfers under a statewide degree transfer agreement may be required to complete lower-division courses that are part of the major, but are not part of the statewide degree transfer agreement, if taking the courses does not require the transfer student to take more total credit hours to receive the degree than a native student and does not extend the total time required to receive the degree beyond that required for a native student”<sup>18</sup> [23-1-108(7)(b)(II)(A), C.R.S.]; and

6.02.03 “A state institution of higher education...is responsible for the total cost of tuition, without participation by the student in the college opportunity fund...for any credit hours that exceed the total credit hours required for a native student or that extend the total time to receive the degree beyond that required for a native student” [23-1-108(7)(b)(II)(A), C.R.S.].

6.03 Competency testing.

6.03.01 “...the commission shall, in consultation with each public institution of higher education, define a process for students to test out of core courses, including specifying use of a national test or the criteria for approving institutionally devised tests. Beginning in the 2010-11 academic year, each public institution of higher education shall grant full course credits to students for the core

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<sup>17</sup>See earlier footnote on Commission waivers to institutions to exceed the 120 credit cap for certain degree programs.

<sup>18</sup> “Total time to receive the degree” presumes that the transfer student and the native student demonstrate substantially similar enrollment patterns in the same program of study.

courses they successfully test out of, free of tuition for those courses.” [23-1-125(4), C.R.S.]

- 6.03.02 Standard practice is that institutions do not have to allow students to test out of every core course but there must be a means to test out of every gtPathways category (e.g., GT-CO1, GT-MA1, and so on).
- 6.03.03 Institutions may choose the assessment instruments. Portfolio review and prior learning assessment are allowable instruments.

6.04 Credit for prior learning.

- 6.04.01 “...each public institution of higher education shall adopt and make public a policy or program to determine academic credit for prior learning.” [23-1-125(4.5), C.R.S.]
- 6.04.02 Institutions shall accept in transfer from within the institution and from other state institutions of higher education prior learning assessment credit awarded for GT Pathways requirements and shall not prohibit students from attempting to meeting general education/GT Pathways requirements with prior learning assessment credit.

7.00 General Education and gtPathways Curriculum

The gtPathways curriculum is the core of the general education requirements of most Liberal Arts & Sciences bachelor’s degrees. This takes some of the guesswork out of transfer because gtPathways courses, in which the student earned a C- or higher, will always transfer<sup>19</sup> and the credit will apply<sup>20</sup> to gtPathways requirements in every Liberal Arts & Sciences bachelor’s degree at every public Colorado institution. Depending on the bachelor’s degree, gtPathways course credit may also be applied to major and elective requirements at the receiving institution’s discretion. gtPathways courses taken beyond the required 31-credit gtPathways curriculum will transfer (and be listed on the student’s transcript) but the credit is not guaranteed to apply to general education or major requirements or to electives (or count towards the 120 required credits for the bachelor’s degree). Table 1 below highlights where gtPathways courses fit in a bachelor’s degree.

Table 1: The Parts of a Bachelor’s Degree

<sup>19</sup> Transfer of credit means the receiving institution notes on its own transcript the credit earned at another institution. Credits that transfer do not reduce time to degree completion unless they are applied to degree requirements at the receiving institution.

<sup>20</sup> Application of credit means the receiving institution applies credit earned at another institution to its own degree requirements, whether as general education, major requirements, or electives. Application of credit to degree requirements reduces time to degree completion.



<p style="text-align: center;"><b>Bachelor's Degree</b> (usually 120 credits)</p> <p style="text-align: center;">Examples: Bachelor of Arts Bachelor of Science</p>	<p><b>General Education Requirements</b>, includes:</p> <ul style="list-style-type: none"> <li>• gtPathways (31 credits) and/or</li> <li>• other courses specified by the institution or major department, not to exceed 40 credits<sup>21</sup></li> </ul>
	<p><b>Major Requirements</b> (number of credits varies)</p> <p>Examples:</p> <ul style="list-style-type: none"> <li>• Biology</li> <li>• English</li> <li>• Political Science</li> </ul>
	<p><b>Electives</b> (number of credits varies)</p>
	<p><b>Other graduation requirements</b></p>

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

**Table 2: gtPathways Curriculum**

<b>Semester Credit Hours</b>	<b>gtPathways Curriculum</b>
<b>6</b>	<p><b>Written Communication:</b>  GT-CO1: Introductory Writing course (minimum 3 credits)  GT-CO2: Intermediate Writing course (minimum 3 credits)  GT-CO3: Advanced Writing Course (minimum 3 credits)  *Students may take GT-CO1 and GT-CO2 or they may take GT-CO2 and GT-CO3.</p>
<b>3</b>	<p><b>Mathematics:</b>  GT-MA1 (minimum 3 credits)</p>

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<sup>21</sup> §Per 23-1-125(3), C.R.S.

15	<p><b>Arts &amp; Humanities</b> – 2 courses (minimum 6 credits); courses can be from different sub-categories or from the same sub-category:  GT-AH1: Arts and Expression  GT-AH2: Literature and Humanities  GT-AH3: Ways of Thinking  GT-AH4: World Languages (must be 200 level)</p> <p><b>History</b> – 1 course (minimum 3 credits)  GT-HI1</p> <p><b>Social and Behavioral Sciences</b> – 1 course (minimum 3 credits)  GT-SS1: Economic or Political Systems  GT-SS2: Geography  GT-SS3: Human Behavior, Culture, or Social Frameworks</p> <p>*Students must select one more course from any of the above categories/sub-categories to equal at least 15 credits. (Multiple courses from the same sub-category are allowed.)</p>
7	<p><b>Natural and Physical Sciences</b> – 2 courses, at least one of which must be GT-SC1  GT-SC1: Course with Required Laboratory  GT-SC2: Lecture Course without Required Laboratory</p>
31	<b>TOTAL MINIMUM CREDITS</b>

To complete the gtPathways curriculum, students are required to complete the minimum 31 semester credit hours and earn a C- grade or better in each course. The guarantee of applicability of credit of gtPathways coursework to the receiving institution's general education requirements is limited to the minimum number of semester credit hours in each category. So, for instance, if a student takes two GT-MA1 courses and then transfers, the receiving institution must apply only one of the GT-MA1 courses. The remaining GT-MA1 course may be applied to major or elective credit at the discretion of the institution.

