



CO L O R A D O

**Colorado Commission on
Higher Education**

Department of Higher Education

CCHE AGENDA

September 2, 2021

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

**BUSINESS MEETING
1:30pm - 4:00pm**

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

DR. ANGIE PACCIONE, EXECUTIVE DIRECTOR



COLORADO
Colorado Commission on
Higher Education
Department of Higher Education

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

Colorado Commission on Higher Education

Thursday, September 2, 2021

Colorado Department of Higher Education

ZOOM Teleconference

Denver, Colorado

11:30am -12:30pm

COMMISSIONER & ADVISOR WORK SESSION

Best Practices of Equitable Financial Aid Distribution

– *Martha Snyder, HCM Strategists and Lumina Foundation Strategy Labs*

1:00 – 4:00pm

BUSINESS MEETING

I. Opening Business

- A. Attendance
- B. Approval of the Minutes for the July 30, 2021 Commission Meeting
- C. Reports
 - i. Chair
 - ii. Vice-Chair
 - iii. Commissioners
 - iv. Commission Standing Committees
 - v. Advisors
- D. Executive Director Report
- E. HB21-1330 Task Force Report
- F. Public Comment

II. Consent Items

- A. Recommendation for Approval of the 2022 Commission Meeting Schedule – *Katrina Weitzel*
- B. Degree Authorization Act: Recommendation of the Renewal of Religious Training Institutions – *Heather DeLange*
- C. Recommendation of Approval of Amendment to Pikes Peak Community College Two-Year Cash Funded Capital Program List – *Ashlee Pate*
- D. Recommendation of Approval to Reduce Cash Spending Authority for Colorado State University-Fort Collins Shepardson Building Renovation



and Addition– *Ashlee Pate*

III. Action Items

- A. CCHE Recommendation on the Funding Allocation Formula
– *Jason Schrock and Emma Fedorchuk*
- B. Recommendation of Approval of Fiscal Year 2022-23 State-Funded
Capita Projects and Priority Lists
– *Ashlee Pate*

IV. Discussion Items

- A. Proposed Revisions to CCHE Policy Section I, Part V: Creation of
Academic and Vocational Programs at Public Institutions of Higher
Education (to comply with HB21-1330) – *Dr. Chris Rasmussen*
- B. Proposed Revisions to CCHE Policy Section I, Part J: Degree
Authorization Act – *Heather DeLange*

V. Commission Initiatives

- A. Presentation: Transforming Educator Preparation – *panel
discussion facilitated by Dr. Brittany Lane*
 - Ensuring Quality – *Dr. Ann Sebald, Assistant
Professor and Co-Director, Center for Educator
Preparation, Colorado State University*
 - Researching Financial Barriers – *Mary Beth Snow
and Liz Bohl, Graduate students, University of
Colorado, Boulder*
 - Diversifying the Educator Workforce – *Mrs. Mary
Bowens, Principal, Timberline Elementary School*





**Minutes of the Colorado Commission on Higher Education (CCHE) Meeting
Via ZOOM Teleconference
July 30, 2021**

BUSINESS MEETING

Chair Vanecia Kerr called the business meeting to order at 12:31pm.

I. Opening Business

A. Attendance

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

Advisors attending: Rep. Cathy Kipp, Sen. Tammy Story, Sen. Rachel Zenzinger, Brad Baca, Mark Cavanaugh, Donnis Hurd, Melinda Piket-May, Landon Pirius

B. Minutes

Commissioner Harber moved to approve the June 3, 2021, meeting minutes. Seconded by Commissioner Wilson, the motion passed unanimously.

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

Chair Report – Chair Kerr thanked the department and leaders and facilitators of the retreat for all their work in planning and executing the agenda. She encouraged open dialogue with students to gain perspective and an understanding of the impact this work has on them.

Vice Chair Report – Vice Chair Hughes acknowledged the meeting host, MSU Denver.

Commissioner Reports – None

Fiscal Affairs & Audit Committee – Commissioner Meyer reported in Commissioner Tucker's absence. The last meeting of the committee prioritized capital construction and capital construction budgets. The new scoring criteria was utilized for this process.

Student Success & Academic Affairs Committee – Commissioner Stich reported that Dr. Poast has been working diligently to develop an equitable financial aid allocation. This work is very important.



Advisor Reports- Mark Cavanaugh reported that on July 1st Colorado College will install President Song Richardson, who comes from University of California – Irvine.

Executive Director Report – Dr. Paccione thanked everyone attending for taking the time to participate in the retreat over the past 2 days. She is excited about the future of CCHE and the state of higher education in Colorado.

Public Comment – There was no public comment.

II. Consent Items

- A. Recommended Approval of Supplemental to Revise Cash Split for IT Project between Adams State, Fort Lewis College and Western State University – *Ashlee Pate*
- B. Proposed Revisions to CCHE Policy VI, Part B – *Emma Fedorchuk*
- C. Proposed Revisions to CCHE Policy VI, Part F – *Emma Fedorchuk*
- D. Degree Authorization Act: Recommendation for Renewal of Provisional Authorization of Norwich University – *Heather DeLange*
- E. Degree Authorization Act: Recommendation for the Renewal of Authorization for Religious Training Institutions – *Heather DeLange*

Commissioner Harber moved to approve Consent Items A through E. The motion was seconded by Commissioner Meyer and passed unanimously.

III. Action Items

- A. Presentation of and Recommended Approval – HB21-1330 Task Force
Dr. Ben Boggs

Dr. Ben Boggs, CDHE Chief of Staff, presented the slate of initial task force members for Commission endorsement. The list of members corresponds with the designated areas of representation prescribed in HB21-1330. He briefly reviewed the actions taken by CDHE staff to begin implementation of HB21-1330 once it was signed by the Governor on June 29, 2021. The list of task force members intentionally reflects the language of the legislation in that the task force co-chairs and the Commission may need to expand and/or consult with additional stakeholders as the task force begins its work.

A question was asked regarding lack of faculty representation on the task force. A “friendly amendment” was suggested underscoring the ability of the task force to expand its representation.

Commissioner Harber moved to approve the Agenda Item as amended. The motion was seconded by Commissioner Meyer and passed unanimously.

Meeting adjourned at 1:10pm.



TOPIC: RECOMMENDATION FOR APPROVAL OF THE 2022 COMMISSION MEETING SCHEDULE

PREPARED BY: KATRINA WEITZEL, EXECUTIVE ASSISTANT TO THE COMMISSION

I. SUMMARY

This consent item is to establish a schedule of meeting dates and times and for the Colorado Commission on Higher Education for the 2022 calendar year.

II. BACKGROUND

The Colorado Commission on Higher Education meets monthly for regular business meetings, except for January, July, and November. The meetings are held on the first Friday of the month in February, March, April, and May. The June, September, and December meetings are held on the first Thursday of the month. The October meeting is held later in the month, due to the annual budget request.

The Commission's Annual Retreat is held in either late July or early August. All business meetings are scheduled to begin at 1:00pm, with a working session from 11:30am-12:30pm. Teleconference or special meetings may be scheduled during the year, based upon need.

III. STAFF ANALYSIS

Below is a recommended meeting schedule for the 2022 calendar year.

<u>MONTH</u>	<u>LOCATION</u>
Friday, February 4 th	TBD
Friday, March 4 th	TBD
Friday, April 1 st	TBD
Friday, May 6 th	TBD
Thursday, June 3 rd	TBD
Annual Retreat, July 29 – 30	TBD
Thursday, September 1 st	TBD
Thursday, October 27 th	TBD
Thursday, December 1 st	TBD

IV. STAFF RECOMMENDATIONS

Staff recommends approval of the 2022 meeting schedule as listed above.

V. STATUTORY AUTHORITY

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

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

PREPARED BY: HEATHER DELANGE, OFFICE OF PRIVATE POSTSECONDARY EDUCATION

I. SUMMARY

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

II. BACKGROUND

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

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

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

III Staff Analysis

Based upon review of the required documentation, staff recommend the following seminaries or religious training institutions for renewal of authorization until 2024:

- Bear Valley Bible Institute
- Patriot Bible University
- Summit Christian College
- Yeshiva Torah Institute

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

III. STAFF RECOMMENDATION

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

STATUTORY AUTHORITY

§23-2-103.3 C.R.S.

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

TOPIC: RECOMMEND APPROVAL OF TWO-YEAR CASH FUNDED CAPITAL PROGRAM LIST AMENDMENT – PIKES PEAK COMMUNITY COLLEGE

PREPARED BY: ASHLEE PATE, LEAD FINANCE ANALYST

I. SUMMARY

This consent item amends the Two-Year Cash Funded Capital Program List for Pikes Peak Community College. The amended list reflects the modification of the Center for Health Care and Simulation Building -Phase 2.

II. BACKGROUND

Under C.R.S. 23-1-106, the Colorado Commission on Higher Education (CCHE) must provide the legislative Capital Development Committee (CDC) with either its 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

CIRA Commons Building:

Table 1 displays the cost of the phase 2 of the Center for Health Care and Simulation Building

Table 1: Two-Year Cash Funded Capital Program, Center for Health Care and Simulation Building

FY 2021-22 Through FY 2021-22 List	
Cash Funds	\$13,900,000
Federal Funds	-
Total Funds	\$13,900,000

Project Description: Pikes Peak Community College (PPCC) is requesting \$13,900,000 in cash funds spending authority for the completion of phase 2 renovations including 46,000 square feet. This phase will include adding 8 private patient rooms, complete the buildout for emergency medical services, physical therapy assisting, medical assisting, pharmacy technician and surgical

technology. Additionally, it will add new classrooms, student study and gathering space, administrative/faculty offices and new restrooms.

The building consolidates several of the College's health programs currently housed at the College's Centennial and Rampart Range campuses and other off-site locations. Expanding the College's allied health programs and having dedicated space for these programs, places Pikes Peak Community College in a position to better meet industry needs and local employer demands. Allied health programs have seen a 24% overall FTE increase between FY19 to FY20. FTE projections indicate a growth rate over 10% for the next two years.

IV. STAFF RECOMMENDATIONS

Staff recommends approval of the amended Two-Year Cash Funded Capital Program List for Pikes Peak Community College and forwarding 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 – Pikes Peak Community College

ATTACHMENT B: Pikes Peak Community College Center for Health Care and Simulation Building – Phase 2 Regular Supplemental Request Narrative

Form CC-LCF

Two-Year Capital Construction - List of Cash Funded Projects
 FY 2021-22 to FY 2022-23
 Revised 09/21

Prepared By: Duane E. Risse

Phone: 719-502-2403

E-Mail: duane.risse@ppcc.edu

Institution Name: Pikes Peak Community College

Project Title: Center for Health Education and Simulation Building - Phase 2

Funding Source		Total Project Cost	Project Type:	Renovation	Project Category:	Academic
Cash Funds	CF	\$ 13,900,000	Intercept Project:	No	Est. Start Date:	October-21
Federal Funds	FF	\$ -	DHE Approved Program Plan:	Submitted with this form.	Est. Completion Date:	August-22
Total Funds	TF	\$ 13,900,000	List Approval Date (month/year)		Funding Method:	Cash

CC-C2: CASH FUNDED CAPITAL CONSTRUCTION REQUEST FY 2022-23

1. SUMMARY INFORMATION	Complete Every Row in this Column
a. Agency or Institution Name:	Pikes Peak Community College
b. Project Name:	Center for Health Care and Simulation Building – Phase 2
c. New construction, modification, or acquisition?	<input type="checkbox"/> New Construction <input checked="" type="checkbox"/> Modification <input type="checkbox"/> Acquisition <input type="checkbox"/> Capital Renewal
d. Total Square Footage	<u>68,829</u> GSF _____ ASF

2. BRIEF SUMMARY OF CAPITAL PROJECT	Enter summary below, this column
a. In 3-4 sentences summarize the objective and purpose of the project.	<p>This is the second phase of a two-phase project. In phase one, the College purchased a 68,829 square foot office/warehouse building and renovated 23,000 square feet to for nursing simulation, nursing fundamentals, emergency medical services (EMS), two general education classrooms, and storage/simulation/support spaces. In the second phase, renovations will consist of renovating approximately 46,000 square feet and will house physical therapy assisting, medical assisting, pharmacy technician, surgical technology, complete the build out of EMS, additional nursing private patient rooms, and space for classrooms, administrative functions, faculty offices and student study and gathering space.</p>
b. In 3-4 sentences explain what spending authority is requested, and how the cash funds will be provided, or the expected bond terms and how the bond will be repaid.	<p>The College is requesting to spend \$13.9 million from unrestricted general reserves to complete phase 2 renovations. The cost break out for phase 2 is as follows: FBT Architects (\$1,035,662), GH Phipps’s Construction Management Fee (\$834,129), GH Phipps’s Guaranteed Maximum Price (\$8,943,495), equipment, furnishing, computer hardware/software, and other soft costs such as code review and inspections, as well as cost for participation in the Office of State Architect’s High Performance Certification Program (\$1,800,000), and contingency (\$1,261,329). The College plans to immediately begin construction of phase 2 renovations immediately upon receiving all required approvals. The College anticipates phase 2 will be completed in time for the start of the Fall 2022 semester</p>
c. In 3-4 sentences identify the campus programs and/or populations impacted by this project.	<p>This building consolidates several of the College’s health programs that are now housed at the College’s Centennial and Rampart Range campuses and other off-site locations. When all renovations are complete, the building will house: (1) nursing, (2) nursing fundamentals, (3) emergency medical services, (4) medical assisting, (5) pharmacy technician, (6) physical therapy assisting, and (7) surgical technology. There is some vacant space for the College to add one or two new health programs in the future. Phase 1 build out included a 12-bay nursing ward, 4 private patient rooms, space for emergency medical services, 2 new classrooms, upgrades to the first-floor restrooms and a large multi-purpose room, and storage space. Phase 2 will add 8 private patient rooms, complete the buildout for emergency medical services, physical therapy assisting, medical assisting, pharmacy technician, and surgical technology. It will also add new classrooms, student study and gathering space, administrative/faculty offices, and new restrooms.</p>
d. Identify the target LEED level and costs associated with HPCP	<p>The Office of State Architect (OSA) has advised the College this project does not need to seek a LEED designation (a LEED designation was not obtained</p>

