



COLORADO

Colorado Commission on Higher Education

Department of Higher Education

CCHE AGENDA

May 1, 2020

Colorado Department of Higher Education

ZOOM Video Conference

[https://zoom.us/j/304748058?](https://zoom.us/j/304748058?pwd=TEVUNWx1ZVUxcjhPcnF5QjBnZ1NsZz09)

pwd=TEVUNWx1ZVUxcjhPcnF5QjBnZ1NsZz09

Meeting ID: 304 748 058

Password: 028940

COMMISSIONER & ADVISOR WORK SESSION

11:30am – 1:00pm

BUSINESS MEETING

1:00pm – 4:30pm

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

DR. ANGIE PACCIONE, EXECUTIVE DIRECTOR



COLORADO
Colorado Commission on
Higher Education
Department of Higher Education

Tom McGimpsey, Chair
Vanecia Kerr, Vice-Chair
Paul Berrick Abramson
Mary Beth Buescher
Luis Colón
Cassie Gannett
Sarah Kendall Hughes
Charlotte Olena
Brittany Stich
Steven Trujillo
Eric Tucker

Colorado Commission on Higher Education

May 1, 2020

Colorado Department of Higher Education

ZOOM Teleconference Only

Denver, Colorado

11:30am -1:00pm

COMMISSIONER & ADVISOR WORK SESSION (*working lunch*)

TOPICS: My Colorado Journey

1:00 – 4:30pm

BUSINESS MEETING

I. Opening Business

- A. Attendance
- B. Approval of the Minutes for the April 3, 2020 Commission Meeting
- C. Election of Officers
- D. Reports
 - i. Chair
 - ii. Vice-Chair
 - iii. Commissioners
 - iv. Commission Standing Committees
 - v. Advisors
- E. Executive Director Report
- F. Update on Masterplan and Affordability Roadmap Progress
- G. Public Comment

II. Consent Items

- A. Recommend Approval of Culturally and Linguistically Diverse Bilingual Education Specialist at Metropolitan State University of Denver – *Dr. Brittany Lane*

III. Action Items

- A. Approve New Statewide Transfer Articulation Agreements in Computer Science, Dance, Journalism and Public Health – *Dr. Chris Rasmussen*

IV. Discussion Items

- A. Proposed Revisions to CCHE Policy Section I, Part L: Statewide Transfer and GT Pathways Policy (to facilitate statewide transfer agreements in engineering) – *Dr. Chris Rasmussen*



B. Proposed Revisions to CCHE Policy I, Part E: Developmental Education and Repeal of CCHE Policy I, Part W: Supplemental Academic Instruction – *Dr. Chris Rasmussen and Katie Zaback*

V. Commission Initiatives

A. Budget and Legislative Update – *Jason Schrock and Chloe Mugg*

VI. Written Reports

A. Update on Legislative Reports – *Katie Zaback and Michael Vente*



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

BUSINESS MEETING

Chair Tom McGimpsey called the business meeting to order at 1:00 p.m.

I. Opening Business

A. Attendance

Commissioners attending: Chair McGimpsey, Vice Chair Kerr, Abramson, Buescher, Colon, Gannett, Hughes, Stich, Trujillo, Tucker, Executive Director Paccione.

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

B. Minutes

Commissioner Colon moved to approve the minutes for the March 6, 2020 Commission meeting. The motion was seconded by Commissioner Gannett and passed unanimously.

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

Chair McGimpsey thanked all institutions of higher education and the Department for exhibiting leadership during the COVID19 pandemic. The focus has been rightly on the health and safety of our students, staff, employees and Coloradans. My personal opinion is our leaders in Colorado have shown clear and early leadership in this crisis. As a commission I also believe that we are open to creative solutions and flexibility to address the current crisis

Vice Chair Kerr also thanked the team at the Department for all of the work that is being done to stay connected to our institutions and to determine exactly what they need. She was impressed by the thinking behind securing laptops and how we can creatively help support our institutions and ultimately the students within

our communities who want to get their degree and want to continue to learn. We have an incredible team of leaders here in Colorado who are focused on the people and how we can continue to ensure that our people are served and our economy can thrive even through this challenging time.