#### 7.01 Limitations to gtPathways

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

gtPathways courses. These limitations are explained below in more detail.

#### 7.01.01 Limitation #1: Not All Degrees Contain the gtPathways Curriculum.

Some degrees do not contain the gtPathways curriculum in whole or in part. These degrees have waivers from the Commission not to have to include gtPathways in their general education cores.<sup>22</sup> It should be noted that although the general education cores of these degrees do not contain the gtPathways curriculum, they are still in line with the general education course guidelines in §23-1-125(3), C.R.S. That is, they are “...designed to ensure that students demonstrate competency in reading, critical thinking, written communication, mathematics, and technology”. It is also important to note that institutions are still required to accept gtPathways courses in transfer and apply the credit when these degrees contain gtPathways courses in their general education cores. Since not every degree contains the gtPathways curriculum, this has several implications for students who will, or believe they may, transfer:

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

#### 7.01.02 Limitation #2: Similarly Named Courses May Not Be Equivalent.

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

### 7.02 Waivers of gtPathways Curriculum Requirements

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<sup>22</sup> A list of degrees that have been waived of gtPathways requirements is maintained on the Department’s website at <https://higherred.colorado.gov/Data/Degrees.aspx?gtp=no>.

Per §23-1-125(3), C.R.S., the Commission “may make allowances for baccalaureate programs that have additional degree requirements recognized by the commission”, thereby enabling institutions to develop academic programs that do not contain the full gtPathways curriculum. Institutions that seek a waiver from gtPathways curriculum requirements for a particular academic program must submit a formal request to the Department that includes responses to the following questions:

1. Why it is important that a gtPathways waiver be granted for this program (address the nature of the degree relative to the profession, if applicable, including work pathways for students entering the program)?
2. Which specific components of the gtPathways curriculum are requested to be waived or modified?
3. How will the institution ensure that the program includes a “core of courses” that provide a general education through which “students demonstrate competency in reading, critical thinking, written communications, mathematics, and technology”, as articulated in Colorado Revised Statutes 23-1-125(3)? How will the general education provided respond to the 10 competencies of the gtPathways curriculum?
4. What additional degree requirements, such as those associated with accreditation and licensure, make it impossible to include the full gtPathways in the program curriculum?
5. How will the absence of a gtPathways waiver potentially harm students (if, for example, it extends the time to degree beyond four years, or results in certain critical courses being left out of a program)?
6. How will the institution ensure that the gtPathways waiver will not create barriers to student transfer?

Upon receipt of an institutional request for a gtPathways waiver, Department staff will place the request on the agenda of an upcoming meeting of the General Education Council and invite institutional representatives to attend the meeting to answer questions. The General Education Council may offer a recommendation to the Department based on information provided by the requesting institution. Department staff will then determine whether to recommend to the Commission 1) a full/blanket waiver of gtPathways curriculum requirements; 2) a modified/limited waiver; or 3) no waiver. In the event a modified/limited waiver is recommended by staff and approved by the Commission, the staff would enter into a Memorandum of Understanding with the institution or system to include details on the parameters of the curriculum variation, the waiver duration, and the verification process.

## **8.00 Transfer Options for Students**

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

## 8.01 Transfer of gtPathways Courses

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

## 8.02 Statewide Transfer Articulation Agreements

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

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

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

### 8.03 Institutional Transfer Guides

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

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

### 8.04 Transfer of Associate of Arts and Associate of Science Degrees that are not Degrees with Designation

A student who earns an Associate of Arts (A.A.) or Associate of Science (A.S.) degree (that is not a Degree with Designation) at a Colorado public institution, including completing the Pathways curriculum with a grade of C- or better in all courses, will transfer, upon admission, with junior standing into all liberal arts and sciences bachelor degree programs offered by a Colorado public four-year university. The credits earned in the associate degree program will apply at minimum to 31 credit hours of lower division general education and 29 credit hours of additional graduation credits. The receiving institution will evaluate credit for prior learning following its standard policy, and in alignment with the Commission's Prior Learning Assessment policy (Section I, Part X). Students should follow the Statewide Transfer Articulation Agreement (if one exists for the chosen bachelor's degree) or the receiving institution's Transfer Guide while considering what courses to complete as part of the A.A. or A.S. degree.

### 8.05 Colorado Reverse Transfer (formerly known as "Degree within Reach")

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

- The student has completed 15 credit hours at a community college in Colorado;
- The student has a minimum of 70 credit hours, including coursework at the four-year institution;
- The student has completed those 70 credit hours within 10 years of enrollment at any institution;

- The student's completed credit hours meet the requirements for an Associate of Science, Associate of Arts or Associate of General Studies, to be determined via degree audit at the community college; and
- The student has not requested that her or his data be withheld at either institution.

For more information, see <https://higherred.colorado.gov/Academics/reversetransfer/>.

## 8.06 Transfer of Credits from Area Technical Colleges

Students who successfully complete Career and Technical Education (CTE) coursework may be able to transfer the credit for those courses into an Associate of General Studies (A.G.S.) degree, an Associate of Applied Science (A.A.S.) degree or a related certificate program. In regards to coursework completed at Area Technical Colleges, (including, but not limited to, Emily Griffith Technical College, Pickens Technical College, and Technical College of the Rockies) pursuant to §23-60-802, Colorado Revised Statutes:

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

## 9.00 Student Complaints

If disagreement regarding the transferability of credits for coursework or a degree occurs between a student and a receiving institution, or disagreement regarding courses required of students transferring under a Statewide Transfer Articulation Agreement that result in the transfer student taking more total credit hours to receive the degree than a native student in the same academic program, the Department will facilitate an expeditious review and resolution of the matter pursuant to Commission Policy, Section I, Part T: Student Complaint Policy. Complaints can be filed at <http://higherred.colorado.gov/Academics/Complaints/default.html>. Per [§23-1-108\(7\)\(a\)](#), “The Commission shall have final authority in resolving transfer disputes”.