<p>compliance. If unknown explain why.</p>	<p>for phase 1). We are working with the OSA’s Energy Management Program to ensure we comply with its high-performance certification program (HPCP). All purchases of new building systems, equipment, lighting, etc., will be energy efficient and we will have an independent third-party commission review all applicable building systems.</p>
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3. ADDITIONAL INFORMATION

<p>Provide any additional information that is deemed important.</p>	<p>Expanding the College’s allied health programs, and having dedicated space for these programs, puts us in an ideal position to meet current and future industry needs, as well as the demands of local employers. The first year of operating programs at the new building generated significant new FTE (FY20).</p> <p>Allied health programs have seen a 24% overall FTE increase between AY19 to AY20 when programs moved into the CHES building. Both the emergency medical services and nursing assistant program grew more than 30%. FTE projections are conservative but indicate growth rates over 10% for the next two academic years.</p> <p>CHES phase 1 has already supported community and regional needs for healthcare personnel, improved student synergy by allowing for interdisciplinary simulations and projects in one location, provided best practice hands on training for students, as well as reduced the overall campus space deficit by freeing up space currently occupied by allied health programs. Completing phase 2 will allow the project to be fully realized, providing maximum benefit to students, faculty, and area employers.</p>
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TOPIC: RECOMMEND APPROVAL TO REDUCE CASH SPENDING FOR COLORADO STATE UNIVERSITY-FORT COLLINS SHEPARDSON BUILDING RENOVATION AND ADDITION

PREPARED BY: ASHLEE PATE, LEAD FINANCE ANALYST

I. SUMMARY

This consent item reduces spending authority of the regular supplemental submitted by Colorado State University-Fort Collins (CSU) to relieve the remainder of its cash commitment on the construction of the Shepardson Building Renovation and Addition on their campus. This would be accomplished through a regular supplemental eliminating the cash spending authority in the 2020-2021 Long Bill.

II. BACKGROUND

Construction of CSU's Shepardson Building Renovation and Addition is funded jointly by the state and the institution. The project received total appropriations of \$18 million in state funds with cash spending authority of \$9 million between FY 2019 and FY 2021. CSU received an appropriation for the Shepardson Building in the 2018-2019 Long Bill in the amount of \$4,527,23. In the 2019-2020 Long Bill, the appropriation for the Shepardson Building was \$13,482,700 with a cash contribution from CSU in the amount of \$9 million. For the 2020-2021 Long Bill, CSU did not receive a state appropriation for the phase 3 portion of the project as all funding for capital projects was removed due to COVID. CSU did commit an additional \$3.1 million in cash funds for the Shepardson Building with the intent of assisting with phase 3 of the project. Prior to utilizing this additional cash funding, COPs were issued in SB20-219 lending to CSU no longer needing to utilize the additional cash funding.

III. STAFF ANALYSIS

Summary of Request:

Table 1 displays the summary of the non-monetary adjustment.

Table 1:
Summary of Non-monetary Adjustment

Fiscal Year to be Modified	Total Funds	Capital Construction Fund (CCF)	Cash Funds (CF)
FY 2021-22	(\$3,100,000)	-	(\$3,100,000)

IV. STAFF RECOMMENDATIONS

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

V. STATUTORY AUTHORITY

C.R.S. § 23-1-106


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

ATTACHMENTS:

ATTACHMENT A: CSU Shepardson Building Renovation and Addition Regular Supplemental Request Narrative

ATTACHMENT B: CSU Shepardson Building Renovation and Addition Regular Supplemental Request Cost Detail



FY 2018-19 SUPPLEMENTAL CAPITAL CONSTRUCTION/CAPITAL RENEWAL REQUEST- NARRATIVE (S CC_CR-N)	
Capital Construction Fund Amount (CCF):	0
Cash Fund Amount (CF):	-\$3,100,000.00
Intercept Program Request? (Yes/No):	No
Supplemental Type (Supplemental/1331 Supplemental)	Supplemental
Institution Name:	Colorado State University Fort Collins
Project Title:	Shepardson Building Renovation and Addition
Project Phase (Phase _of_):	3 of 3
State Controller Project Number (if continuation):	2008-071P18
Project Type:	<input checked="" type="checkbox"/> Capital Construction (CC)
	<input type="checkbox"/> Capital Renewal (CR)
Original Appropriation Year:	FY 18-19
Fiscal Year to be Modified:	FY 20-21
Name & Title of Preparer:	Shelly Carroll, Capital Construction Approvals Manager
E-mail of Preparer:	Shelly.carroll@colostate.edu
Institution Signature Approval:	 7/8/2021
CDHE Signature Approval:	Date
Revision (Yes/No)	
Submittal Date:	

A. SUPPLEMENTAL CRITERIA:

Need to reduce cash funds authorized in HB20-1360 during the legislative session.

B. SUPPLEMENTAL JUSTIFICATION:

In HB20-1360 CSU received cash spending authority for our Shepardson Project of \$3.1M. This was meant to bridge the project funding until the COP funds authorized in SB20-219 became available. The COPs were issued before the project needed to use that additional cash authorization and we would like to remove the Long Bill appropriation.

C. PROJECT SUMMARY/STATUS:

Project is currently about 70% complete and using available Phase 3 COP funds.

D. SUMMARY OF FUNDING CHANGE:

Fiscal Year to be Modified	Total Funds	Capital Construction Fund (CCF)	Cash Funds (CF)
FY2021-22	-\$3,100,000	\$	-\$3,100,000

E. ASSUMPTIONS FOR CALCULATIONS:

NA

F. CONSEQUENCES IF NOT FUNDED:

This revision is necessary to correct the total funding for the Shepardson Addition and Renovation project.

G. ADDITIONAL REQUEST INFORMATION:

Provide any additional information necessary to fully explain the supplemental request. See instructions for further detail.

Additional Request Information	Yes	No	Additional Information
Is this request driven by a new statutory mandate?		x	
Will this request require a statutory change?		x	
Is this a one-time request?	x		
Will this request involve any IT components?		x	



SUPPLEMENTAL CAPITAL CONSTRUCTION/CAPITAL RENEWAL REQUEST - COST SUMMARY (S CC_CR-C)						
(A)	(1) Funding Type:	Cash Funded		(2) Supplemental Type:	Regular	
(B)	(1) Institution:	Colorado State University - Ft Collins		(2) Name of Preparer:	Shelly Carroll	
(C)	(1) Project Title:	Shepardson Additions and Renovat		(2) Email of Preparer:	shelly.carroll@colostate.edu	
(D)	(1) Project Phase (_ of _):	3 of 3		(2) State Controller Project # (if continuation):	2008-071P18	
(E)	(1) Project Type:	Capital Construction (CC)		(2) Institution Signature Approval:	7/8/2021	
(F)	(1) Original Appropriation Year:	FY 17-18		(2) CDHE Signature Approval:	Date	
(G)	(1) Intercept Program?:	No		(2) Revision? If yes, previous submittal date:	Date	
(1)		(a) New Total Project Cost	(b) Total Prior-Year Appropriation(s) Excluding Modified FY	(c) Appropriation for the Modified Fiscal Year	(d) Supplemental Request For Modified Fiscal Year	(e) New Modified FY Total Request
Land /Building Acquisition						
(2)	Land Acquisition	\$ -	\$ -	\$ -	\$ -	\$ -
(3)	Building Acquisition	\$ -	\$ -	\$ -	\$ -	\$ -
(4)	Total Acquisition Costs	\$ -	\$ -	\$ -	\$ -	\$ -
Professional Services						
(5)	Planning Documentation	\$ -	\$ -	\$ -	\$ -	\$ -
(6)	Site Surveys, Investigations, Reports	\$ 85,000	\$ 85,000	\$ -	\$ -	\$ -
(7)	Architectural/Engineering/ Basic Services	\$ 3,242,763	\$ 3,242,763	\$ -	\$ -	\$ -
(8)	Code Review/Inspection	\$ 315,000	\$ 315,000	\$ -	\$ -	\$ -
(9)	Construction Management	\$ -	\$ -	\$ -	\$ -	\$ -
(10)	Advertisements	\$ 1,500	\$ 1,500	\$ -	\$ -	\$ -
(11)	Other (Specify)	\$ 160,790	\$ 160,790	\$ -	\$ -	\$ -
(12)	Inflation Cost for Professional Services	\$ -	\$ -	\$ -	\$ -	\$ -
(13)	Inflation Percentage Applied		0.00%	0.00%	0.00%	0.00%
(14)	Total Professional Services	\$ 3,805,053	\$ 3,805,053	\$ -	\$ -	\$ -
Construction or Improvement						
(15)	Infrastructure Service/Utilities	\$ 406,166	\$ 406,166	\$ -	\$ -	\$ -
(16)	Infrastructure Site Improvements	\$ 225,750	\$ 225,750	\$ -	\$ -	\$ -
(17)	Structure/Systems/ Components					
(18)	Cost for New (GSF):	\$ 17,420,737	\$ 17,420,737	\$ -	\$ -	\$ -
(19)	New at \$ X GSF					
(20)	Cost for Renovation (GSF):	\$ -	\$ -	\$ 3,100,000	\$ (3,100,000)	\$ -
(21)	Renovation at \$ X GSF					
(22)	Cost for Capital Renewal (GSF):	\$ -	\$ -	\$ -	\$ -	\$ -
(23)	Renewal at \$ X GSF					
(24)	Other (Specify)	\$ 1,038,819	\$ 1,038,819	\$ -	\$ -	\$ -
(25)	High Performance Certification Program	\$ 1,112,358	\$ 1,112,358	\$ -	\$ -	\$ -
(26)	Inflation for Construction	\$ -	\$ -	\$ -	\$ -	\$ -
(27)	Inflation Percentage Applied		0.00%	0.00%	0.00%	0.00%
(28)	Total Construction Costs	\$ 20,203,830	\$ 20,203,830	\$ 3,100,000	\$ (3,100,000)	\$ -
Equipment and Furnishings						
(29)	Equipment	\$ -	\$ -	\$ -	\$ -	\$ -
(30)	Furnishings	\$ 350,000	\$ 350,000	\$ -	\$ -	\$ -
(31)	Communications	\$ -	\$ -	\$ -	\$ -	\$ -
(32)	Inflation for Equipment & Furnishings	\$ -	\$ -	\$ -	\$ -	\$ -
(33)	Inflation Percentage Applied		0.00%	0.00%	0.00%	0.00%
(34)	Total Equipment & Furnishings Cost	\$ 350,000	\$ 350,000	\$ -	\$ -	\$ -
Miscellaneous						
(35)	Art in Public Places	\$ -	\$ -	\$ -	\$ -	\$ -
(36)	Relocation Costs	\$ 125,638	\$ 125,638	\$ -	\$ -	\$ -
(37)	Other Costs [specify]	\$ -	\$ -	\$ -	\$ -	\$ -
(38)	Other Costs [specify]	\$ -	\$ -	\$ -	\$ -	\$ -
(39)	Other Costs [specify]	\$ -	\$ -	\$ -	\$ -	\$ -
(40)	Other Costs [specify]	\$ -	\$ -	\$ -	\$ -	\$ -
(41)	Total Misc. Costs	\$ 125,638	\$ 125,638	\$ -	\$ -	\$ -
Total Project Costs						
(42)	Total Project Costs	\$ 24,484,521	\$ 24,484,521	\$ 3,100,000	\$ (3,100,000)	\$ -
Project Contingency						
(43)	5% for New	\$ -	\$ -	\$ -	\$ -	\$ -
(44)	10% for Renovation	\$ 2,525,402	\$ 2,525,402	\$ -	\$ -	\$ -
(45)	Total Contingency	\$ 2,525,402	\$ 2,525,402	\$ -	\$ -	\$ -
Total Budget Request						
(46)	Total Budget Request	\$ 27,009,923	\$ 27,009,923	\$ 3,100,000	\$ (3,100,000)	\$ -
Funding Source						
(47)	Capital Construction Fund (CCF)	\$ 18,009,923	\$ 18,009,923	\$ -	\$ -	\$ -
(48)	Cash Funds (CF)	\$ 9,000,000	\$ 9,000,000	\$ 3,100,000	\$ (3,100,000)	\$ -
(49)	Reappropriated Funds (RF)	\$ -	\$ -	\$ -	\$ -	\$ -
(50)	Federal Funds (FF)	\$ -	\$ -	\$ -	\$ -	\$ -
TOTAL		\$27,009,923	\$27,009,923	\$3,100,000	\$-3,100,000	\$0

TOPIC: CCHE RECOMMENDATION ON THE FUNDING ALLOCATION FORMULA

PREPARED BY: JASON SCHROCK, CHIEF FINANCIAL OFFICER; EMMA FEDORCHUK, LEAD FINANCE ANALYST

I. SUMMARY

C.R.S. 23-18-303.5 grants the Commission the ability to recommend funding per the funding formula. This agenda item presents a brief history of the use of the H.B. 20-1366 formula thus far as well as a summary of governing board discussions on a recommendation for the formula for FY 2022-23 for the Commission's consideration.