Fiscal Affairs & Audit Committee – Commissioner Tucker reported that the committee met last Friday and discussed the impact of COVID19 on institutions and on the budget, much of which was shared during the learning session by Jason Schrock. The committee also had an extensive discussion of the undergraduate need based financial aid model for 2021 which will be in the items on the agenda today for action.

Student Success & Academic Affairs Committee – Commissioner Gannett reported that the committee did not meet this month, but expressed appreciation for all the Department is doing to support students and institutions at this time.

Advisor Cavanaugh reported that the independent sector, including private and nonprofit institutions appreciates being included in all the information being shared. When Congress was debating the CARES Act, all institutions of higher education were on the same letter that went forth from the state. Colorado was one of the only states that did that. This is more evidence of the inclusive collaborative spirit that exists in Colorado higher education.

Advisor Ruthven thanked the Commission on behalf of Commissioner Anthes for the joint guidance issued on concurrent enrollment and other shared programs.

Executive Director Report

Dr. Paccione reported that all Colorado institutions have transitioned to remote learning. They've moved from full campuses to essential staff only. They've also moved from a focus on "my campus" and "my school" to a statewide focus and in that way, they have also contributed to the state's fundamental and urgent needs. Many have donated PPE from their programs to healthcare providers. Many research labs have also contributed by providing verification of the new types of PPE that are being created and manufactured right here in Colorado. Institution presidents and CEOs have been meeting weekly to share experience and decision making around key issues that all are facing. The Department is providing our congressional delegation with information so that they can make a case on the floor of the House and Senate as to why they should support higher education. The No Lapse in Learning program has been very successful in getting laptops to the most vulnerable students, especially in rural communities. Dr. Paccione thanked all for their efforts in this health crisis.

D. Public Comment – There was no public comment.



II. Consent Items

- A. Recommendation for Revision of CCHE Policy IV: Statewide Extended Studies – *Dr. Chris Rasmussen*
- B. Degree Authorization Act: Recommendation for Renewal of Full Authorization for the College for Financial Planning – *Heather DeLange*
- C. Degree Authorization Act: Recommendation of Authorization for Field Experience (with no instruction) for Miami University – *Heather DeLange*
- D. Recommendation for Reauthorization of Educator Preparation Unit at Fort Lewis College – *Dr. Brittany Lane*

Commissioner Tucker moved to approve Consent Items A-D. The motion was seconded by Commissioner Buescher and passed unanimously.

III. Action Items

- A. Fiscal Year 2020-21 Undergraduate Need-Based Financial Aid Allocation Model – *Emily Burns*

Ms. Emily Burns provided information on both the undergraduate need-based aid allocation methodology as well as the broader total state financial aid allocations, given the new realities the state is facing in the wake of the COVID 19 pandemic and ensuing economic slowdown. Staff explained the impact this will have on the undergraduate need-based aid allocation scenarios and the potential impact on the broader total allocations. Staff recommended the Commission adopt a principled approach to both the undergraduate need-based aid allocation as well as the total allocation. In the event of a reduction, staff recommended that the Merit and CTE aid lines be reduced in order to protect the undergraduate and workstudy allocations. In response to questions, staff explained the difference between the undergraduate and graduate need-based aid allocation formulas, as well as the timeline for Commission approval of total allocations. Staff also reiterated the importance of guardrails in the undergraduate need-based aid allocation methodology, given the need for some stability in year-to-year allocations while highlighting the differences in the scenarios presently being considered relative to the scenarios presented at the March Commission and Committee meetings.

Commission Buescher moved to approve and Commissioner Tucker seconded. The motion passed unanimously.

IV. Discussion Items

- A. Proposed New Statewide Transfer Articulation Agreements in Computer Science, Dance, Journalism and Public Health – *Dr. Chris Rasmussen*
- B. Proposed New Statewide Transfer Articulation Agreement in Mechanical Engineering – *Dr. Chris Rasmussen*



These two discussion items (IV.A and IV.B) were addressed together. Dr. Chris Rasmussen, CDHE Director of Academic Affairs, provided context for the Department's work to develop Statewide Transfer Articulation Agreements, which are statutorily mandated agreements among public institutions for student transfer from an associate's to a bachelor's degree in the same academic discipline or programmatic area. Dr. Rasmussen outlined the process to develop five new agreements in computer science, dance, journalism, mechanical engineering, and public health. The mechanical engineering agreement departs from previous ones in requiring 64 credits for the associate degree (vs. 60), and requiring only 7 of 10 required GT Pathways courses. He noted that the computer science and mechanical engineering agreements are the first to include the Colorado School of Mines. Also presenting were Dr. Tracy Camp, professor of computer science and department chair at Colorado School of Mines, and Ms. Christy Gomez, faculty in mathematics at Front Range Community College, and the Colorado Community College System statewide faculty chair for engineering programs and pathways.