<sup>23</sup> Community colleges and 4-year institutions may accept credits earned from an area technical college as long as that school is accredited to offer the credit. Area technical colleges are not accredited to offer general education

(gt) HISTORY: CCHE Agenda Item V, D – March 14, 2014; CCHE Agenda Item III, I – April 11, 2014; CCHE  
At Agenda Item V, B – February 7, 2019; CCHE Agenda Item III, B – March 8, 2019; CCHE Agenda Item III, A –  
May 3, 2019; CCHE Agenda Item IV, A – May 1, 2020

**TOPIC:** ANNUAL REPORT ON CONCURRENT ENROLLMENT  
2018-2019 ACADEMIC YEAR

**PREPARED BY:** MICHAEL VENTE, DIRECTOR OF RESEARCH

**I. SUMMARY**

This presentation shares the 2018-2019 Annual Report on Concurrent Enrollment. The annual report provides information and data on how Colorado's Concurrent Enrollment program is working and its impact on students.

**II. BACKGROUND**

Pursuant to C.R.S. §22-35-112, CDHE and CDE are required to prepare an annual report on Concurrent Enrollment. This is the tenth consecutive year this report has been released, and it provides a descriptive summary of students in Colorado's public education system who participated in dual enrollment programs in the 2018-2019 academic year.

Pursuant to C.R.S. §22-35-101, the "Concurrent Enrollment Programs Act" is intended to broaden access to and improve the quality of Concurrent Enrollment programs, improve coordination between institutions of secondary education and Institutions of Higher Education and ensure financial transparency and accountability. Beyond coordinating and clarifying the existing Concurrent Enrollment programs, the legislation also established the Concurrent Enrollment Advisory Board within the Colorado Department of Education.

The Concurrent Enrollment Programs Act defines Concurrent Enrollment as the "simultaneous enrollment of a qualified student in a local education provider and in one or more postsecondary courses, including academic or career and technical education courses, which may include course work related to apprenticeship programs or internship, at an institution of higher education" (C.R.S. §22-35-103). Completed courses that fall under this definition are guaranteed to qualify as basic skills credit or apply to a certificate or degree program at a Colorado public postsecondary institution of higher education. The Local Education Provider (K-12 school district or BOCES, Boards of Cooperative Educational Services) informs students enrolled in Concurrent Enrollment courses and their parents how and if the college course will transfer to other public Colorado institutions of higher education. Additionally, most—and sometimes all—costs associated with these courses are paid by the Local Education Provider (LEP) and the postsecondary institution.

Programs identified as "other high school dual enrollment programs" are administered directly by postsecondary institutions. Students can receive college-level credit through other high school dual enrollment, but these programs do not fall under the statutory definition of "Concurrent Enrollment". These "other high school dual enrollment programs" may require students and their families to pay for the courses. Additionally, these completed courses might not transfer to other Colorado public institutions of higher education outside the administering institution.



One such example is ASCENT, which stands for Accelerating Students through Concurrent ENrollmentT. Students who have completed at least 12 credit hours of postsecondary coursework prior to completion of his/her 12th grade year and are remediation free may be eligible for the ASCENT Program. They remain students in their LEP for one year following their 12th grade year (creating a fifth year of high school), and the LEP receives ASCENT specific per-pupil state funding that it uses to pay their college tuition at the resident community college rate. Students receive their high-school diplomas at the end of their ASCENT year (C.R.S. § 22-35-108).

### **III. STAFF ANALYSIS**

Expanding pathways from high school to higher education is essential for Colorado to reach its state goals of increasing college completion rates, closing the attainment gap, increasing high school student engagement, and reducing costs of higher education to students and families. As outlined in CCHE's Master Plan and the Roadmap to Containing College Costs and Making College Affordable, bolstering dual enrollment opportunities (and specifically Colorado's Concurrent Enrollment program) to high school students helps students enter postsecondary education and reduces the time it takes them to achieve a credential.

Dual enrollment is one strategy states across the country are using to cultivate seamless P-20 pathways and increase credential completion. Dual enrollment programs provide high school students the opportunity to enroll in college-level courses and earn both high school and college credit—often at greatly reduced costs. Specifically, school districts participating in the state's Concurrent Enrollment program cover tuition expenses for students. These programs help students develop the knowledge, skills and abilities necessary to be postsecondary and workforce ready. Research indicates that dual enrollment students are more likely to enroll and persist in college than their peers and are less likely to need remedial education once in college.

The 2018-2019 Annual Report on Concurrent Enrollment summarizes:

- Numbers of public school students participating in Concurrent Enrollment, ASCENT and other dual enrollment programs;
- Information on the number of local education providers and institutions of higher education that have entered into cooperative agreements to provide dual enrollment opportunities for their students;
- Demographic information about students that participated in Concurrent Enrollment;
- Data on the total number and percentage of Concurrent Enrollment course hours passed by students during Academic Year 2018-2019;
- Information on remedial and career and technical education Concurrent Enrollment courses;
- Outcomes analyses exploring the benefits of dual enrollment regarding postsecondary enrollment, first-year college success and need for remedial education;
- Next steps CDE and DHE will take to support districts and higher education institutions in expanding and enhancing Concurrent Enrollment and ASCENT programs

Some highlights from the report include:

- Statewide, 50,416 students participated in dual enrollment programs of any types in the 2018-2019 Academic Year. This represents over a third of all high school graduates in public high schools in Colorado.
- Concurrent Enrollment continues to see sustained increases in participation, up over 11 percent statewide with 34,519 students participating in 2018-2019.
- In 2018-2019, high school students attempted 293,820 Concurrent Enrollment credit hours. The average number of credit hours attempted per students was 8.5 with an average of 8 credit hours passed.
- From 2017-2018 to 2018-2019, participation in Concurrent Enrollment increased:
  - 11.3 percent, Asian students
  - 15 percent, African American students
  - 12.1 percent, Hispanic students
  - 10.1 percent, White students
  - 10.5 percent, Students identifying as more than one race/ethnicity
- Over 40 percent of students who participated in ASCENT in 2018-2019 were Hispanic, a minority group that is historically underrepresented in postsecondary education.
- In 2018-2019, 3,116 high school students earned some type of postsecondary credential after participating in Concurrent Enrollment or ASCENT programs; a 13 percent increase compared to last year.