II. BACKGROUND

Use of the 1366 Funding Allocation Formula in Fiscal Year 2021-22

H.B. 20-1366 established a new funding allocation formula for higher education. Fiscal Year 2021-22 is the first year in which funding to institutions of higher education is allocated via the formula established by HB20-1366. Allocations were made via both step one and step two of the formula. Step one allocates base-building funding based on Strategic Plan goals, institutional needs, base funding concerns, specific institutional projects, and funding related to specific populations, while step two funding is based on performance in Strategic Plan categories. Attachment A contains additional details on use of the funding formula in FY 2021-22.

The bulk of model funding to governing boards is calculated through step two of the formula. In this step, 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. The eight metrics included in step two of the formula are designated in statute and include:

- Resident enrollment;
- Credential production;
- Enrollment of Pell-eligible students as a proportion of a governing board's total student population;
- Enrollment of students included in the Department's race and ethnicity metric (which includes African American or Black, Hispanic or Latinx, American Indian or Alaska Native, and Two or More Races when at least one of the races is one previously listed) as a proportion of a governing board's total student population;
- Retention rate;
- Graduation rate within 100% of time;

- Graduation rate within 150% of time; and,
- Enrollment of first-generation students as a proportion of a governing board's total student population.

Step one of the formula allocates base-building funding based on Strategic Plan goals, institutional needs, base funding concerns, specific institutional projects, and funding related to specific populations. In FY 2021-22, the General Assembly allocated \$41.8 million (approximately 4.5% of total funding through the formula) through five metrics in step one:

- First generation student counts (both the count of full-time equivalent students and headcount), distributed based on the calibrated first-generation student count at each institution as a percentage of calibrated first-generation student counts statewide;
- The headcount of students included in the formula's race and ethnicity metric as a percentage of an institution's total resident student headcount, calibrated based on the institution's share of funding in the prior year;
- The headcount of Pell-eligible students as a percentage of an institution's total resident student headcount, calibrated based on the institution's share of funding in the prior year; and
- The successful retention of the groups included in the Department's race/ethnicity metric, allocated via the distribution methodology used in step two.

Step three of the formula is similar to step one and provides the opportunity to allocate additional funding for purposes of making progress toward goals identified in the systemwide strategic planning process or other areas as identified by the Commission. However, funding in step three is one-time as opposed to base-building. Step three has not yet been used.

Federal Funding

Because the state's institutions are heavily reliant on tuition revenue to fund their budgets, the pandemic's adverse impact on enrollment caused significant budgetary pressures across higher education. The decline in state funding support in FY 2020-21 added to these pressures. As a result, institutions implemented budget reduction measures, such as reducing personnel, requiring furloughs, keeping vacant positions open, spending down reserves, deferring facility maintenance, and reducing overhead costs.

Federal funds provided to support higher education during the pandemic have been used to partially address institutions' budget challenges. The funds have helped institutions' support their operations and avoid more severe budget cuts. The federal funds are temporary and are thus not available to support institutions on an ongoing basis.

The following table shows federal funds received by all the state's public institutions. The amount includes money from Coronavirus Relief Fund (CRF) allocations effected by Executive Order 2020 D070. This money was allocated to help institutions respond to the pandemic and to retain and complete students to support the economy and workforce. The table also includes money from

the three rounds of the Higher Education Emergency Relief Fund (HEERF) grant program which provides financial aid to students and funds to institutions to help with the expenses and revenue losses associated with the pandemic. The HEERF program was created by Congress as part of the Coronavirus Aid, Relief, and Economic Security (CARES) Act in March 2020 (HEERF I), and it received additional funding from the Coronavirus Response and Relief Supplemental Appropriations Act (CRRSAA) in December 2020 (HEERF II) and the American Rescue Plan Act (ARPA) in March 2021 (HEERF III). In each round of HEERF funding, a portion of the funds was required to go directly to students; the below table shows the minimum required amount to go to students (although institutions could choose to allocate more) and the maximum amount of funding an institution could use for purposes other than direct payments to students.

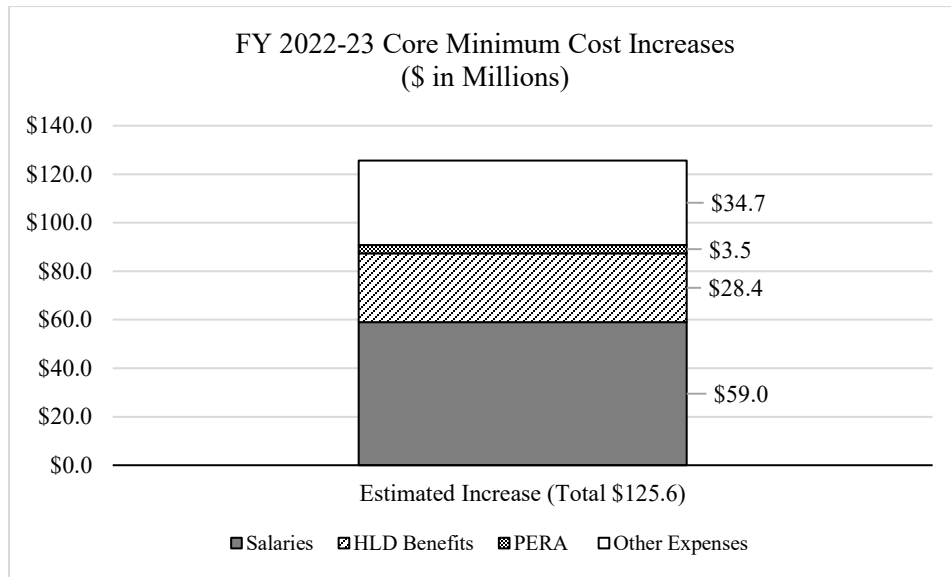
Federal Relief Funds, \$s in Millions

Federal Funds	Minimum Amount to Students	Maximum Amount to Institutions
CRF	NA	\$450.0
HEERF I	\$69.6	\$74.9
HEERF II	\$69.6	\$191.6
HEERF III	\$230.2	\$224.8
Total	\$369.4	\$941.3

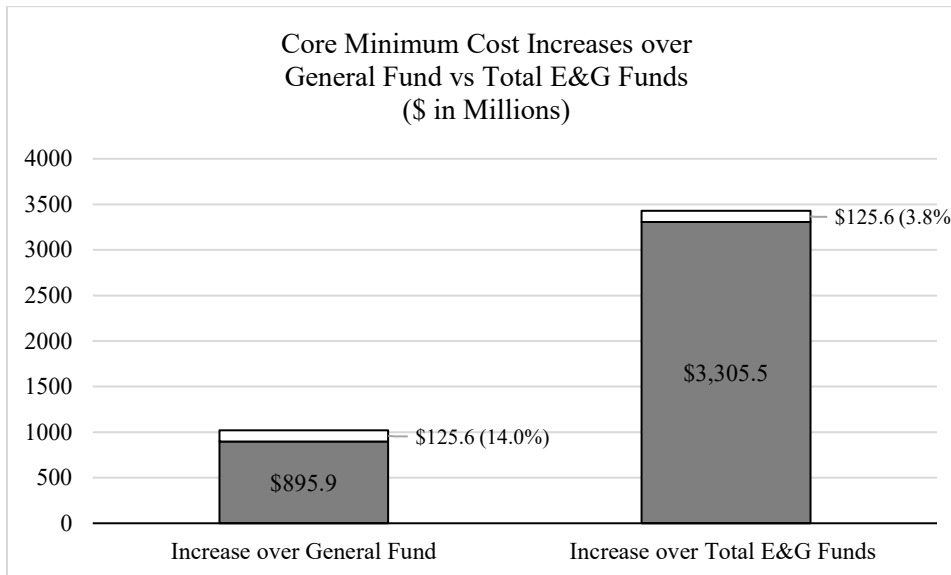
The FY 2021-22 state funding increase, combined with continued utilization of federal funds, have resulted in stable budget conditions for institutions in FY 2021-22. Overall, although they have generally not restored cuts made in FY 2020-21, institutions have generally not needed to implement further budget reduction measures. Some institutions have been able to make investments in student success initiatives.

Core Minimum Cost Increases

Higher education institutions experience annual increases to operational cost driven by employee compensation needs, healthcare costs, and other inflationary increases. These are referred to as core minimum cost increases. Core minimum cost increases represent the ongoing cost of current operations, they do not represent spending on new programs or services. In FY 2022-23, core minimum cost increases are estimated to be \$125.6 million. The below chart shows estimated cost increases by category for FY 2022-23.



The \$125.6 million core minimum cost estimate represents a 14% increase over state General Fund support to higher education. That same \$125.6 million represents a 3.8% increase over total E&G budgets, which include tuition revenue.



Institutional Recommendation on Use of the Funding Allocation Formula in Fiscal Year 2022-23

Department staff have been in regular communication with governing boards throughout the summer regarding a recommendation for the funding formula to propose to the Commission.

At its June 3, 2021, meeting, the Commission approved broad language developed in conjunction with the governing boards regarding its recommended use of the formula in FY 2022-23. That language is as follows:

Sustaining current base funding is essential. Beyond that the next critical funding element is supporting minimum core cost increases which align with the state's common policies and recognize inherent inflationary cost increases experienced by all IHE's, with those increases flowing through step 2 of the formula. Beyond that, additional investments in steps 1 and/or 3 should continue to focus on closing equity gaps as outlined in the Strategic Plan. As additional step 1/3 investments are made in the programs and infrastructure needed to serve students, consideration should be given to assessing student outcomes, including their retention and completion, at the appropriate time after investments and initiatives have had adequate time to impact results.

Attachment B includes a demonstration formula (utilizing FY 2021-22 data) that has been circulated for governing board discussion. In step one of this formula, \$10 million is allocated based on the same metrics used by the General Assembly in FY 2021-22, but with different weights. Notably, this formula puts 35% of step one funding through the race/ethnicity retention metric, as opposed to approximately 21% in FY 2021-22.

At the time of writing, the governing boards do not unanimously support the step one metrics and weights as included in Attachment B. One board has indicated that the percentage of funding focused on the retention of students included in the Department's race/ethnicity metric is too high.

However, governing boards *have* indicated broad agreement on the need to fund core minimum costs through step two, regardless of the level or distribution methodology utilized in step one. Step two forms the vast majority of funding going to governing boards. Governing boards have also agreed that AY 2020-21 data should be excluded from step one given the potential impact of COVID-19 on step one metrics.

III. STAFF ANALYSIS

There are several options for the Commission to consider as it develops a recommendation for FY 2022-23 formula allocations.

The Commission could recommend funding as demonstrated in Attachment B, in which the full estimated core minimum cost increase runs through step two, a 14% increase over FY 2021-22 levels, and an additional \$10 million runs through step one (a 1.1% increase). Step one weights in the attached formula are as follows:

Metric	Dollars	Percent of Step One Funding
First Generation FTE	\$1,291,968	16.3%
First Generation Headcount	\$1,291,968	16.3%
Race/Ethnicity Headcount	\$1,291,968	16.3%
Pell Headcount	\$1,291,968	16.3%
Race/Ethnicity Retention	\$2,782,700	35%

The above table includes only funding going to governing boards – the remaining \$2 million increases step one funding to SEPs, LDCs, and ATCs at the same rate as overall step one funding. The total funding increase through the formula under the governing boards’ recommendation, including through step one and step two, amounts to \$140.6 million. This represents a 15.1 percent increase over the FY 2021-22 amount.

If Commission wants to reduce the amount of funding in step two, it could recommend tuition increases in conjunction with General Fund investments. The below table demonstrates how increases in tuition could reduce the level of General Fund needed to meet core minimum cost increases at the governing boards (including SEPS). Core minimum cost increases are estimated to be \$125.6 million in FY 2022-23. Institutions have noted that, as not every institution has the same tuition revenue generation capabilities, relying on tuition to cover some portion of core minimum cost increases may result in some institutions not actually being able to cover their core minimum costs.

Tuition % Increase	Tuition \$ Increase	General Fund \$ Increase	General Fund % Increase
0.0%	-	\$125,584,097	14.0%
1.0%	\$24,082,912	\$101,501,185	11.3%
2.0%	\$48,165,824	\$77,418,273	8.6%
3.0%	\$72,248,735	\$53,335,362	6.0%

The Commission could also recommend adjustments to weightings or metrics in step one. As noted earlier, at the time of writing one governing board has expressed reservations related to the race/ethnicity retention metric of step one. It indicated that reducing the weighting of that metric would be preferable.

Last year, the Commission elected not to recommend a specific dollar amount and instead adopted the following language:

The Commission (1) recommends the utilization of the presented statutory approach (utilizing Step 2 performance metrics of HB 20-1366) for the 2021-2022 funding formula and (2) strongly urges the Governor’s office and the Legislature to return to the FY 2019-20 funding level and additionally invest in Colorado Higher Education [including through Steps 1 & 3] to address institutions’ base cost increases and to address systemic underfunding of Colorado institutions.

If the Commission does not wish to recommend a specific dollar amounts or percentage increases, a similar approach could be used in which the Commission adopts principles or criteria – for example, the principle that all core minimum costs increases should be covered through some combination of General Fund investment in step two and tuition. The Commission could also recommend that core minimum cost increases not be fully covered.