C. Degree Authorization Act: Recommendation of Provisional Authorization for Norwich University – *Heather DeLange*

Heather DeLange, Director of the Office of Private Postsecondary Education, provided an overview of a new institution, Norwich University, which seeks authorization to offer instruction in Colorado. Ms. DeLange informed the Commission about the University going through the authorization process and ultimately, the evaluation team recommended authorization for the University in Colorado. Dr. Bill Clements, Vice President and Dean of the College of Graduate and Continuing Studies for Norwich University joined the meeting and provided the Commission with an overview of the University's desire to be in Colorado.

Dr. Clements provided a brief history of the University and why Colorado was chosen for an additional location, citing personal connections of its new president, the military presence as well as economic and population growth.

The item was presented for discussion only but staff stated its support if the Commission wished to take action. The item was moved to an Action Item by Commissioner Abramson, seconded by Commissioner Colon. Commissioner Buescher moved to approve and Commissioner Tucker seconded. The motion passed unanimously.

D. Recommendation for Reallocation of OER Conference Funds – *Spencer Ellis*

Mr. Spencer Ellis and OER Council Chair Brittany Dudek provided a proposal for CCHE to approve the \$40,000 planned for the June 4-5 Annual OER Conference to be reallocated toward the Department's *No Lapse in Learning* initiative, to help expand access to essential technologies for students in direct response to the



growth in online education due to COVID-19. The reallocation of the conference funds to support the *No Lapse in Learning* initiative extends the spirit of access to open educational resources both for the immediate needs of students learning online and in the long-term investment to enable infrastructures necessary for sustainable open education work. Already awarded OER Grants remain supported to their full effect as institutions continue to incorporate OER in instructional practices. In conclusion, staff recommended that the Commission approve the proposal to reallocate the OER Conference funds, in the amount of \$40,000, toward the *No Lapse in Learning* initiative to expand access to essential technologies for students in greater need due to the COVID-19 crisis.

This item was moved to an Action Item by a motion from Commissioner Tucker and a second by Commissioner Trujillo. Commission Buescher moved to approve and Commissioner Hughes seconded. The motion passed unanimously.

V. Commission Initiatives

A. Legislative and Budget Update – *Chloe Mugg and Jason Schrock*

Budget Update – Mr. Jason Schrock, CDHE, provided an update on the state budget situation, especially as it pertains to higher education. The budget landscape has changed substantially over the past month due to the COVID-19 pandemic. The March revenue forecast from the legislature showed approximately \$800 million in less revenue for the General Fund budget for FY 2020-21. There is expected to be an updated revenue forecast by early May for the legislature to use to finalize the budget. Unfortunately, the revenue picture is likely to deteriorate. The Joint Budget Committee (JBC) will have to reverse much of the spending increases it had initially approved, including the seven percent increase for higher education institutions.

The federal stimulus package being adopted by Congress will provide some state relief. Mr. Schrock referenced a document “CARES Act and Colorado State Budget” from the Office of State Planning and Budgeting (OSPB) which outlines the federal stimulus money for the state. However, it is unclear whether the funds can be used to backfill revenue shortfalls or only for new spending related to the pandemic.

Mr. Schrock discussed the potential substantial revenue shortfall the state could face over the next few fiscal years due the economic downturn, again referencing the CARES Act and Colorado's State Budget document. He also discussed the \$14 billion in funding for higher education nationwide from the federal stimulus package. Most of this money for Colorado will be split between higher education institutions and emergency grants to students.

The meeting was adjourned at 2:45pm.