Recent research conducted by CDHE with support from the University of Colorado Boulder and with support from the US Department of Education's Institute of Education Sciences and the Colorado Evaluation and Action Lab showed impressive outcomes for Concurrent Enrollment students, including:

- Students who attempted one or more Concurrent Enrollment credits in high school were dramatically more likely to matriculate to college within one year following high school graduation (77 percent) than those who did not (52percent).
- For students who matriculated within one year of high school graduation, findings reveal those who took Concurrent Enrollment were significantly more likely to:
  - Persist from fall-to-fall of their first year in college (82 percent) than those who did not (77 percent), and;
  - Earn a 2-year degree within two years of graduating from high school (13 percent vs. 5 percent), a 4-year degree within four years (26 percent vs. 16 percent), and 4-year degree within three years (1.6 percent to 0.5 percent) compared to students who did not participate.
- In addition, Concurrent Enrollment students had higher workforce earnings after five years (\$15,767.45 vs. \$14,377.98) than those who did not take college courses in high school.

**Concurrent Enrollment improved the odds of college entrance, success, and earnings by similar amounts regardless of student income, ethnicity, gender, or 9th-grade reading test scores.**

#### **IV. STAFF RECOMMENDATIONS**

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

#### **V. STATUTORY AUTHORITY**

C.R.S. §23-35-112 (1) (a) Upon request by the department, a local education provider shall submit to the department any data that the department reasonably requires for the purpose of preparing and submitting the reports described in subsection (2) of this section. In submitting data to the department, each local education provider shall use whenever possible the state data reporting system described in section 22-11-501. The department shall seek to minimize and eliminate the duplication of data reporting required under this paragraph (a). The department in particular shall note the data collection and reporting already required and conducted by the department, public schools, and local education providers.

(b) Upon request by the department of higher education, an institution of higher education shall submit to the department of higher education any data that the department of higher education reasonably requires for the purpose of preparing and submitting the reports described in subsection (2) of this section.

(2) On or before February 1, 2011, and on or before February 1 each year thereafter through 2016, and on or before April 1, 2017, and on or before April 1 each year thereafter, the department and the department of higher education shall collaborate to prepare and submit to the education committees of the senate and house of representatives, or any successor committees, a report concerning the concurrent enrollment of qualified students in postsecondary courses, including academic courses and career and technical education courses. The report shall include, but need not be limited to:

(a) The number and names of local education providers and institutions of higher education that have entered into cooperative agreements;

(b) The number of qualified students who participated in a concurrent enrollment program in the previous school year, including subtotals for each local education provider and each institution of higher education;

(c) Demographic information about qualified students who participated in a concurrent enrollment program in the previous school year;

(d) The total number of credit hours completed at each institution of higher education by qualified students who participated in a concurrent enrollment program in the previous school year;

(e) The total number of basic skills courses completed at each institution of higher education in the previous school year by qualified students participating in a concurrent enrollment program;

- (f) The total tuition costs paid by local education providers to institutions of higher education in the previous school year on behalf of qualified students who participated in concurrent enrollment programs in the previous school year, including subtotals for each local education provider and each institution of higher education;
  - (g) The total number of qualified students designated by the department as ASCENT program participants in the previous school year;
  - (h) The postsecondary degree and certificate programs in which ASCENT program participants were concurrently enrolled in the previous school year, including subtotals indicating how many ASCENT program participants concurrently enrolled in each postsecondary degree and certificate program;
  - (i) Data indicating the total number and percentages of qualified students who failed to complete at least one course in which they concurrently enrolled;
  - (j) To the extent possible, data indicating the total number and percentage of qualified students who concurrently enrolled in college courses who have completed a postsecondary degree; and
  - (k) Repealed.
- (3) The reports described in subsection (2) of this section may include quantitative and qualitative analyses concerning student and administrator attitudes and behaviors, program costs and productivity, academic and administrative policies, program availability and variety, or any objectives of the ASCENT program described in section 22-35-108 (1), which studies may be prepared by a party other than the department or the department of higher education.

**TOPIC:** RECOMMENDATION OF PROVISIONAL AUTHORIZATION FOR ARIZONA COLLEGE

**PREPARED BY:** HEATHER DELANGE, OFFICE OF PRIVATE POSTSECONDARY EDUCATION

## **I. SUMMARY**

This item recommends provisional authorization for Arizona College of Nursing 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 Commission 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 provides the terms by which the Commission may authorize accredited private colleges and universities, out-of-state public colleges and universities, and seminaries and bible colleges to operate in Colorado.

The DAA outlines the Department's jurisdiction over private education programs available to 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.

Arizona College of Nursing has applied to operate two, separately accredited, campuses in Colorado: one located in Colorado Springs and a second located in Denver, each offering a Bachelor of Science in Nursing degree. Arizona College's main campus is in Glendale, Arizona and has been institutionally accredited by the Accrediting Bureau of Health Education Schools (ABHES) since 1994. The pre-licensure Bachelor of Nursing program is accredited by the Commission on Collegiate Nursing Education (CCNE). Arizona College operates in four states: Arizona, Florida, Nevada, and Texas and is approved by both the state authorizing agency and the respective Boards of Nursing. The application included NCLEX pass rates for its Nevada and Tempe, Arizona, campuses and demonstrate a high pass rate, 97.4% and 100% respectively.

The institution is planning to begin instruction at the Denver campus in October 2021 and Colorado Springs in October 2022.