IV. STAFF RECOMMENDATIONS

The Department's recommendation will be tied to the Governor's budget request. As the Governor's budget request is not public until November 1st, staff does not have an official recommendation at this time. However, given the amount of federal and state funding allocated to institutions in FY 2021-22, staff believe it is unlikely that a funding recommendation covering core minimum costs fully with General Fund would move forward. The Commission could consider a proposal that includes a tuition allowance to reduce the amount of General Fund required to meet core minimum costs.

V. STATUTORY AUTHORITY

Higher Education Funding Allocation Formula:

C.R.S. § 23-18-303.5

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

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

(b) (I) To recognize an institution's additional costs related to or associated with educating and providing services to resident first-generation undergraduate students.

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

(3) Temporary additional funding. After calculating funding recommendations pursuant to subsections (2) and (4) of this section, the commission, in conjunction with the department and in collaboration with the governing boards, may recommend an additional amount of temporary funding pursuant to this subsection (3) for an institution for purposes of making progress toward goals identified in the systemwide master planning process set forth in section 23-1-108 or other areas as identified by the commission. Additional funding received pursuant to this subsection (3) must be allocated for a specific period of time, is not ongoing base funding, and is not included in the calculation of funding pursuant to this part 3 in subsequent state fiscal years or in the calculation of the total state appropriation made pursuant to this part 3.

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

C.R.S. § 23-18-306

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

ATTACHMENT(S):

Attachment A: FY 2021-22 Formula Allocations

Attachment B: Sample Formula Allocations Based on Governing Board Discussions (prior-year data)

Summary of the FY2021-22 Funding Allocation Model

Fiscal Year 2021-22 is the first year in which funding to institutions of higher education is allocated via the model established by HB20-1366. Allocations were made via both step one and step two of the model. Step one allocates base-building funding based on Master Plan goals, institutional needs, base funding concerns, specific institutional projects, and funding related to specific populations, while step two funding is based around performance in Master Plan categories.

Step One

The General Assembly elected to include a number of targeted funding increases in step one. Increases were based on:

- First generation student counts (both the count of full-time equivalent students and headcount), distributed based on the calibrated first generation student count at each institution as a percentage of calibrated first generation student counts statewide;
- The headcount of students included in the model's race and ethnicity metric (which includes African American or Black, Hispanic or Latinx, American Indian or Alaska Native, and Two or More Races when at least one of the races is one previously listed) as a percentage of an institution's total resident student headcount, calibrated based on the institution's share of funding in the prior year;
- The headcount of Pell-eligible students as a percentage of an institution's total resident student headcount, calibrated based on the institution's share of funding in the prior year; and
- The successful retention of the groups included in the Department's race/ethnicity metric, allocated via the distribution methodology used in step two.

These targeted increases are shown in the below table.

	Adams	Mesa	Metro	Western	CSU System	FLC	CU System	Mines	UNC	CCCS	CSU SEP	CU SEP	CMC	AIMS	ATC	Total
First Generation (SFTE)	29,613	296,027	897,629	10,944	341,055	20,113	568,527	22,526	256,556	2,557,008	-	-	-	-	-	5,000,000
First Generation (Headcount, per statute)	18,959	248,528	839,115	5,702	272,236	15,009	479,296	16,184	192,970	2,912,002	-	-	-	-	-	5,000,000
Race/Ethnicity Headcount calibrated to GF	387,031	438,427	1,352,285	208,515	1,297,910	190,221	2,167,927	202,554	706,045	3,450,106	-	-	144,394	221,962	286,831	11,054,208
Pell Headcount calibrated to GF	434,127	627,483	1,498,650	187,831	1,608,975	248,989	2,807,667	324,415	840,663	3,325,730	-	-	-	-	-	11,904,530
Race/Ethnicity Retention*	249,658	415,508	752,127	266,353	1,288,917	209,020	2,117,240	347,213	553,421	2,303,778	-	-	90,100	106,538	139,100	8,838,973
FY 2021-22 Sub-Total	1,119,388	2,025,973	5,339,806	679,345	4,809,093	683,352	8,140,657	912,892	2,549,655	14,548,624	-	-	234,494	328,500	425,931	41,797,711
FY 2021-22 Percent Change	6.5%	6.3%	8.4%	4.5%	4.7%	4.8%	5.0%	3.6%	5.4%	7.7%	0.0%	0.0%	2.6%	3.1%	3.1%	4.9%

*Funding for LDCs and ATCs in this metric increased by 1% (the overall increase for the governing boards in this metric).

Step Two

Funding was also distributed via step two of the model. The below table includes information on the amounts allocated through those metrics.

		Adams	Mesa	Metro	Western	CSU System	FLC	CU System	Mines	UNC	CCCS	Total, GBs
10.0%	Resident Enrollment	1,762,944	3,368,883	6,609,657	1,585,836	10,584,792	1,436,025	17,145,898	2,702,210	4,865,026	19,964,051	70,025,322
5.0%	Credential Production	861,222	1,662,104	3,286,745	792,018	5,349,889	700,465	8,648,624	1,320,153	2,493,152	9,898,290	35,012,661
20.0%	PELL	3,620,157	6,700,080	13,452,893	3,030,040	21,429,199	3,011,656	34,222,564	5,401,415	9,883,183	39,299,458	140,050,645
20.0%	Race/Ethnicity	3,535,902	6,666,826	13,337,788	3,341,707	21,288,489	2,955,718	34,102,845	5,326,290	9,909,260	39,585,820	140,050,645
20.0%	Retention Rate	3,604,550	6,737,981	13,403,948	3,106,309	21,311,006	2,955,999	33,918,929	5,289,913	9,842,616	39,879,392	140,050,645
10.0%	Grad. Rate - 100%	1,861,826	3,428,927	6,891,554	1,601,119	10,435,213	1,485,192	16,372,868	2,640,899	4,847,109	20,460,614	70,025,322
10.0%	Grad Rate - 150%	1,833,857	3,468,910	6,556,122	1,603,192	10,553,050	1,437,510	16,662,068	2,644,559	4,941,012	20,325,041	70,025,322
5.0%	1st Generation	867,583	1,617,316	3,360,538	754,875	5,376,500	709,742	8,572,065	1,339,128	2,393,558	10,021,355	35,012,661
	Step Two Total	17,948,042	33,651,029	66,899,245	15,815,096	106,328,138	14,692,307	169,645,862	26,664,567	49,174,915	199,434,021	700,253,223

Each metric is allocated based on the same basic calculation steps. First, each category of performance is assigned a weight. Next, each metric is measured using a series of calculations that first look at a governing board’s change in performance over time, then compares each governing board’s change in performance to the change at other institutions statewide.

A simplified version of the calculation steps is shown below:

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

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

The model also makes allocations to the CSU Vet Med School, the CU Med School, local district colleges, and area technical colleges. Their funding in this portion of the model increases at the same rate as the overall increase to step two. These allocations are shown below.

	CSU SEP	CU SEP	CMC	AIMS	ATC	Total
Change per Sec. 23-18-304, C.R.S.	3,241,328	3,711,431	423,472	500,728	653,771	8,530,730
Total per Sec. 23-18-304, C.R.S.	72,205,763	82,678,038	9,433,514	11,154,511	14,563,792	190,035,618
Percent Change	4.7%	4.7%	4.7%	4.7%	4.7%	4.7%

When combined, the model results in total allocations as follows:

	Adams	Mesa	Metro	Western	CSU System	FLC	CU System	Mines	UNC	CCCS	CSU SEP	CU SEP	CMC	AIMS	ATC	Total
Total Funding FY 2021-22	19,067,430	35,677,002	72,239,051	16,494,441	111,137,232	15,375,659	177,786,520	27,577,460	51,724,570	213,982,645	72,205,763	82,678,038	9,668,008	11,483,011	14,989,723	932,086,551
Total Funding Change over FY 2019-20 Base	1,787,173	3,492,043	8,569,909	1,459,062	9,273,447	1,239,222	15,379,200	2,206,195	4,720,106	24,116,910	3,241,328	3,711,431	657,966	829,228	1,079,702	81,762,922
Total Percent Change over FY 2019-20 Base	10.3%	10.8%	13.5%	9.7%	9.1%	8.8%	9.5%	8.7%	10.0%	12.7%	4.7%	4.7%	7.3%	7.8%	7.8%	9.6%

DRAFT FOR DEMONSTRATION PURPOSES ONLY.
Does not include 20-21 data updates.

Master Plan and Base Adjustment Funding Change	1.1%
Performance Funding Change	14.0%
Governing Boards Total State Funding Change	111,824,714
SEP Funding Change	23,371,643
CMC/Aims/ATCs Total Funding Change	5,453,563

Total Model Output																		
	Adams	Mesa	Metro	Western	CSU System	FLC	CU System	Mines	UNC	CCCS	Sub-total, GBs	CSU SEP	CU SEP	CMC	AIMS	ATC	Total	
Base FY 2021-22 State Funding	19,067,430	35,677,002	72,239,051	16,494,441	111,137,232	15,375,659	177,786,520	27,577,460	51,724,570	213,982,645	741,062,009	72,205,763	82,678,038	9,668,008	11,483,011	14,989,723	932,086,551	
	183,342,995										260,464,557							
Step 1: Master Plan and Base Adjustment																		
FY 2022-23 Funding Change	188,564	399,202	1,038,815	136,385	904,094	125,884	1,521,686	180,647	473,482	2,981,812	7,950,571	774,668	887,021	103,724	123,197	160,819	10,000,000	
FY 2022-23 Percent Change	1.0%	1.1%	1.4%	0.8%	0.8%	0.8%	0.9%	0.7%	0.9%	1.4%	1.1%	1.1%	1.1%	1.1%	1.1%	1.1%	1.1%	
Step 2: Performance Funding																		
FY 2022-23 Funding Change	2,498,309	4,942,940	10,416,117	2,398,559	15,189,286	2,025,974	24,442,486	3,983,712	7,201,552	30,775,208	103,874,143	10,121,031	11,588,923	1,355,158	1,609,566	2,101,099	130,649,919	
FY 2022-23 Percent Change	13.1%	13.9%	14.4%	14.5%	13.7%	13.2%	13.7%	14.4%	13.9%	14.4%	14.0%	14.0%	14.0%	14.0%	14.0%	14.0%	14.0%	
FY 2022-23 State Funding Change	2,498,309	4,942,940	10,416,117	2,398,559	15,189,286	2,025,974	24,442,486	3,983,712	7,201,552	30,775,208	103,874,143	10,121,031	11,588,923	1,355,158	1,609,566	2,101,099	130,649,919	
FY 2022-23 State Funding Total (Including SEP)	21,565,739	40,619,942	82,655,168	18,893,000	126,326,518	17,401,633	202,229,005	31,561,172	58,926,122	244,757,853	844,936,152	82,326,795	94,266,960	11,023,166	13,092,576	17,090,822	1,062,736,471	
Step 3: Temporary Funding																		
FY 2022-23 Funding	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	

Step 1: Master Plan and Base Adjustment																		
	Adams	Mesa	Metro	Western	CSU System	FLC	CU System	Mines	UNC	CCCS	Total, GBs	CSU SEP	CU SEP	CMC	AIMS	ATC	Total	
SEP change, pursuant to Section 23-18-304, C.R.S.												10,121,031	11,588,923	1,355,158	1,609,566	2,101,099	26,775,776	
SEP total, pursuant to Section 23-18-304, C.R.S.												82,326,795	94,266,960	11,023,166	13,092,576	17,090,822	217,800,319	
FY 2022-23 Percent change												14.0%	14.0%	14.0%	14.0%	14.0%	14.0%	
10,000,000																		
\$ 1,291,968	Funding Change (Master Plan and Base Adjustment)	7,652	76,492	231,942	2,828	88,126	5,197	146,904	5,821	66,292	660,714	1,291,968					1,291,968	
\$ 1,291,968	Based on First Generation (SFTE)																	
\$ 1,291,968	First Generation Allocation FY 2021-22 (Headcount, per statute)	4,899	64,218	216,822	1,473	70,344	3,878	123,847	4,182	49,862	752,442	1,291,968					1,291,968	
\$ 1,291,968	Race/Ethnicity distribution - Headcount calibrated to GF	47,738	54,326	171,510	25,570	158,293	23,128	265,287	24,611	86,850	434,653	1,291,968					1,291,968	
\$ 1,291,968	Pell distribution - Headcount calibrated to GF	46,862	68,045	166,341	20,158	171,730	26,493	300,674	34,496	90,498	366,671	1,291,968					1,291,968	
\$ 2,782,700	Race/Ethnicity Retention	81,414	136,121	252,200	86,356	415,600	67,188	684,974	111,537	179,980	767,332	2,782,700					2,782,700	
7,950,571	FY 2022-23 Sub-Total	188,564	399,202	1,038,815	136,385	904,094	125,884	1,521,686	180,647	473,482	2,981,812	7,950,571	774,668	887,021	103,724	123,197	10,000,000	
	FY 2022-23 Percent Change	1.0%	1.1%	1.4%	0.8%	0.8%	0.8%	0.9%	0.7%	0.9%	1.4%	1.1%	1.1%	1.1%	1.1%	1.1%	1.1%	