TOPIC: RECOMMEND APPROVAL OF CULTURALLY AND LINGUISTICALLY DIVERSE BILINGUAL EDUCATION SPECIALIST AT METROPOLITAN STATE UNIVERSITY OF DENVER

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

I. SUMMARY

This consent item recommends approval to offer Culturally and Linguistically Diverse (CLD) Bilingual Education Specialist at Metropolitan State University of Denver (MSUD)

II. BACKGROUND

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

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

- The Colorado Department of Education (CDE) conducts a review of the endorsement program, to ensure its content is designed and implemented in a manner that will enable a candidate to meet the requirements for licensure in Colorado (C.R.S. §22-60.5).
- Following that review, CDE makes a recommendation to the SBE for consideration.
- If the SBE approves the application, the approval is forwarded to DHE.
- Upon receiving an approval from SBE, DHE reviews the proposed program for statutory performance criteria [C.R.S. §23-1-121(2)]:
 - a comprehensive admission system;
 - ongoing advising and screening of candidates;
 - integration of theory and practice in coursework and field-based training;
 - supervised field-based experience; and,
 - assessment of candidates' subject matter and professional knowledge and ability to apply the professional knowledge base.
- DHE forwards a recommendation for approval or denial to CCHE for action.

III. STAFF ANALYSIS

The SBE approved the content of MSUD's CLD Bilingual Education Specialist endorsement program at its meeting on November 13, 2019 and CDE staff transmitted its affirmative recommendations to the department.

This program supports the development of educator candidates the metro area. Department staff analyzed the proposed program, according to the statutory performance criteria set forth in C.R.S.

§23-1-121(2) and confirmed it meets the statutory performance criteria. The following evidence is summarized from the institution's proposal:

1. **Comprehensive admission system:** Students interested in the CLD Bilingual Education Specialist K-12 added endorsement program will be required to apply to the School of Education (SOE). Admission requires completion of a minimum of 30 university credits with a GPA of 2.5 or higher. This endorsement is only available to candidates who already hold an initial license.
2. **Ongoing screening and advising:** Once formally accepted into the SOE, candidates are assigned a faculty advisor to receive clear and consistent communication regarding program placement and progression.
3. **Integration of theory and practice (aligned with Colorado Academic Standards) in coursework and field-based training:** Candidates will be observed as they apply the strategies and methodology, they have learned in the program in a Spanish classroom setting. This field experience will be taken in conjunction with the Spanish Bilingual Methods and Materials course. Students in the program will have numerous opportunities to integrate theory and practice and enact their learning in a scaffolded way as skills develop through their licensure program. All field-based courses are paired with or embedded within a methods course. Students practice and reflect upon their field experiences during class sessions.
4. **Supervised field-based experience:** All field experiences are aligned to the learning standards. Each field course includes an evaluation that focuses on an aspect of the candidate's development in relation to the standards as appropriate to course content. The use of this standard set of indicators across the program offers consistency in support, feedback and evaluation of candidates in the field. During field-based experiences students are evaluated using the Dispositions for Field Placement Setting tool to evaluate key aspects of the student's professional performance to ensure students are developing and implementing the expected professional behaviors.
5. **Candidate skills and content knowledge:** Ongoing assessment will be conducted throughout the program.
6. **Continual improvement:** There are several types of data that will be collected to demonstrate skill in applying the professional knowledge base. These data include the key assignments, Teacher Work Sample (TWS), Student Teaching Dispositional Data and Student Teaching Observational Report Data. Key assignments will be embedded in courses throughout the candidates' licensure program and bilingual endorsement program. The key assignments will be scored using rubrics aligned with state standards. All students will be required to complete a TWS as part of student teaching/residency, requiring candidates to plan and teach a unit of study. As part of this requirement, candidates will rationalize instructional decisions based on contextual factors, academic data, and social/cultural variables as well as assess students and engage in a reflective process after teaching each lesson. Throughout this process candidates will be required to explain the choices they make in their practice.

Pursuant to Colorado Revised Statutes §23-5-129(6)(b), department staff finds the proposed degree is consistent with the institution's statutory role and mission and meets the educator preparation requirements in §23-1-121, C.R.S.

IV. STAFF RECOMMENDATION

Staff recommends that the Commission approve the Culturally and Linguistically Diverse Bilingual Education Specialist program and MSUD.