## **III. STAFF ANALYSIS**

As required by the Degree Authorization Act, Arizona College submitted the required documents concerning its organization, programs, accreditation and finances. Department staff contracted an evaluation team to review the application materials. The team provided a report to which the institution responded to the recommendations as well as any identified weakness. The evaluation team is satisfied with the institution's responses and recommends authorization for the two campuses in Colorado.

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. Arizona College officials are working to secure the required bonds.

As the institution moves to establish its presence in Colorado, there are some items to address prior to the offering of instruction but none that bar the recommendation for authorization.

The recommendation is applicable to each campus separately, staff recommends separate actions for each campus.

#### **IV. STAFF RECOMMENDATIONS**

**This is a discussion item only at this time. However, staff supports the recommendation for authorization if the Commission wishes to take action.**

#### **V. STATUTORY AUTHORITY**

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

(1) (a) To operate in Colorado, a private college or university shall apply for and receive authorization from the commission. A private college or university shall obtain a separate authorization for each campus, branch, or site that is separately accredited. A private, nonprofit college or university shall submit with its application verification of nonprofit status, including a copy of the institution's tax-exempt certificate issued by the Colorado department of revenue.

(b) After receiving an application, the department shall review the application to determine whether the private college or university is institutionally accredited by a regional or national accrediting body recognized by the United States department of education. The department shall not recommend and the commission shall not approve an application from a private college or university that, in the two years preceding submission of the application, has had its accreditation suspended or withdrawn or has been prohibited from operating in another state or that has substantially the same owners, governing board, or principal officers as a private college or university that, in the two years preceding submission of the application, has had its accreditation suspended or withdrawn or has been prohibited from operating in another state.

(2) To operate in Colorado, a private college or university shall be institutionally accredited on the basis of an on-site review by a regional or national accrediting body recognized by the United States department of education; except that a private college or university may operate for an initial period without accreditation if the commission determines, in accordance with standards established by the commission, that the private college or university is likely to become accredited in a reasonable period of time or is making progress toward accreditation in accordance with the accrediting body's policies. The commission may grant a provisional authorization to a private college or university to operate for an initial period without accreditation. The private college or university shall annually renew its provisional authorization and report annually to the commission concerning the institution's progress in obtaining accreditation.

**TOPIC:** OPEN EDUCATION ANNUAL REPORT

**PREPARED BY:** SPENCER ELLIS, DIRECTOR OF EDUCATIONAL INNOVATION

**I. SUMMARY**

This item is a briefing on the annual Open Educational Resources reported recently delivered to the Commission and Joint Budget and Education Committees of the Colorado State Legislature. The report contains findings, case studies, and data which summarize the overall progress of this initiative over the past two years.

**II. BACKGROUND**

The Colorado Commission on Higher Education (CCHE) has supported the open educational resources (OER) initiative at the Department since its inception. Led by the statewide OER Council in conjunction with Department staff, Colorado's open education work contains student costs while enriching teaching and learning in classrooms across Colorado. Since 2018, the Department has invested in the training, professional development, and a comprehensive grant program; all of which are necessary to support the infrastructure needed to expand open education and the use of OER in Colorado.

Open educational resources, practices and philosophy have inspired educators to innovate by reinvigorating curricula, starting free textbook campaigns and more. This is a direct result of two key factors for institutional capacity: 1) State-supported OER grant funding and training opportunities and 2) the willingness of expert educators from all disciplines to continue to innovate their educational practices for the learning and financial benefit of the students. The current state of the open education movement in Colorado is radiant, and the potential is just as bright.

Over the last two years, CDHE and the OER Council have established a community of learning, practice, and innovation for educators exploring open education. Key findings suggest a meaningful current impact and promising future. Most significantly the below findings demonstrate the impact and potential of open education and OER in Colorado:

**Current performance measures indicate a striking return on the State's initial investment.**

In addition to an estimated \$3.9 million in student savings from \$550,000 in grant funding—a nearly seven-fold return on investment—awareness and enthusiasm have increased through capacity-building. This also exceeds the projections made in the 2019 report.

Key Performance Indicators:

- Statewide, a total of \$3.9 million in student savings occurred during the first grant cycle; that number is expected to persist and grow year-over-year.
- In the first year, grantees addressed over 100 courses, reaching over 30,000 enrolled students with OER materials from the Grant Program.



**National trends and local data suggest OER supports student learning outcomes while lowering costs for students.** Most students and faculty who have used both OER and traditional textbooks believe OER are of equal or higher quality, making it increasingly challenging to justify the high price of commercial textbooks.

Key Performance Indicators:

- Several OER grantees have reported specific data demonstrating improvements or no negative impact to student learning and outcomes as a result of OER implementation; with various campuses citing increased student engagement or enthusiasm when open education pedagogical are employed by instructors.
- Survey results indicate increases in awareness and large increases in the amount of OER champions on campuses, institutions tracking student cost savings, and administration support for OER.

**Building capacity and funding creates a statewide ecosystem for successful OER adoption.** Fortunately, both funding and support for OER implementation have been coordinated through the work of the OER Council and CDHE, providing the best opportunity for the broadest impact.

Key Performance Indicators:

- 96% of eligible institutions have received funding from the CDHE OER Grant Program, signaling both a great interest in this field, and an effort to build statewide collaboration.
- Over 120 faculty, staff, and advocates have participated in the Open Education Ambassadors program, with over 1,250 attending the June 2020 OER Virtual Summit.

### **Response to COVID-19 & Open Education Supporting Online Learning**

The Global Pandemic caused additional needs for learners and educators across the state: chief among them access to personal devices, such as computers and internet. Similarly, national trends suggest the current climate is primed for further adoption and implementation of OER due to several factors. Data and recent publications confirm that initiatives to raise awareness of OER are working, while the pandemic and recession are factors driving greater interest in the high quality, low cost materials. Clearly, economic and accessibility needs, as well as the need for the technologies (internet, personal devices, etc.) that enable them, have expanded the need for OER.

In an effort to address these needs in real time, the CDHE staff and OER Council recommended that the Commission approve a proposed reallocation of the OER Conference funds, in the amount of \$40,000, to expand access to essential technologies for students in greater need due to the COVID-19 crisis. This proposal was a formal agenda item at the April 2020 Commission meeting and was approved unanimously.