Step 2: Performance Funding																		
Active Cells	State Funding Increase	Adams	Mesa	Metro	Western	CSU System	FLC	CU System	Mines	UNC	CCCS	Total, GBs	CSU SEP	CU SEP	CMC	AIMS	ATC	Total
114.0%																		
10.0%	Resident Enrollment	2,118,376	4,066,716	8,166,659	1,894,541	12,576,059	1,700,898	20,439,767	3,198,554	5,829,957	24,502,088	84,493,615						
5.0%	Credential Production	1,034,946	2,006,569	4,061,344	946,278	6,356,898	829,738	10,311,004	1,562,777	2,987,908	12,149,345	42,246,808						
20.0%	Pell	4,350,364	8,088,567	16,623,213	3,620,160	25,462,552	3,567,429	40,800,173	6,394,048	11,844,340	48,236,384	168,987,230						
20.0%	Race/Ethnicity	4,248,954	8,048,120	16,480,361	3,992,377	25,294,406	3,501,037	40,655,914	6,304,880	11,875,144	48,586,038	168,987,230						
20.0%	Retention Rate	4,331,084	8,133,337	16,560,724	3,710,834	25,319,044	3,501,077	40,433,277	6,261,296	11,794,293	48,942,265	168,987,230						
10.0%	Grad. Rate - 100%	2,236,341	4,137,619	8,511,714	1,912,069	12,393,613	1,758,463	19,510,787	3,124,790	5,806,271	25,101,948	84,493,615						
10.0%	Grad Rate - 150%	2,203,229	4,186,785	8,099,202	1,914,966	12,536,316	1,702,381	19,859,775	3,129,808	5,920,056	24,941,098	84,493,615						
5.0%	1st Generation	1,042,445	1,952,229	4,151,951	901,776	6,387,630	840,610	10,218,309	1,585,019	2,868,152	12,298,687	42,246,808						
100%	Performance FY 2022-23 Funding Change	2,498,309	4,942,940	10,416,117	2,398,559	15,189,286	2,025,974	24,442,486	3,983,712	7,201,552	30,775,208	103,874,143						
	Performance FY 2022-23 Total Funding	21,565,739	40,619,942	82,655,168	18,893,000	126,326,518	17,401,633	202,229,005	31,561,172	58,926,122	244,757,853	844,936,152						
	Performance FY 2022-23 Percent Change	13.1%	13.9%	14.4%	14.5%	13.7%	13.2%	13.7%	14.4%	13.9%	14.4%	14.0%						

Step 3: Temporary Funding																		
	Adams	Mesa	Metro	Western	CSU System	FLC	CU System	Mines	UNC	CCCS	Total, GBs	CSU SEP	CU SEP	CMC	AIMS	ATC	Total	
Temporary Funding	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	
Total Funding FY 2022-23	21,754,304	41,019,143	83,693,983	19,029,386	127,230,611	17,527,517	203,750,691	31,741,819	59,399,603	247,739,665	852,886,722	83,101,463	95,153,981	11,126,890	13,215,773	17,251,641	1,072,736,471	
Total Funding Change over FY 2021-22	2,686,874	5,342,142	11,454,932	2,534,945	16,093,380	2,151,858	25,964,172	4,164,359	7,675,034	33,757,020	111,824,714	10,895,699	12,475,944	1,458,882	1,732,762	2,261,918	140,649,919	
Total Percent Change over FY 2021-22	14.1%	15.0%	15.9%	15.4%	14.5%	14.0%	14.6%	15.1%	14.8%	15.8%	15.1%	15.1%	15.1%	15.1%	15.1%	15.1%	15.1%	
CU/CSU Change + SEP					26,989,079					38,440,116								

TOPIC: RECOMMENDATION OF APPROVAL OF FISCAL YEAR 2022-23
STATE-FUNDED CAPITAL PROJECTS AND PRIORITY LISTS

PREPARED BY: ASHLEE PATE, LEAD FINANCE ANALYST

I. SUMMARY

This action item seeks approval of the FY 2022-23 State-Funded Capital Construction and Renewal Priority List and the FY 2022-23 State-Funded Capital IT Priority List pursuant to C.R.S. 23-1-106(7)(a)(b), as recommended by the Commission's Fiscal Affairs and Audit Committee. Approval of new or revised program plans or exemptions for all submitted projects will be sought at the October CCHE meeting, pursuant to C.R.S. 23-1-106(3).

II. BACKGROUND

C.R.S. 23-1-106(7)(a) requires the Colorado Commission on Higher Education (CCHE) to annually submit by November 1st a recommended capital construction priority list to the Office of State Planning and Budgeting (OSPB), the Office of the State Architect (OSA), the Capital Development Committee (CDC), and the Joint Budget Committee (JBC).

The Commission's Fiscal Affairs and Audit Standing Committee (FAA) and Colorado Department of Higher Education (CDHE) staff reviewed a total of 34 state funded capital construction and renewal requests for FY 2022-23. Of these 34 projects, 4 are previously funded and 30 are previously unfunded. Of the 30 previously unfunded projects, 23 are capital construction and 7 are capital renewal. Four continuation projects were submitted. Separately, FAA and CDHE staff reviewed a total of 11 capital IT projects.

On August 19, 2021, the Fiscal Affairs and Audit Standing Committee met to recommend to the CCHE prioritized lists of: 1) capital construction and renewal requests for \$524,631,933 in state funds with a total institutional cash contribution of \$276,228,460 (see Attachment A), and 2) capital IT requests for \$44,508,978 in state funds with a total institutional cash contribution of \$2,272,330 (see Attachment B).

Once approved by the CCHE, CDHE staff will forward the prioritized list to the Capital Development Committee (CDC), the Joint Technology Committee (JTC), and the Joint Budget Committee (JBC). It also will forward the list to the Governor's Office of State Planning and Budgeting (OSPB) for consideration in the Governor's budget request.

III. STAFF ANALYSIS

Capital construction and renewal requests. For FY 2022-23, CDHE staff received and reviewed a total of 34 state funded capital construction and renewal requests. The total funding amount requested by institutions of higher education for capital construction and renewal is \$800,860,393 which includes \$524,631,933 in new state funding and \$276,228,460 in institutional cash funding.

To develop the priority list, staff used the CCHE approved capital construction/renewal criteria. Criteria were adopted to provide an objective and analytical review of higher education's capital construction and renewal needs. The CCHE approved capital construction/renewal criteria are as follows:

- Health, Life Safety, and Code Issues (10 points)
- Reduction of Deferred Maintenance (5 points)
- Other Fund Sources (8 points)
- Space Needs Analysis (10 points)
- Achieves Goals (5 points)
- Governing Board Priority (20 points)

Capital IT requests. For FY 2022-23, CDHE staff received and reviewed a total of 11 state funded capital IT requests. Of the 11, 6 were continuation projects and 5 were new projects. The total funding amount requested by institutions of higher education for capital IT is \$46,781,308, which includes \$44,508,978 in state funding and \$2,272,330 in institutional cash funding.

To develop the priority list, staff used the FAA approved capital IT criteria. Criteria were adopted to provide an objective and analytical review of higher education's capital IT needs. The approved capital IT criteria are as follows:

- IT Health, Security and Industry Standards (10 points)
- Other Fund Sources (8 points)
- Quality of Planning/Proposal (10 points)
- Achieves Goals (5 points)
- Governing Board Priority (20 points)

Draft prioritized lists were developed by CDHE staff and shared with the FAA Committee and institutions on July 15, 2021. Institutions submitted proposed scoring changes along with supporting documentation. Staff analyzed the submissions and made scoring changes that were well supported through the additional documentation. On August 19, 2021, the FAA reviewed and approved the revised prioritized capital construction/renewal list and the revised prioritized capital IT list.

IV. STAFF RECOMMENDATION

Staff recommend the following two actions:

- 1. Approve the FY 2022-23 capital construction and renewal priority list. After which this will be forwarded to OSPB, JBC and OSA.**
- 2. Approve the FY 2022-23 capital IT priority list. After which this will be forwarded to OSPB, JTC, and JBC.**

V. STATUTORY AUTHORITY

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

- (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.
- (2) The commission shall, after consultation with the appropriate governing boards of the state institutions of higher education and the appropriate state agencies, have authority to prescribe uniform policies, procedures, and standards of space utilization for the development and approval of capital construction or capital renewal programs by institutions.
- (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.
- (4) The commission shall ensure conformity of facilities master planning with approved educational master plans and facility program plans with approved facilities master plans.
- (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.
- (6) (a) The commission shall request annually from each governing board of each state institution of higher education a five-year projection of capital construction or capital renewal projects to be constructed but not including those projects described in subsection (9) of this section. The projection must include the estimated cost, the method of funding, a schedule for project completion, and the governing board-approved priority for each project. The commission shall determine whether a proposed project is consistent with the role and mission and master planning of the institution and conforms to standards recommended by the commission.
- (b) The commission shall request annually from the governing board of each state institution of higher education a two-year projection of capital construction projects to be undertaken pursuant to subsection (9) of this section and estimated to require total project expenditures exceeding two million dollars if the capital construction project is for new acquisitions of real property or 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 exceeding ten million dollars if the project is not for new acquisitions of real property or new construction and is funded solely from cash funds held by the institution. The projection must include the estimated cost, the method of funding, and a schedule for project completion for each project. A state institution of higher education shall amend the projection prior to commencing a project that is not included in the institution's most recent projection.
- (7) (a) The commission annually shall prepare a unified, five-year capital improvements report of projects to be constructed, but not including those capital construction or capital renewal projects to be undertaken pursuant to subsection (9) of this section, coordinated with education plans. Notwithstanding section 24-1-136 (11)(a)(I), the commission shall transmit the report to the office of state planning and budgeting, the office of the state

architect, the capital development committee, and the joint budget committee, consistent with the executive budget timetable, together with a recommended priority of funding of capital construction or capital renewal projects for the system of public higher education. The commission shall annually transmit the recommended priority of funding of capital construction or capital renewal projects to the capital development committee no later than November 1 of each year.

- (b) Except as provided in subsections (5) and (15) of this section, it is the policy of the general assembly to appropriate funds only for capital construction or capital renewal projects approved by the commission.
- (c) (I) (A) The commission annually shall prepare a unified, two-year report for capital construction or capital renewal projects described in subsection (9) of this section that are not for new acquisitions of real property or new construction and are estimated to require total project expenditures exceeding ten 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.
- (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.

ATTACHMENTS:

Attachment A - Fiscal Affairs and Audit Standing Committee Recommended FY 2022-23 State Funded Capital Construction and Renewal Priorities List.

Attachment B - Fiscal Affairs and Audit Standing Committee Recommended FY 2022-23 State Funded Capital IT Priorities List.

PRELIMINARY CAPITAL CONSTRUCTION AND RENEWAL PRIORITY RANKING FY2022-23

Ranking	Institution Name	Project Name	Score	CCF	CF
1	Colorado School of Mines	Subsurface Frontiers Building	N/A	\$ 18,143,259	\$ 159,070,288
2	University of Colorado Boulder	Hellem's Arts & Sciences and Mary Rippon Outdoor Theatre Renovation	N/A	\$ 10,868,038	\$ 16,302,057
3	Community College of Denver	Boulder Creek Health Education Center of Excellence	N/A	\$ 21,080,133	\$ 1,857,988
4	Trinidad State College	Freudenthal Library Renovation	N/A	\$ 1,165,125	\$ -
New Projects					
5	Fort Lewis College	Berndt Hall	100.00%	\$ 4,200,399	\$ 221,074
	Colorado Mesa University	Replace Robinson Theater	100.00%	\$ 39,454,194	\$ 4,432,562
	Colorado State University - Fort Collins	Clark Building Renovations and Additions	100.00%	\$ 38,927,539	\$ 30,000,000
	Lamar Community College	LCC Bowman	100.00%	\$ 3,944,152	\$ -
	Northeastern Junior College	Applied Technology Campus Expansion and Remodel	100.00%	\$ 11,500,000	\$ 1,075,000
10	University of Colorado Denver	CU Denver Building Infrastructure Replacement and Renovation	97.92%	\$ 25,883,686	\$ 9,094,268
11	University of Colorado Boulder	Guggenheim Geography Building Renovation	96.55%	\$ 12,077,829	\$ 18,116,744
12	Pueblo Community College	Dental Hygiene Growth / Expansion Project	94.00%	\$ 6,300,000	\$ -
13	University of Northern Colorado	Gray Hall	91.67%	\$ 4,540,656	\$ 46,000
14	Western Colorado University	Hurst Hall Lab Renovation	91.38%	\$ 3,831,677	\$ 163,815
15	Metropolitan State University	Classroom to Career Hub (C2 Hub)	87.93%	\$ 16,924,999	\$ 1,709,425
16	Auraria Higher Education Center	Campus-wide Building Envelope and Energy Code Deficiencies	87.50%	\$ 22,147,382	\$ -
17	Pikes Peak Community College	First Responder Emergency Education Complex	85.42%	\$ 33,395,759	\$ 2,923,718
18	Colorado Mesa University	Maverick Center Renovation and Expansion	83.33%	\$ 38,026,716	\$ 4,272,189
	Colorado State University Fort Collins	Anatomy-Zoology Building	83.33%	\$ 18,200,336	\$ -
20	Western Colorado University	Leslie J. Savage Library	81.25%	\$ 3,066,231	\$ 125,715
21	Adams State University	Central Technology Renovation	81.03%	\$ 7,633,103	\$ 77,102
	University of Colorado Colorado Springs	Engineering Building Renovation	81.03%	\$ 15,687,153	\$ -
23	Auraria Higher Education Center	Campus-wide Building Envelope and Energy Code Deficiencies	80.00%	\$ 22,147,382	\$ -
24	Adams State University	Facility Services Center Replacement	79.31%	\$ 18,758,534	\$ 189,480
25	Colorado School of Mines	Arthur Lakes Library Renovation	77.59%	\$ 12,000,152	\$ 3,000,000
26	Pueblo Community College	Medical Technology Renovation	76.00%	\$ 600,000	\$ -
27	Metropolitan State University	Health Institute	66.67%	\$ 7,706,993	\$ -
28	University of Colorado Boulder	Mackey Auditorium Renovation	63.79%	\$ 8,349,469	\$ 12,524,204
28	Colorado State University Fort Collins	ARDEC Infrastructure Improvements	62.07%	\$ 11,907,013	\$ -
29	Colorado State University Pueblo	ART/Music Renovation	54.17%	\$ 18,864,450	\$ 190,550
30	University of Colorado Denver	CU Denver Engineering Building	45.83%	\$ 14,643,751	\$ 5,145,101