V. STATUTORY AUTHORITY

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

(2) The commission shall adopt policies establishing the requirements for educator preparation programs offered by institutions of higher education. The department shall work in cooperation with the state board of education in developing the requirements for educator preparation programs. At a minimum, the requirements shall ensure that each educator preparation program complies with section 23-1-125, is designed on a performance-based model, and includes:

(a) A comprehensive admission system that includes screening of a candidate's dispositions for the field in which he or she is seeking licensure, consideration of a candidate's academic preparation for entry into his or her desired endorsement area or areas, and preadmission advising for students who are considering becoming candidates. The department shall work in collaboration with the programs to define any dispositions considered to be appropriate for educators.

(b) Ongoing advising and screening of candidates by practicing educators or faculty members;

(c) Course work and field-based training that integrates theory and practice and educates candidates in the methodologies, practices, and procedures of standards-based education, as described in parts 4 and 10 of article 7 of title 22, C.R.S., and specifically in teaching to the state academic standards adopted pursuant to section 22-7-406, C.R.S., or, beginning December 15, 2012, teaching to the state preschool through elementary and secondary education standards adopted pursuant to section 22-7-1005, C.R.S.;

(d) A requirement that, during the course of the preparation program, each teacher candidate in an initial licensure program complete a minimum of eight hundred hours, each principal and administrator candidate complete a minimum of three hundred hours, and each other advanced degree or add-on endorsement candidate complete appropriate supervised field-based experience that relates to predetermined learning standards and includes best practices and national norms related to the candidate's endorsement;

(e) A requirement that each candidate, prior to graduation, must demonstrate the skills required for licensure, as specified by rule of the state board of education pursuant to section 22-2-109 (3), C.R.S., in the manner specified by rule of the state board;

(f) Comprehensive, ongoing assessment including evaluation of each candidate's subject matter and professional knowledge and ability to demonstrate skill in applying the professional knowledge base.

TOPIC: APPROVE NEW STATEWIDE TRANSFER ARTICULATION AGREEMENTS IN COMPUTER SCIENCE, DANCE, JOURNALISM, AND PUBLIC HEALTH

PREPARED BY: DR. CHRIS RASMUSSEN, DIRECTOR OF ACADEMIC AFFAIRS

I. SUMMARY

This item presents for approval four new Statewide Transfer Articulation Agreements (STAAs) in the following majors: Computer Science, Dance, Journalism, and Public Health. Once these are approved, the state will have a total of 38 of these agreements. STAAs help advance the Commission's Master Plan goals by increasing overall degree completion; improving student success through improved retention; and improving affordability by reducing the number of credits taken in pursuit of a bachelor's degree.

II. BACKGROUND

STAAs were launched in response to HB10-1209, with the first STAA receive approval in 2011. STAAs are defined in statute as agreements "among all of the state institutions of higher education for the transfer of an associate of arts or an associate of science degree" in "common degree programs" [§23-1-108(7)(g)(III) C.R.S.]. STAAs enable students to graduate from a community or local district college with a 60-credit Associate of Arts or Associate of Science Degree with Academic Designation (DwD); enroll with junior status at a four-year institution; and complete a bachelor's degree in the same programmatic area in no more than 60 additional credits (with exceptions for selected degrees that require credits beyond 120). DwDs are the foundation for all STAAs. Similarly, no DwDs exist independent of a Statewide Transfer Articulation Agreement (with the exception of the DwD in dental hygiene).

The original mandate was to have 14 agreements approved by July 1, 2016 [§23-1-108(7)(c)(I), C.R.S.]. Thanks to the hard work of two-year and four-year faculty around the state, the General Education (GE) Council, and Department staff, a total of 28 agreements were in place by mid-2014. The Commission approved the most recent agreements in December 2016. In the 2018-19 academic year, 40% of all AA and AS degrees awarded by Colorado Community College System institutions were Degrees with Designation—a figure that is expected to grow as the initiative matures and additional agreements are brought online.

We know from data that the agreements are very effective in structuring academic pathways and facilitating transfer and bachelor's degree completion. DwD earners also complete their bachelor's degrees in fewer total credits than AA/AS earners without a DwD:

- AA/AS earners with a DwD are **more likely to transfer** into four-year degree programs than are AA/AS earners without a DwD (59.6% vs. 50.5%)
- AA/AS earners with a DwD are **more likely to earn a bachelor's degree** within three years of AA/AS completion (44.1% vs. 33.0%)
- AA/AS earners with a DwD who go on to receive a bachelor's degree **accumulate fewer overall credits** than AA/AS earners without a DwD (132 vs. 136).