By approving the transfer of these funds, the Commission helped meet the following needs in alignment with the *Master Plan Goals of Colorado Rises*:

- **Erasing Equity Gaps:** furthering access for students in need of technologies will not only help meet an immediate need for technology, but also demonstrate a long-term commitment to open education infrastructure in Colorado institutions of higher education.
- **Improving Student Success:** expanding access to necessary technologies will help support student success in online and remote learning, ensuring their access to the high-quality experiences provided by their institutions
- **Containing costs and pursuing innovation:** expanding access to technologies and furthering enabling the use of OER on campuses is consistent with the longstanding mission of this initiative, while affording student access to necessary technologies helps to contain costs for their educational and everyday needs.

## **II. STAFF ANALYSIS**

Nationally, recently published survey data from the Western Interstate Commission for Higher Education's Cooperative for Educational Technologies (WCET) suggests OER initiatives are having a measurable impact on the number of faculty members using OER materials in their courses. The study cites results which indicate that faculty members who are aware of one or more OER initiatives are much more likely to be adopters of OER, regardless of institution, course level and other variables.

This national trend also appears true for Colorado educators, as the recent reports from CDHE OER grantees indicate similar sentiments in the form of faculty feedback. As the program now enters its third year, overall awareness of OER has grown. Faculty, staff, and administrators are increasingly aware of OER or open textbooks, with 100% of grantees saying the majority of their colleagues have at least heard of open textbooks and over a quarter of grantees said colleagues at their institutions are “aware”, or “very aware”, of open textbooks and how they are used.

As mentioned in the preface letter to the report, “in 2020, the Department laid out its Roadmap to Affordability for learners in Colorado, reaffirming its commitment to OER. After two years, CDHE’s effort to build capacity and support has created a statewide ecosystem for successful OER implementation.” It is the hope of the Open Education community that this spirit of innovation, support for equity, and investment in high-quality, low-cost materials continues both now and into the future as this bill is repealed in 2021.

## **III. STAFF RECOMMENDATION**

This item is a briefing on the required annual report, no action recommended.

## **STATUTORY AUTHORITY**

Pursuant to § 23-4.5-103, concerning expanding the use of open educational resources at public institutions of higher education, and, in connection therewith, creating the Colorado open educational resources council, creating a grant program to support the creation and use of open educational resources, and making an appropriation.

**ATTACHMENT(S):**

OER Annual Report 2020: Transforming Education through Open Educational Resources

## COLORADO COMMISSION ON HIGHER EDUCATION - BYLAWS

### **Section 1. Organization and Meetings**

- 1.1 Organization: Pursuant to C.R.S. §23-1-102, the Commission shall consist of eleven members appointed by the Governor with the consent of the Senate. The members of the Commission are selected on the basis of their knowledge of and interest in higher education and shall serve for four-year terms. No member of the Commission may serve more than two consecutive full four-year terms.
- 1.2 Officers: Pursuant to C.R.S. §23-1-110, the officers of the Commission shall be the Chair and Vice Chair. The Secretary shall be the Executive Director of the Commission and the Department and is a non-voting member of the Commission. The Governor appoints, with the consent of the Senate, the Executive Director to serve as the executive officer of the Commission and the Department.
- 1.3 All officers shall be elected at the May meeting of the Commission to serve a term of one year, except the Secretary whose term shall be coterminous with his or her term as Executive Director. Any member may nominate themselves or another member to be chair or vice-chair. Members will vote on each position; if there is more than one nomination the vote will be conducted by private ballot to be counted by the Secretary. Officers shall be limited to two consecutive terms, unless an exception is approved by a vote of more than 60 percent of the Commission. When possible, a Commissioner is encouraged to serve as vice-chair prior to becoming chair.
- 1.4 Regular Meetings of the Commission: The Commission shall adopt at the October Commission meeting a schedule of regular meetings of the Commission for the following calendar year.
- 1.3 Notice of Meetings: Any meetings at which the adoption of any proposed policy, position, resolution, rule, regulation, or formal action occurs or at which a majority or quorum of the body is in attendance, or is expected to be in attendance, shall be held only after full and timely notice to the public. In addition to any other means selected by the Commission for giving notice to the public, the Commission shall post notice of its meetings at the office of the Colorado Department of Higher Education located at 1560 Broadway, Suite 1600, Denver, Colorado 80202 and on the Colorado Department of Higher Education website. Notices shall be posted no less than two days prior to the holding of the meeting. The posting shall include specific agenda information where possible.
- 1.4 Special Meetings: Special meetings of the Commission may be held at the call of the Chair on two days' notice, or at the request of five members of the Commission who may petition the Chair to call such a meeting. Notice of special meetings shall be made electronically or by telephone and posted at the office and on the website of the Colorado

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

- 1.5 Conduct of Meetings: The Chair shall preside at all meetings at which he or she is present. In the Chair's absence, the Vice Chair shall preside, and in the event both are absent, those present shall elect a presiding officer. All meetings shall be conducted in accordance with all State laws and regulations. The parliamentary rules contained in Robert's Rules of Order, latest revision, shall govern in all cases to which they are applicable, except as modified herein.
- 1.6 Attendance at Meetings: The term of any member of the Commission who misses more than two consecutive regular Commission meetings without good cause, as determined by the Chair, shall be terminated and his successor appointed in the manner provided for appointments under C.R.S. §23-1-102.
- 1.7 Preparation of Agenda: Meeting agendas shall be prepared by the Executive Director of the Department. A monthly agenda call will be scheduled with the Chair, Vice Chair, and Executive Director, or his or her designee, to discuss and approve the proposed agenda. At a regular or special meeting, an item of business may be considered for addition to the agenda by a majority vote of the Commissioners present.
- 1.8 Minutes of the Commission: The Secretary shall maintain an accurate set of minutes of Commission meetings, which shall include a complete record of all actions taken by the Commission. Such minutes shall constitute a permanent record. After the minutes of each meeting are completed they shall be reviewed by the Commission and, after approval, posted on the CCHE website and made available to the public for inspection upon written request.
- 1.9 Standing Committees: The Commission may create standing or ad hoc committees comprised of Commissioners to research and make recommendations on specific issues for the full Commission to consider and act on.