Ranking	Institution Name	Project Name	Score	CCF	CF
31	Colorado Mesa University	Student Parking Garage	50.00%	\$ 22,842,301	\$ 2,566,265
32	Colorado Mesa University	Electrical and Computer Engineering Building	47.92%	\$ 21,029,766	\$ 2,362,632
33	Colorado Mesa University	Energy Independence	47.37%	\$ 6,785,071	\$ 762,283
34	CCCS(Lowry)	North Quad Remodel	44.00%	\$ 1,998,685	\$ -
GRAND TOTAL				\$ 524,631,933	\$ 276,228,460

PRELIMINARY CAPITAL IT PRIORITY RANKING FY2022-23

Ranking	Institution Name	Project Name	Score	CCF	CF
1	Colorado State University Fort Collins	Network Hardware Upgrade for CSU	N/A	\$ 646,119	\$ 491,001
2	Adams State University, Fort Lewis College, Western Colorado University	Digital Transformation Initiative for Rural Higher Education: A Collaboration of Adams State University, Fort Lewis College, and Western Colorado University	N/A	\$ 15,563,988	\$ 157,212
3	Metropolitan State University	Reimagining the Campus Digital Experience	N/A	\$ 3,350,000	\$ 335,000
4	Metropolitan State University	Network Infrastructure Modernization	N/A	\$ 795,000	\$ 250,000
5	Community College of Denver	Classroom and Conference Room Technology	N/A	\$ 1,532,140	\$ 97,796
6	Colorado School of Mines	Re-envisioning Mines ERP and SIS	N/A	\$ 2,304,000	\$ 239,000
New Projects					
7	Colorado Mesa University	ERP Modernization	96.23%	\$ 4,133,602	\$ 464,398
8	University of Northern Colorado	ERP Modernization and Cloud Migration	88.68%	\$ 4,325,584	\$ 184,931
9	Colorado Northwestern Community College, Lamar Community College, Morgan State Community College, Northeastern Junior College, Otero College, Trinidad State College	Rural College Consortium	84.44%	\$ 8,627,000	\$ -
10	Community College of Aurora	Improving Student Access to Technology	69.81%	\$ 476,923	\$ 52,992
11	Colorado State University Pueblo	Communications System Upgrade	54.72%	\$ 2,754,622	\$ -
GRAND TOTAL				\$ 44,508,978	\$ 2,272,330

TOPIC: PROPOSED REVISIONS TO CCHE POLICY I, PART V: CREATION OF ACADEMIC AND VOCATIONAL PROGRAMS AT PUBLIC INSTITUTIONS OF HIGHER EDUCATION (TO COMPLY WITH HB21-1330)

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

I. SUMMARY

This discussion item outlines proposed revisions to Commission Policy I, V: Creation, Modification or Discontinuance of Academic and Vocational Programs at Public Institutions of Higher Education in response to House Bill 21-1330 (Higher Education and Student Success). The revisions reflect statutory change to the approval process for Bachelor of Applied Science (BAS) degree programs at community colleges and statutory change to the bachelor's degree approval process for Colorado Mountain College.

II. BACKGROUND

The Commission revised Policy I, V in December 2017, following enactment of Senate Bill 17-297, which amended §23-1-107(1), C.R.S. to state:

“A governing board of a state-supported institution of higher education is not required to submit a proposal to or obtain approval from the commission to create, modify, or discontinue academic or vocational programs offered by the institution, so long as the creation, modification, or discontinuance of the academic or vocational program is consistent with the institution's statutory role and mission.”

Commission policy currently articulates five exceptions where proposed degrees or certificates carry additional statutory requirements. The first two of these exceptions were eliminated by HB21-1330:

- i. New baccalaureate degree program proposals at Colorado Mountain College, which had required Commission approval per §23-71-133, C.R.S.; (eliminated by HB21-1330).
- ii. New Bachelor of Applied Science degree proposals from Colorado Community College System (CCCS) institutions and from Aims Community College, which had required Commission approval per §23-1-133, C.R.S.; (eliminated by HB21-1330).
- iii. New Bachelor of Science in Nursing (BSN) degree proposals from Aims Community College, which require Commission approval per §23-71-102, C.R.S.
- iv. Educator preparation programs that lead to endorsement for educator licensure, which require Commission approval per §23-1-121, C.R.S.
- v. Cannabis-related degrees or certificates at any Colorado institution of higher education, which require Commission approval per §23-31.5-112, C.R.S.

The proposed policy change eliminates language that codifies a review and approval process for items (i) and (ii) above.

It should be noted that statutory authority granted to Aims Community College by HB18-1300 to offer the Bachelor of Science in Nursing degree is distinct from statutory authority granted to Colorado Community College System institutions by HB18-1086 to offer the BSN degree. Whereas HB18-1300 requires Aims Community College to obtain approval from the Colorado Commission on Higher Education to offer the BSN degree, HB18-1086 requires only that the State Board for Community Colleges and Occupational Education and/or individual CCCS campuses inform the Colorado Commission on Higher Education of their intent to offer the degree and solicit the Commission's input in a joint meeting of the CCCS board and the Commission. HB21-1330 did not make any changes to the requirement that Aims Community College receive Commission approval for BSN programs.

III. STAFF ANALYSIS

The following substantive changes are proposed:

1. Section 1.00 Introduction: Revised language reflects the change from five to three categories of programs for which there are specific statutory requirements and where Commission approval is required.
2. Section 2.00 Statutory Authority
 - Sub-section 2.02 deleted (concerned approval of BAS programs).
 - Sub-section 2.03 deleted (concerned approval of bachelor's degree programs at Colorado Mountain College).
 - Sub-section 2.04 added reference to HB21-1330 and additional statutory language regarding BSN programs at Aims Community College; also renumbered as sub-section 2.03.
 - Sub-section 2.05 (regarding cannabis-related programs) renumbered as sub-section 2.02.
3. Section 4:00 New and Substantively Modified Programs: Process and Procedures
 - Sub-section 4.02.01 added "and any other applicable statutory requirements" to capture the requirement that governing boards ensure that certain criteria are met before approving BAS programs, or BSN programs within CCCS.
 - Sub-section 4.02.04 revised to focus specifically on two of the three categories of approval by the Commission: cannabis-related programs and BSN programs at Aims (educator preparation programs are covered by a separate Commission policy).
 - Sub-section 4.02.05 revised language to focus narrowly on the process for review and approval of BSN programs at Aims Community College.
 - Sub-section 4.02.06 deleted (had addressed the process for review and approval of bachelor's degree programs at Colorado Mountain College); subsequent sections renumbered.

A copy of the revised policy showing changes can be found in Appendix A. The proposed, revised policy is in line with statute and other CCHE policies.

IV. STAFF RECOMMENDATIONS

Discussion item only. In the event the Commission moves the item to Action, staff recommend approval of proposed revisions to Policy I, V: CREATION, MODIFICATION OR DISCONTINUANCE OF ACADEMIC AND VOCATIONAL PROGRAMS AT PUBLIC INSTITUTIONS OF HIGHER EDUCATION.

V. STATUTORY AUTHORITY

§23-1-107(1), C.R.S. – noted above

§23-71-102, C.R.S – Local district colleges – organization – definitions.

As used in this article 71, unless the context otherwise requires:

(1)(a) ...

(b) Notwithstanding the provisions of subsection (1)(a) of this section:

(I) Colorado mountain college is a dual mission institution, operating as a local district college and offering a limited number of baccalaureate degree programs, as its board of trustees determines appropriate to address the needs of the communities within its service area and as are approved by the Colorado commission on higher education. Colorado mountain college may also offer bachelor of applied science degree programs that are approved by the board of trustees pursuant to section 23-71-134.

(II) Aims community college, in addition to its mission as a local district college, may also offer, as its board of trustees determines appropriate to address the needs of the communities within its service area:

(A) Bachelor of applied science degree programs that are approved by the board of trustees pursuant to section 23-71-134; and

(B) Bachelor of science degree in nursing programs, as a completion degree to students who have or are pursuing an associate degree in nursing, that are approved by the Colorado commission on higher education pursuant to section 23-1-133(2).

§23-1-133, C.R.S. - Commission directive - bachelor of science degree in nursing program – Aims community college – approval.

(1) Repealed.

(2) (a) In determining whether to approve a bachelor of science degree in nursing program as a completion degree to students who have or are pursuing an associate degree in nursing for Aims community college pursuant to section 23-71-102 (1)(b)(II)(B), the commission shall consider the following criteria:

...

§23-60-211, C.R.S. – Degrees.

(4) (a) Subject to the requirements of section 23-1-107, a community college that is part of the state system of community and technical colleges may, with board approval, offer a bachelor of applied science degree. A community college may request authority to offer more than one bachelor of applied science degree program. In considering whether to approve a request by a community college to offer a bachelor of applied science degree, the board shall consider student and workforce demand, cost effectiveness for the students, the community college system, and the state, and accreditation and licensing requirements.

(4) (b) The board shall notify the Colorado commission on higher education of each bachelor of applied science degree program that the board approves pursuant to this subsection (4).

...

§23-71-134, C.R.S. – Local district colleges – bachelor of applied science degree programs - approval.

(1) A local district college may, with the approval of its board of trustees, offer a bachelor of applied science degree. A local district college may request authority to offer more than one bachelor of applied science degree. In considering whether to approve a request to offer a bachelor of applied science degree, the board of trustees shall consider student and workforce demand, cost effectiveness for the students, and accreditation and licensing requirements.

(2) The board of trustees shall notify the Colorado commission on higher education of each bachelor of applied science degree program that the board of trustees approves pursuant to this section.

...

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

(1) As used in this section, unless the context otherwise requires:

(a) "Approved educator preparation program" means an educator preparation program that has been reviewed pursuant to the provisions of this section and has been determined by the commission to meet the performance-based standards established by the commission pursuant to this section and the requirements of section 23-1-108.

...

§23-31.5-112, C.R.S. - Institute of cannabis research – governing board – powers relating to the receipt and use of certain tax revenues – definitions.

...

(2)(a) There is created the institute of cannabis research, to be housed at Colorado state university - Pueblo, unless a relocation occurs pursuant to subsection (7) of this section.

...

(3)(d) The governing board shall advise any Colorado institution of higher education that seeks to develop a cannabis-specific curriculum. The Colorado commission on higher education shall seek input from the governing board before approving any cannabis-related degrees or certification.

...

VI. APPENDIX:

Appendix A: (with tracked changes) Proposed Revisions to CCHE Policy I, V: CREATION, MODIFICATION OR DISCONTINUANCE OF ACADEMIC AND VOCATIONAL PROGRAMS AT PUBLIC INSTITUTIONS OF HIGHER EDUCATION.



SECTION I

PART V CREATION, MODIFICATION OR DISCONTINUANCE OF ACADEMIC AND VOCATIONAL PROGRAMS AT PUBLIC INSTITUTIONS OF HIGHER EDUCATION

1.00 Introduction

Senate Bill 17-297 amended §23-1-107(1), C.R.S. to clarify that Commission approval is not required for new academic or vocational programs, so long as the new program is consistent with an institution's statutory role and mission. The Commission delegates review of statutory role and mission to Department staff (see Section 4.02.01 below). There are ~~several three~~ exceptions where proposed degrees have additional statutory requirements and require commission approval; ~~including~~ educator preparation degrees offered by any institution; cannabis-related degrees or certifications offered by any institution; ~~baccalaureate degrees at Colorado Mountain College;~~ and bachelor of science in nursing (B.S.N.) completion degrees at Aims Community College; ~~and bachelor of applied science (B.A.S.) degrees at Aims Community College and at Colorado Community College System campuses.~~ Each of these exceptions are explained in detail below. This policy does not apply to certificate programs.

It should be noted that 4-year institutions may offer programs that are commonly referred to as “certificates” that do not require review by the Department and are not eligible for entry into SURDS. Examples include, but are not limited to, non-credit bearing programs offered on a cash-funded basis, emphasis areas within degrees, and other sequences of courses that do not result in a bona fide credential. To be eligible for entry into SURDS, certificates must be credit-bearing, standalone programs (i.e., not part of a baccalaureate or graduate degree program). Certificates that can be applied to degree program requirements, such as “stackable certificates,” are considered to be standalone programs.

2.00 Statutory Authority

The Commission’s role and responsibility in the creation, modification and discontinuance of academic and vocational programs is defined in §23-1-107, which states that:

- (1) A governing board of a state-supported institution of higher education is not required to submit a proposal to or obtain approval from the commission to create, modify, or discontinue academic or vocational programs offered by the institution, so long as the creation,

modification, or discontinuance of the academic or vocational program is consistent with the institution's statutory role and mission.

There are ~~five~~three exceptions where proposed degrees have additional statutory requirements:

2.01 Educator preparation program review and approval is a collaborative responsibility of the Colorado Department of Education and the Colorado Department of Higher Education and a dual approval process between the State Board of Education and the Colorado Commission on Higher Education, per §23-1-121, C.R.S.