Given the power of the data, Department staff—in partnership with GE Council—issued a call for proposals in February 2019 to create new STAAs. In alignment with statute, priority was given to degree programs “that would be most appropriate for statewide degree transfer agreements based on student demand and the workforce needs of the state” [§23-1-108(7)(c)(II) C.R.S.]. Using these criteria, the aforementioned degree programs were chosen for development.

These agreements provide guided pathways for students with the guarantee that if they follow the plan, they will receive an associate degree with designation in the chosen area of interest (such as an associate degree in Communication, as opposed to a general associate degree). Students also have peace of mind in knowing that the receiving institution will apply all 60 credits from the associate degree toward a bachelor’s degree in the same discipline, thereby allowing students to complete the bachelor’s degree in no more than an additional 60 credits, for a total of 120 credits (with exceptions for degrees that require more than 120 credits). Statewide Transfer Articulation Agreements take the guesswork out of knowing which courses to take and they save students time and money. The agreements are available on the Department’s website at <http://highered.colorado.gov/Academics/Transfers/Students.html>.

It should be noted that the proposed computer science agreement is the first STAA to include the Colorado School of Mines as an expected institutional signatory. The Department acknowledges the engagement of several faculty members from the School of Mines in the development process, as well as the participation and support of department chairs and the provost’s office at Mines.

III. STAFF ANALYSIS

Department staff have worked extensively with the GE Council, faculty from both two-year and four-year public institutions, and academic affairs staff from CCCS to come to consensus on these agreements. The process included a state-wide conference in spring 2019 and conference calls with faculty in discipline groups in fall 2019. The proposed agreements are included with this agenda item as Appendices A through D. Each of the agreements is aligned with GT Pathways requirements and Commission policy on statewide transfer ([CCHE Policy Section I, Part L](#)—Statewide Transfer and GT Pathways Policy).

The cover page of each agreement lists its potential institutional signatories. Each four-year institution with one or more bachelor’s degree programs in the discipline covered by the agreement is expected to sign. CCCS institutions, along with Aims Community College and Colorado Mountain College, are eligible to sign provided an institution offers all of the courses included in the agreement—either at the campus or through CCC Online—so that the DwD can be completed in no more than two academic years. As such, participation among community and local district colleges will vary given course availability. For the agreement in dance, Pikes Peak Community College is the only potential CCCS signatory given that is the only CCCS institution to offer the full complement of courses required for the DwD.

Once an STAA is approved by the Commission, the related associate Degree with Designation can be approved by the State Board for Community Colleges and Occupational Education per §23-60-211(1), C.R.S. Following approval by the State Board, Department staff will proceed with obtaining institutional signatures (from the Chief Academic Officers and the campus CEOs) with the expectation of launching the new STAAs for student use for the Fall 2020 semester. Institutions

that are unable to participate in an agreement at the time of launch can sign on at a later date, which is the case with all existing agreements.

The appendices include the front cover and the prescribed curriculum for each of the proposed agreements. The remaining text of the agreement is identical, so it is presented only once to minimize redundancy.

IV. STAFF RECOMMENDATION

Staff recommends that the Commission approve new Statewide Transfer Articulation Agreements in Computer Science, Dance, Journalism, and Public Health.

V. STATUTORY AUTHORITY

C.R.S. §23-1-108. Duties and powers of the commission with regard to systemwide planning – reporting – definitions.

(7) (a) The commission shall establish, after consultation with the governing boards of institutions, and enforce statewide degree transfer agreements between two-year and four-year state institutions of higher education and among four-year state institutions of higher education. Governing boards and state institutions of higher education shall implement the statewide degree transfer agreements and the commission policies relating to the statewide degree transfer agreements. The statewide degree transfer agreements shall include provisions under which state institutions of higher education shall accept all credit hours of acceptable course work for automatic transfer from an associate of arts or associate of science degree program in another state institution of higher education in Colorado. The commission shall have final authority in resolving transfer disputes...

C.R.S. §23-60-211. Degrees.