## **Section 2. Duties and Responsibilities of Officers**

- 2.1 Chair of the Commission: The Chair of the Commission shall preside at meetings of the Commission at which he or she is in attendance.
- 2.2 Vice Chair of the Commission: The Vice Chair shall perform all duties of the Chair in the Chair's absence.
- 2.3 The Secretary/Executive Director of the Commission: In addition to performing those duties established by law, the Executive Director of the Commission and Department shall: (a) serve as the Secretary of the Commission, (b) meet with the officers and staff of institutions of higher learning as the needs dictate for a mutual discussion of the matters affecting the responsibilities of the Commission, (c) meet with appropriate state and federal groups and/or officials on matters pertaining to the Commission, (d) meet with appropriate committees of the General Assembly on matters pertaining to the

Commission's responsibilities, (e) appoint such professional staff as in his or her judgment are required and are within the budget approved by the Commission and for which funds are available, (f) prepare an annual operating budget and work program for approval by the Commission, (g) implement the policies of the Commission and communicate those policies to interested parties as appropriate.

### **Section 3. The Advisory Committee**

3.1 There is hereby established an advisory committee pursuant to C.R.S. §23-1- 103).

Advisory Committee Members: The advisory committee shall consist of not less than thirteen members, to be designated as follows:

(a) Six members shall be appointed from the General Assembly, including three senators, two of whom shall be from the majority party, appointed by the President of the Senate and one of who shall be from the minority party appointed by the Minority Leader of the Senate, and three representatives, two of whom shall be from the majority party, appointed by the Speaker of the House of Representatives and one of who shall be from the minority party appointed by the Minority Leader of the House of Representatives. Said six members shall be appointed for terms of two years or for the same terms to which they were elected to the general assembly, whichever is the lesser. Successors shall be appointed in the same manner as the original members;

(b) One member shall be selected and designated by the Commission, as recommended by the Colorado Faculty Advisory Council, to represent the faculty in the state;

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

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

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

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

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

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

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

- 3.2 Notice and Agendas: All members of the advisory committee shall receive agendas and background material and be notified of all public meetings of the Commission and shall be invited to attend for the purpose of suggesting solutions for the problems and needs of higher education and maintaining liaison with the general assembly.
- 3.3 Recommendations of the Advisory Committee: The members of the advisory committee shall have full opportunity to present their views on any matter before the Commission.

#### **Section 4. Change in Bylaws**

- 4.1 Bylaws shall be subject to amendment at any meeting of the Commission provided any such proposed change is listed on the agenda in accordance with the procedure outlined in Section 1.5 Notice of Meetings. Bylaw changes must be approved by a majority of the Commission.

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

- Chair Tom McGimpsey (*R-2<sup>nd</sup> Congressional District*) 1<sup>st</sup> term ends June 2021
- Vice Chair Vanecia Kerr (*D- 6<sup>th</sup> Congressional District*) 1<sup>st</sup> term ends June 2018
- Commissioner Paul Berrick Abramson (*U-7<sup>th</sup> Congressional District*) 1<sup>st</sup> term ends July 2023
- Commissioner Luis Colón (*R-4<sup>th</sup> Congressional District*) 2nd term ends June 2021
- Commissioner Sarah Kendall Hughes (*D-3<sup>rd</sup> Congressional District*) 1<sup>st</sup> term ends July 2023
- Commissioner Teresa Kostenbauer (*U-4<sup>th</sup> Congressional District*) 1<sup>st</sup> term ends July 2024
- Commissioner Steven Meyer (*U-3<sup>rd</sup> Congressional District*) 1<sup>st</sup> term ends July 2024
- Commissioner Charlotte Olena (*D-1<sup>st</sup> Congressional District*) 1<sup>st</sup> term ends July 2023
- Commissioner Brittany Stich (*D-1<sup>st</sup> Congressional District*) 1<sup>st</sup> term ends July 2022
- Commissioner Steven Trujillo (*D-3<sup>rd</sup> Congressional District*) 1<sup>st</sup> term ends July 2023
- Commissioner Eric Tucker (*U-5<sup>th</sup> Congressional District*) 1<sup>st</sup> term ends July 2023

## ADVISORY COMMITTEE

### Legislative Advisors

- Representative Julie McCluskie, *House Majority Appointment*
- Representative Cathy Kipp, *House Majority Appointment*
- Representative Kevin Van Winkle, *House Minority Appointment*
- Senator Nancy Todd, *Senate Majority Appointment*
- Senator Tammy Story, *Senate Majority Appointment*
- Senator Paul Lundeen, *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*







## INSTITUTION AND SYSTEM LEADERS

<b><u>INSTITUTION</u></b>	<b><u>CEO</u></b>	<b><u>LOCATION</u></b>
<b>Adams State University</b>	Dr. Cheryl Lovell, President	Alamosa
<b>Aims Community College</b>	Dr. Leah Bornstein, President	Greeley
<b>Community College System</b>	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
<b>Colorado Mesa University</b>	Tim Foster, President	Grand Junction
<b>Colorado Mountain College</b>	Dr. Carrie Besnette Hauser, President	Glenwood Springs
<b>Colorado School of Mines</b>	Paul Johnson, President	Golden
<b>Colorado State System</b>	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
<b>CU System</b>	Mark Kennedy, President	
CU – Boulder	Dr. Philip DiStefano, Chancellor	Denver
UCCS	Dr. Venkat Reddy, Chancellor	Boulder Colorado
UCD	Dr. Dorothy Horrell, Chancellor	Springs Denver
UC-Anschutz	Don Elliman, Chancellor	Aurora, Denver
<b>Emily Griffith Technical College</b>	Stephanie Donner, Executive Director	Denver
<b>Ft. Lewis College</b>	Dr. Tom Stritikus, President	Durango
<b>Metropolitan State University of Denver</b>	Janine Davidson, President	Denver



<b>Pickens Technical College</b>	Teina McConnell, Executive	Aurora
<b>Technical College of the Rockies</b>	Allen Golden, Director	Delta
<b>University of Northern Colorado</b>	Dr. Andy Feinstein, President	Greeley
<b>Western State Colorado University</b>	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 Attendance; in the context of financial aid, it is an estimate of what it will reasonably cost the student to attend a given institution for a given period of time.