2.02 Cannabis-related degrees and certifications are subject to review by the governing board of the Institute of Cannabis Research and approval by the Commission per §23-31.5-112(3)(d), C.R.S.

~~Colorado Community College System institutions, as well as Aims Community College, received state authorization to propose bachelor of applied science (B.A.S.) degrees when Senate Bill 14 004 was enacted, creating §23-1-133, C.R.S. and amending §23-71-102, C.R.S., which require the State Board for Community Colleges and Occupational Education (SBCCOE) or the Board of Trustees for Aims Community College to submit to the Commission for its approval technical, career, and workforce development bachelor of applied science degree programs and specify the criteria to be used in evaluating requests.~~

~~2.03 Similarly, Senate Bill 10-101 and House Bill 19-1153 amended §23-71-102, C.R.S. to read, "...Colorado mountain college, in addition to its mission as a local district college, may also offer a limited number of baccalaureate degree programs as its board of trustees determines appropriate to address the needs of the communities within its service area and that are approved by the Colorado commission on higher education." The Commission has the authority to approve those degrees based on the criteria outlined in §23-71-133, C.R.S.~~

2.03~~4~~ ~~Similarly, House Bill 18-1300 and House Bill 21-1330 amended §23-71-102, C.R.S. to read, "...Aims community college, in addition to its mission as a local district college, may also offer, as its board of trustees determines appropriate to address the needs of the communities within its service area...bachelor of science degree in nursing programs, as a completion degree to students who have or are pursuing an associate degree in nursing, that are approved by the commission on higher education pursuant to section "~~and the Commission has the authority to approve those degrees based on the criteria outlined in §23-1-133(2)."; C.R.S.

2.02~~5~~ ~~Cannabis related degrees and certifications are subject to review by the governing board of the Institute of Cannabis Research and approval by the~~

~~Commission per §23-31.5-112(3)(d), C.R.S.~~

3.00 Policy Goal

The goal of this policy is to ensure that a new or substantively modified program is consistent with the statutory role and mission of the institution and meets additional statutory requirements (where applicable). Additionally, the Department needs certain information, including but not limited to degree level and CIP code, to enter new programs into the Student Unit Record Data System (SURDS) so that institutions may report enrollment and completion, for instance, in those programs.

4.00 New and Substantively Modified Programs: Process and Procedures

4.01 Governing Board Approval

4.01.01 A governing board may act to approve a new degree program before or after the Department's approval of the program or endorsement of the program's fit with the institution's statutory role and mission.

4.01.02 The governing board shall formally notify the Department of its approval of a new or substantively modified degree program immediately following board action. The Department requests that new program proposals be sent by the institution's or system's representative on Academic Council (or their designee) to the Department staff who facilitate Academic Council. Institutions should follow their normal process to ensure compliance with any applicable federal regulations as well as any accreditation requirements.

4.02 Review by the Department

4.02.01 Upon receipt of the notification of the governing board's action, the Department reviews the program for fit with the institution's statutory role and mission; compliance with the 60 credit cap for associate of arts and associate of science degrees or 120 credit cap for baccalaureate degrees [per §23-1-125(1)(a)] unless exempted by the Commission; ~~and~~ alignment with GT Pathways requirements unless a waiver is sought [per 23-1-125(3)]; and any other applicable statutory requirements. The Department will respond to the governing board within 30 days of receiving the proposal.

4.02.02 In the case of new or substantively modified program proposals that are not subject to the statutory requirements outlined above (which will be the majority of new program proposals), if the Department determines that the

proposed program is consistent with an institution's statutory role and mission and meets the other applicable statutory or Commission requirements outlined above then the Department shall enter the new or substantively modified program into the Student Unit Record Data System (SURDS) and notify the institution. Following notification to the institution, the new or substantively modified program will be added to the agenda for the next meeting of Academic Council for information purposes.

- If the Department determines that the proposal is not consistent with the institution's statutory role and mission or credit cap or GT Pathways requirements (if applicable), it will so inform the governing board. The Department shall take waiver requests for credit cap and GT Pathways (where applicable) to the Commission for action.
- If disagreement on Department staff's determination arises then the review and ensuing discussion shall be elevated to Academic Council for its advice. The Commission shall have final authority as to whether or not the proposed program is approved.

4.02.03 In the case of new educator preparation programs, Department staff shall follow the review process outlined in Commission Policy I, P: Educator Preparation, per §23-1-121, C.R.S.

4.02.04 In the case of ~~cannabis-related programs and BSN programs at Aims Community College, degree or certificate programs that are subject to statutory requirements or criteria that go beyond fit with role and mission (other than educator preparation programs)~~, Department staff shall engage in appropriate and prudent due diligence in reviewing proposals, which may include inviting public comment and consulting with the Academic Council. The Academic Council is comprised of chief academic officers from public higher education institutions and systems across Colorado. As the primary stakeholder group for the Department on matters of academic policy and programs, the role of the Academic Council is to advise Department staff and help ensure that appropriate due diligence is conducted with any Commission business related to academic affairs. The Academic Council is an advisory body, and not a decision-making body.

4.02.05 In the case of ~~Bachelor of Applied Science degrees at one of the campuses within the Colorado Community College System (§23-1-133(1), C.R.S.); Bachelor of Applied Science degrees at Aims Community College (§23-71-102 (1)(b)(II)(A) C.R.S., and §23-1-133(2), C.R.S.); and Bachelor of Science in Nursing degrees at Aims Community College (§23-71-102(1)(b)(II)(B), C.R.S., and §23-1-133(2), C.R.S.)~~, the review process shall be as follows:

- The chief academic officer of the institution ~~or system seeking approval of a BAS or BSN program~~ shall submit a proposal to the Department addressing all of the criteria listed in ~~§23-1-133(1)(a), C.R.S. (for~~

~~Colorado Community College System institutions), or in~~ §23-1-133(2)(a), C.R.S. (~~for Aims Community College~~), including:

- Data demonstrating sufficient workforce and student demand for the proposed degree program;
 - The regional and professional accreditation requirements for the degree program, if applicable, and evidence that the institution can satisfy those requirements, as appropriate, at both the institutional and program levels;
 - Evidence that providing the degree program is cost-effective for students ~~and~~; for the institution, ~~and for the Colorado Community College System (if applicable)~~;
 - Evidence that the degree program is sufficiently distinguishable from an existing degree program at a state four-year institution provided within the community college's service area, and sufficiently distinguishable from a degree program that had been offered in conjunction with a state four-year institution that is scheduled to be reinstated; and
 - Evidence that the degree program could not practically or feasibly be offered through a statewide transfer agreement.
- Upon receipt of the proposal, the Department will consult with all state four-year institutions regarding any existing similar academic programs offered by the four-year institutions, and any potential opportunities to offer the proposed degree through collaboration or articulation.
 - If the Department determines that the institution's or system's proposal does not meet one or more of the above statutory requirements, the Department will provide a written response identifying the area or areas where the proposal has fallen short. The institution ~~or system~~ may revise and resubmit the proposal for review.
 - If the Department determines that the institution's ~~or system's~~ proposal does meet the above statutory requirements, the proposal will be sent to members of the Academic Council for consideration of any anticipated systemwide effects of the new degree program.
 - Members of Academic Council will have no fewer than 30 calendar days (excluding periods of time between academic terms) to review the proposal and provide written feedback to the Department, which will be shared with the proposing institution.
 - Following the 30-day review period, the proposal will be placed on the agenda for the next meeting of the Academic Council for discussion. At the meeting, Department staff will summarize the feedback received from institutions on the proposal and provide an opportunity for representatives of the proposing institution ~~or system~~ to respond.
 - If there is no indication among members of Academic Council that the proposed degree program could have negative systemwide effects, the

proposal will be placed on the next Commission meeting agenda with a staff recommendation for approval.

- If there is indication among members of the Academic Council that the proposed degree program could have negative systemwide effects, ~~the institution or system~~ submitting the proposal will be encouraged to resolve any areas of concern. The institution ~~or system~~ may then submit a revised proposal, which will be reviewed by Department staff. If Department staff determine that the proposing institution has sufficiently addressed any concerns raised by members of Academic Council, the proposal will be placed on the next Commission meeting agenda with a staff recommendation for approval. If Department staff determine that the proposing institution has not sufficiently addressed concerns raised by members of Academic Council, or sufficiency is indeterminate, the revised proposal will be sent to members of Academic Council for another review period of no fewer than 30 days, after which the revised proposal will be placed on the agenda for the next meeting of the Academic Council for discussion, with similar steps taken as outlined above.
- If following a second round of feedback there is indication that the proposed degree program could have negative systemwide effects, the institution ~~or system~~ may request that the proposal be brought to the Commission for discussion. In preparing the agenda item for the Commission, Department staff will summarize all feedback received during the review process and may recommend that the Commission approve or not approve the program. The Commission may choose to act by approving or not approving the program or may request additional information and postpone action to a future meeting.

~~4.02.06 In the case of baccalaureate degrees at Colorado Mountain College [§23-71-102(1)(b)(1), C.R.S., and (§23-71-133(1), C.R.S.)], the review process shall be as follows:~~

- ~~● The chief academic officer of the institution shall submit a proposal to the Department addressing all of the criteria listed in §23-71-133(1), C.R.S., including:~~
- ~~○ Data demonstrating sufficient workforce and student demand for the proposed degree program;~~
- ~~○ The regional and professional accreditation requirements for the degree program, if applicable, and evidence that the institution can satisfy those requirements, as appropriate, at both the institutional and program levels;~~
- ~~○ Evidence that the institution's provision of the baccalaureate degree program is the most cost-effective way to provide the program within the institution's service area; and~~

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- ~~○ Evidence via a cost-benefit analysis that the institution's proposed baccalaureate degree program will not create a negative impact for the institution or require additional state-appropriated money to operate.~~
- ~~● Upon receipt by the Department, the proposal will be placed on the next Academic Council meeting agenda or distributed to Academic Council electronically for the Council's advisement to the Department.~~
- ~~● Once the Department determines that the institution's proposal meets the above statutory requirements, the proposal will be placed on the next Commission meeting agenda with a staff recommendation for approval. If the proposing institution disagrees with the assessment of Department staff, the institution may request that the proposal be brought to the Commission for discussion. In preparing the agenda item for the Commission, Department staff will summarize all feedback received during the review process and may recommend that the Commission approve or not approve the program. The Commission may choose to act by approving or not approving the program, or may request additional information and postpone action to a future meeting.~~

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4.02.067 In the case of cannabis-related degrees or certifications (§23-31.5-112(3)(d), C.R.S.), the review process shall be as follows:

- The proposing institution shall inform the Institute of Cannabis Research at Colorado State University-Pueblo of its intention to develop a cannabis-related academic program and follow the procedures and processes established by the Institute's governing board for providing advisement to institutions seeking to develop a cannabis-specific curriculum.
- The chief academic officer of the institution seeking approval of a cannabis-related program shall submit a proposal to the Department addressing the following criteria:
 - Fit with the institution's statutory role and mission;
 - Confirmation of required approvals from the institution's governing board and applicable accrediting agencies (or evidence that approval processes have been initiated); and
 - Written confirmation of consultation with the Institute of Cannabis Research.
- If the Department determines that the institution's proposal does not meet one or more of the above requirements, the Department will provide a written response identifying the area or areas where the proposal has fallen short. The institution may revise and resubmit the proposal for review.
- If the Department determines that the institution's proposal does meet the above requirements, Department staff shall seek input from the governing board of the Institute of Cannabis Research on the need and

fit of the proposed program in meeting the needs of the cannabis industry or advancing research and economic development associated with cannabis in Colorado. The Department will also initiate a public comment period of no fewer than 30 days. The program proposal will be placed on the next Academic Council meeting agenda or distributed to Academic Council electronically for the Council's advisement to the Department. The Department may ask the institution to revise the proposal in response to any feedback received.

- Once the Department determines that the institution has satisfactorily addressed any concerns, the proposal will be placed on the next Commission meeting agenda with a staff recommendation for approval. If the proposing institution disagrees with the assessment of Department staff, the institution may request that the proposal be brought to the Commission for discussion. In preparing the agenda item for the Commission, Department staff will summarize all feedback received during the review process and may recommend that the Commission approve or not approve the program. The Commission may choose to act by approving or not approving the program, or may request additional information and postpone action to a future meeting.

5.00 Non-Substantive Modifications to and Discontinuance of Existing Programs

Following institutional and/or governing board approval, proposals that involve non-substantive modification to or discontinuance of an existing program, must be reported to the Department for appropriate entry in the list of approved programs in SURDS and do not require action by the Commission. Following notification by the institution to the Department, the discontinued or non-substantively modified program will be added to the agenda for the next meeting of the Academic Council for information purposes.

HISTORY: CCHE Agenda Item III, B – November 6, 2014; CCHE Agenda Item III, B – December 4, 2014; CCHE Agenda Item VI, A – October 23, 2017; CCHE Agenda Item V, B - December 7, 2017; CCHE Agenda Item III, E – December 6, 2018; CCHE Agenda Item IV, B – September 5, 2019; CCHE Agenda Item III, A – March 6, 2020; CCHE Agenda Item IV, A – September 2, 2021.

TOPIC: DEGREE AUTHORIZATION ACT – PROPOSED REVISIONS TO
CCHE POLICY SECTION I, PART J: DEGREE AUTHORIZATION

PREPARED BY: HEATHER DELANGE, OFFICE OF PRIVATE POSTSECONDARY
EDUCATION

I. SUMMARY

This discussion item proposes amendments to the Degree Authorization policy (CCHE policy Section I, Part J) in response to HB21-1306 and to provide clarification for operation as private, degree-granting institution or, if applicable, an out of state public institution.