**Concurrent Enrollment** – A high school student enrolled for one or more classes at a college or university in addition to high school courses.

**Dually Enrolled** - A student enrolled at two institutions at the same time. This may affect enrollment reports when both institutions count that student as enrolled.

**EFC** - Expected Family Contribution; in the context of financial aid, it is calculated by a federally-approved formula that accounts for income, assets, number of family members attending college, and other information.

**FAFSA** - Free Application for Federal Student Aid. This is a free service provided by the Federal government under the Department of Education and students are not charged to complete/file the FAFSA.

**FAP** – Financial Aid Plan (HESP specific)

**FERPA** - Family Educational Rights and Privacy Act, view federal website. The Family Educational Rights and Privacy Act (FERPA) (20 U.S.C. § 1232g; 34 CFR Part 99) is a Federal law that protects the privacy of student education records. The law applies to all schools that receive funds under an applicable program of the U.S. Department of Education.

**FFS** – Fee-For-Service Contracts; A portion of the College Opportunity Fund program in addition to COF stipends, this contract provides funding to certain higher education institutions to supplement high cost programs and purchase additional services (such as graduate programs).

**Floor** - In reference to the admission window, the floor is the minimum requirements for admission without requiring an exception of some kind. This usually coincides with the Index score.

**FTE** - Full-time Equivalent; a way to measure a student's academic enrollment activity at an educational institution. An FTE of 1.0 means that the student is equivalent to full-time enrollment, or 30 credit hours per academic year for an undergraduate student.

**GEARUP** - Gaining Early Awareness and Readiness for Undergraduate Programs; A Federal discretionary grant program designed to increase the number of low-income students who are prepared to enter and succeed in postsecondary education.

**Guaranteed Transfer, GT Pathways** - gtPATHWAYS applies to all Colorado public institutions of higher education, and there are more than 900 lower-division general education courses in 20 subject areas approved for guaranteed transfer. Courses are approved at least twice per academic and calendar year and apply the next semester immediately following their approval.

**HB 1023** - In most cases, refers to HB 06S-1023, which declares "It is the public policy of the state of Colorado that all persons eighteen years of age or older shall provide proof that they are lawfully present in the United States prior to receipt of certain public benefits."

**HB 1024** - In most cases, refers to HB 06-1024, which declares "On or before September 1, 2006, each governing board of a state institution of higher education shall submit to the Colorado commission on higher education and the education committees of the senate and the house of representatives, or any successor committees, a report regarding underserved students".

**HB 1057** - In most cases, refers to HB 05-1057, which declares "a college preparation program operating within the school district that the college preparation program shall provide to the Colorado commission on higher education, on or before December 31 of each school year, a report specifying each student, by unique identifying number."

**HEAR** - Higher Education Admission Requirements, 2008-2010.

**Index, Index Score** - This index score is a quantitative evaluation that is part of a larger student application evaluation. The score is generated from academic achievement (GPA or High School Rank) and college placement tests (ACT or SAT). You can calculate your index score online. Index varies by institution depending on that institutions selection criteria.

**IPEDS** - Integrated Postsecondary Education Data System; Run by NCES, this system collects statistical data and information on postsecondary institutions. The Colorado Department of Higher Education submits aggregated data on public institutions to IPEDS.

**Need** - In the context of student financial aid, Need is calculated by the difference between the COA (Cost of Attendance) and the EFC (Expected Family Contribution)

**NCATE** - National Council for Accreditation of Teacher Education; NCATE is the profession's mechanism to help establish high quality teacher preparation.

**NCLB** - No Child Left Behind; The No Child Left Behind Act of 2001 (NCLB) reauthorized the Elementary and Secondary Education Act (ESEA) -- the main federal law affecting education from kindergarten through high school.

**PSEO** - Post Secondary Enrollment Option; A program that offers concurrent enrollment in college courses while in high school.

**PWR** - Postsecondary and Workforce Readiness; Definition was created during the SB08-212 CAP4K meetings.

**QIS** - Quality Indicator System; Implemented in HB96-1219, the specific quality indicators involved in QIS are similar to those used in the variety of quality indicator systems found in other states: graduation rates, freshmen retention and persistence rates, passing scores or rates on tests and licensure examinations, undergraduate class size, faculty teaching workload rates, and institutional support/administrative expenditures.

**REP** - Regional Education Provider; Colorado Statute authorizes Adams State College, Fort Lewis College, Mesa State College and Western State College to function as regional

educational providers and “have as their primary goal the assessment of regional educational needs...”  
Regional education providers focus their attention on a certain geographical area.

**SB 3** – In most cases refers to SB10-003, the Higher Education Flexibility Bill.

**SB 212** - In most cases, refers to HB 08-212, the CAP4K legislation.

**SBE** - State Board of Education; As described on their website, "Members of the Colorado State Board of Education are charged by the Colorado Constitution with the general supervision of the public schools. They have numerous powers and duties specified in state law. Individuals are elected on a partisan basis to serve six-year terms without pay."

**SFSF** – State Fiscal Stabilization Fund; A component of the ARRA legislation and funding.

**SURDS** - Student Unit Record Data System

**WICHE** - Western Interstate Commission for Higher Education; A regional research and policy organization that assists students, policymakers, educators, and institutional, business and community leaders. WICHE states include: Alaska, Arizona, California, Colorado, Hawaii, Idaho, Montana, Nevada, New Mexico, North Dakota, Oregon, South Dakota, Utah, Washington, and Wyoming.

**WUE** - Western Undergraduate Exchange Program, managed by WICHE