II. BACKGROUND

The Degree Authorization Act (DAA) outlines the Department’s jurisdiction over private education programs available to Colorado residents. The DAA establishes standards to prevent misrepresentation, fraud, and collusion in offering educational programs to the public and to protect, preserve, foster, and encourage the educational programs offered by private educational institutions which meet generally recognized criteria of quality and effectiveness as determined through voluntary accreditation.

The passage of HB21-1306 requires changes to DAA accreditation requirements for private institutions. Department staff propose additional amendments, clarifications, codifications to other sections to improve the policy.

III. STAFF ANALYSIS

The 2021 session of the General Assembly included legislation that requires changes to the approved CCHE policy, Section I, Part J: Degree Authorization. The bill’s prime outcome changed accreditation requirements for freestanding, single-purpose institution of construction education.

Current language requires institutions to seek accreditation through a U.S. Department of Education recognized accreditor but the change to statute (§23-2-101, et seq.) now permits freestanding institutions of construction education to seek accreditation from a Council for Higher Education Accreditation (CHEA) recognized accreditor.

Staff periodically review policy to ensure clarity of the processes and requirements for institutional compliance in relation to statute. In recent years, areas of the policy in need of clarification have been identified.

The proposed changes include:

- Clarifying the three-year limit for institutions on Provisional Authorization
- Providing a clarification on the statutory role of the Commission regarding the review and compliance of Religious Training Institutions

- Providing a more comprehensive definition for activity that requires authorization, specifically regarding third-party activity within the state
- Codifying the practice of using information outside of the required materials for Religious Training Institutions
- Codifying the requirement of a governing board for Religious Training Institutions

IV. STAFF RECOMMENDATION

This item is for discussion only and will return for action at a subsequent meeting.

STATUTORY AUTHORITY

§23-2-103.1, C.R.S., Commission – department – duties – limitation – reciprocity

(1) The commission shall:

(a) Establish procedures for authorizing, reauthorizing, and revoking the authorization of private colleges and universities and seminaries and religious training institutions in accordance with the provisions of this article, including but not limited to procedures by which an institution may apply for authorization or reauthorization and the procedures the department shall follow in reviewing applications and making recommendations to the commission.

ATTACHMENT

Attachment A: CCHE Policy Section I, Part J with proposed additions.

TOPIC: PRESENTATION: TRANSFORMING EDUCATOR PREPARATION

PREPARED BY: Brittany Lane, Ph.D, Director of Educator Preparation

I. SUMMARY

This presentation will inform the Commission on important topics being addressed in educator preparation through a three-part panel:

- Ensuring Quality – Dr. Ann Sebald, Assistant Professor and Co-Director, Center for Educator Preparation, Colorado State University
- Researching Financial Barriers – Mary Beth Snow and Liz Bohl, graduate students, University of Colorado, Boulder
- Diversifying the Educator Workforce – Mrs. Mary Bowens, Principal, Timberline Elementary School (Cherry Creek School District)

II. BACKGROUND

The Commission has established an attainment goal of 66 percent of Coloradans with a postsecondary credential to meet the state’s workforce needs. A critical part of reaching this goal is ensuring that Colorado has the necessary quality teacher workforce that helps all P-12 students prepare to seek and obtain postsecondary credentials. To this end, the Colorado Department of Higher Education (CDHE) has a goal of increasing the number of educator preparation credentials by more than 15 percent over the next 5 years. The CDHE educator preparation program focuses on the intersection of excellent preparation, innovation, and affordability.

In the spring of 2020, schools moved quickly to keep students, teachers, and staff safe by pivoting quickly to remote teaching and learning. In the aftermath, Colorado finds itself once again facing a crisis of looming educator shortages. Though we have yet to see the full impact of the pandemic on the educator workforce, districts have concerns regarding teacher and leader turnover due to stress and burnout. Colorado districts report that nearly 6% of teachers have resigned with another 2% taking leaves of absence since the beginning of the pandemic¹.

Retaining high-quality, in-service educators is essential for both students and districts. Nationally and locally, almost 30% of early-career teachers leave their classrooms within 5 years.² Nearly two-thirds of educators leave the profession before retirement. These rates are even higher in schools that serve high-poverty, high-minority, and vulnerable student populations, intensifying inequities in schools that are already under-resourced.³ Teacher attrition is concerning as it not only affects school climate, but also affects students’ academic achievement. Researchers found that in grade levels with a high degree of teacher turnover, students scored lower in math and

¹ Colorado Department of Education & Colorado Education Initiative (2020). Colorado School District Needs Assessment. <https://beta.documentcloud.org/documents/20419380-fall-2020-needs-assessment-report>

² Sutcher, L., Darling-Hammond, L., & Carver-Thomas, D. (2016). A coming crisis in teaching? Teacher supply, demand, and shortages in the U.S. Palo Alto, CA: Learning Policy Institute.

³ Ronfeldt, M., Loeb, S., & Wyckoff, J. (2013). How teacher turnover harms student achievement. *American Educational Research Journal*, 50(1), 4–36.

English language arts.⁴ Furthermore, recent estimates indicate a cost to districts and taxpayers upwards of \$20,000 to replace a teacher—funds that could be directed elsewhere.⁵

High-Quality Preparation

There are a variety of factors that contribute to teacher turnover, including preparation and initial support on the job. Studies show that teachers who were more satisfied with their preparation program perceived themselves to be more effective as educators and were significantly less likely to intend to leave their positions.⁶ The quality of a novice teacher's preparation appears to have an important affect on retention as well.

Studies show the amount and type of pedagogical preparation that early-career teachers received had a substantial impact on how likely they were to remain in teaching. Factors like practice teaching and receiving feedback significantly contributed to whether novice teachers left the field.⁷ Effective preparation programs integrate the knowledge of curricula and of learners and provide ongoing clinical experiences to give aspiring educators an opportunity to refine their practice. Underprepared teachers struggle to learn to teach on the job, lack a sense of efficacy, and leave the profession quickly, creating a revolving door of new hires every year.

Addressing Financial Barriers

A 2017 CDHE study found that low enrollment in, and completion of, educator preparation programs also contribute to statewide shortages.⁸ One factor affecting low enrollment in educator preparation programs is low teacher pay. Colorado currently ranks 50th in the nation on teacher pay competitiveness.⁹ The combination of high costs of living and low pay contributes to keeping prospective teachers out, and high debt can force teachers who do enter to shift careers.

The burden of the low economic return on being a teacher is exacerbated by the increasing costs of the preparation needed to become one. Colorado's recent return on investment report shows students who graduate with a bachelor's degree in education make just 8% below the statewide median wage one year after graduation.¹⁰ However, ten years after graduation, teachers make 25% below the statewide median. Additionally, while college tuition continues to rise, teacher pay declined 15% between 2000 and 2017 after adjusting for inflation.¹¹ Candidates cannot pay burdensome tuition while learning to teach, nor can they afford to repay loans when earning lower salaries.

⁴ Carver-Thomas, D., Kini, T., & Burns, D. (2020). Sharpening the divide: How California's teacher shortages expand inequality. Palo Alto, CA: Learning Policy Institute.

⁵ Ronfeldt, M., Loeb, S., & Wyckoff, J. (2013). How teacher turnover harms student achievement. *American Educational Research Journal*, 50(1), 4–36.

⁶ DeAngelis, K. J., Wall, A. F., & Che, J. (2013). The Impact of Preservice Preparation and Early Career Support on Novice Teachers' Career Intentions and Decisions. *Journal of Teacher Education*. 64(338-355).

⁷ Ingersoll, R., Merrill, L., & May, H. (2014). What are the effects of teacher education and preparation on beginning teacher attrition? Research Report (#RR-82). Philadelphia: Consortium for Policy Research in Education, University of Pennsylvania.

⁸ Colorado Department of Education and Colorado Department of Education. (2017) *Teacher Shortages Across the Nation and Colorado: Similar Issues, Varying Magnitudes*.

⁹ Meltzer, E. (2018, April 5). Colorado teachers can claim an unwelcome distinction: Most underpaid in the nation (or close to it). Chalkbeat Colorado. co.chalkbeat.org/2018/4/5/21104880/colorado-teachers-can-claim-an-unwelcomedistinction-most-underpaid-in-the-nation-or-close-to-it

¹⁰ Colorado Department of Higher Education. (2020). *The Road to Affordability: Reducing Cost and Maximizing Value for Students and our State*.

¹¹ Abamu, J. (2018). The Data Tells All: Teacher Salaries Have Been Declining For Years. EdSurge. www.edsurge.com/news/2018-04-05-the-data-tells-all-teacher-salaries-have-been-declining-for-years

The low return on investment serves as a disincentive for choosing teaching as a profession. Additionally, low return means that not all students have the luxury to pursue teaching. Still, despite the lower economic value of teaching credentials, these degrees provide significant social value. Not only do high-quality teachers fill essential jobs but they also educate the next generation of workers. Addressing the economics of teacher preparation as part of broader Colorado workforce needs is paramount to the future of the state.

Diversifying the Educator Workforce

Slightly more than half of K-12 students in Colorado are Black or African American, Hispanic or Latino, Asian, or another non-white race/ethnicity, yet our teachers are overwhelmingly White and female. Colorado's pool of educators-in-training continues to reflect this trend as it is predominately (75%) non-Hispanic White and female.

Yet studies show that students feel more cared for, are motivated by, and learn more from educators who share their same race¹². Further research suggests that all students benefit from having at least one teacher of color, and students of color that have had at least one same-race teacher in grades 3-5 were 39% less likely to drop out of high school than those who had not had a teacher of color.¹³ A diverse pipeline of educators is critical to ensuring that the profession reflects the racial, ethnic, and linguistic diversity of the communities it serves.

Conclusion

The Department is committed to identifying and elevating innovative and affordable pathways into and through educator preparation programs to meet our attainment goal. Doing so will attract more aspiring educators to the field—educators that reflect Colorado's increasingly diverse P-12 students. What's more, providing high-quality preparation programs that pair rigorous coursework with deep clinical experiences in schools will help to ensure that novice educators are equipped to persist in the field and effect student achievement.

III. STAFF RECOMMENDATIONS

This is an information item only; no formal action is required by the Commission. However, the CCHE can support the Department and the state by:

- Prioritizing investments in education and other majors and programs that have high public benefit but low salaries.
- Advocating for pathways and programs that stack credentials and ensure that professional development for all educators is evaluated for credit toward a degree.
- Advocating for paid clinical experiences (work-based learning) for educator candidates.
- Continuing to support additional policy changes that focus on educator preparation program outcomes over compliance.
- Considering serving on the educator diversity workforce workgroup the Department is convening in response to [SB21-1010](#).

¹² Egalite, A., Kisida, B., & Winters, M.A., (2015, April). Representation in the classroom: The effect of ownrace teachers on student achievement. *Economics of Education Review*, 45, 44-52.

¹³ Egalite, A., & Kisida, B. (2017, June). The Effects of Teacher Match on Students' Academic Perceptions and Attitudes. *Educational Evaluation and Policy Analysis*, 40(1), 59-81.

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.

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



COLORADO COMMISSION ON HIGHER EDUCATION

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

ADVISORY COMMITTEE

Legislative Advisors

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

Subject Matter Advisors

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





INSTITUTION AND SYSTEM LEADERS

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



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

Higher Education Glossary

529 Savings Plan - 529 plans are more than just savings accounts. These state-sponsored college savings plans were established by the federal government in Section 529 of the Internal Revenue Code to encourage families to save more for college. They offer unique state and federal tax benefits you can't get from other ways to save, making them one of the best ways to save for college.

Accuplacer - A suite of computer-adaptive placement tests that are used as assessment tools at institutions to evaluate the level of course work for a student. Students measured as needing additional course work will be assigned to remediation.

Admission Standard - includes both Freshman and Transfer standard. The freshman standard applies to all in-state and out-of-state new freshmen applicants and to transfer applicants with 12 or fewer college credit hours, except freshmen and transfer applicants who meet one of the admissions standards index exemptions. The transfer standard applies to all degree-seeking undergraduate transfer applicants with more than 12 college credit hours who do not meet one of the exemptions

Admission Window - Defined in Admission policy, "The maximum allowable percentage of admitted students who are not required to meet the CCHE admission standards within a specific fiscal year is referred to as the admissions window. Separate windows exist for the freshmen and transfer standards. The allowable percentage is determined by the Commission." The percentages vary by institution.

CAP4K - SB08-212, Preschool to Postsecondary Education Alignment Act; Colorado Achievement Plan for Kids.

CHEA - Council for Higher Education Accreditation. As described on their website, CHEA is "A national advocate and institutional voice for self-regulation of academic quality through accreditation, CHEA is an association of 3,000 degree-granting colleges and universities and recognizes 60 institutional and programmatic accrediting organizations."

CIP - Classification of Instructional Program; The purpose of which is to provide a taxonomic scheme that will support the accurate tracking, assessment, and reporting of fields of study and program completions activity. (Relevant in Role & Mission)

CLEP - College Level Examination Program; Earn college credit for passing a subject specific examination.

COA - Cost of Attendance; in the context of financial aid, it is an estimate of what it will reasonably cost the student to attend a given institution for a given period of time.

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

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

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

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

FAP – Financial Aid Plan (HESP specific)

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

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

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

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

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

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

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

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

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

HEAR - Higher Education Admission Requirements, 2008-2010.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

SURDS - Student Unit Record Data System

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

WUE - Western Undergraduate Exchange Program, managed by WICHE