(1) Before a community college offers a two-year degree program with academic designation, as authorized by section 23-60-201, the community college shall determine the program designation for the degree. A two-year degree program with academic designation shall only be for a degree program that has a valid student transfer agreement pursuant to section 23-1-108(7), except that a community college may offer a two-year degree program with academic designation in dental hygiene without a valid student transfer agreement. The community college shall then submit the degree program designation to the board for its review and approval. The community college may offer the degree program only after it has been approved by the board and by the Colorado commission on higher education...

ATTACHMENTS:

Attachment A: Statewide Transfer Articulation Agreement in Computer Science (full agreement)
Attachment B: Statewide Transfer Articulation Agreement in Dance (cover page and curriculum)
Attachment C: Statewide Transfer Articulation Agreement in Journalism (cover page and curriculum)
Attachment D: Statewide Transfer Articulation Agreement in Public Health (cover page and curriculum)



STATEWIDE TRANSFER ARTICULATION AGREEMENT

in

COMPUTER SCIENCE

For an Associate Degree with Designation (DwD)

**FROM ONE OF THESE COLORADO PUBLIC COMMUNITY / JUNIOR /
LOCAL DISTRICT COLLEGES (*to be determined*)**

Aims Community College
Arapahoe Community College
Colorado Mountain College
Colorado Northwestern Community College
Community College of Aurora
Community College of Denver
Front Range Community College
Lamar Community College
Morgan Community College
Northeastern Junior College
Otero Junior College
Pikes Peak Community College
Pueblo Community College
Red Rocks Community College
Trinidad State Junior College

and

For a Bachelor's Degree

FROM ONE OF THESE COLORADO PUBLIC FOUR-YEAR INSTITUTIONS

Adams State University [*B.S. Mathematical Sciences, Computer Science
Emphasis*], 120 credits, CIP=27.0101

Colorado Mesa University [*B.S. Computer Science*], 120 credits, CIP=11.0101

(Colorado School of Mines) [*B.S. Computer Science*], 127 credits, CIP=11.0701, waived
from GT Pathways requirements

Colorado State University [*B.S. Computer Science*], 120 credits, CIP=11.0101

Metropolitan State University of Denver [*B.S. Computer Science*], 120 credits,
CIP=11.0701



University of Colorado Boulder [*B.S. Computer Science*], 128 credits, CIP=11.0701, waived from GT Pathways requirements

University of Colorado Denver [*B.S. Computer Science*], 128 credits, CIP=11.0101; [*B.A. Computer Science*], 120 credits, CIP=11.0101

University of Colorado Colorado Springs [*B.S. Computer Science*], 128 credits, CIP=11.0701, waived from GT Pathways requirements (UCCS also has a B.I. Computer Science).

University of Northern Colorado [*B.S. Mathematics, Applied Math Emphasis*], 120 credits, CIP=27.0101

Western Colorado University [*B.S. Computer Science*], 120 credits, CIP=11.0101

INTRODUCTION

A statewide transfer articulation agreement identifies the community college or local district college courses students need to take in order to graduate with a 60-credit Associate of Arts (AA) or Associate of Science (AS) degree with designation (DwD). Students are responsible for informing the admissions counselor or intake advisor at their receiving four-year institution that they are completing a DwD.

It is important for students to understand that completion of an AA or AS degree within two years requires them to complete an average of 15 credits per semester (or 30 credits per year). Also, research shows that students who take classes in their major area within their first 30 credit hours are more likely to persist and graduate.

The guarantees and limitations below describe the minimum requirements to which all participating institutions have agreed. Students who believe an institution is not meeting the guarantees described below can file a complaint at <http://higher.ed.colorado.gov/Academics/Complaints/>.

PART ONE: GUARANTEES

Students who complete a DwD pursuant to the prescribed curriculum in this statewide transfer articulation agreement **and** pass all 60 credits with a C- or higher **and** are admitted to the receiving institution's corresponding degree program (see cover page) are guaranteed the following:

1. Junior standing with no more than 60 credits remaining (or up to 68 credits remaining for computer science, depending on the institution) to meet the graduation requirements for the baccalaureate degree program covered by this articulation agreement (see cover page).
2. Completion of the receiving institution's lower division general education requirements as defined by the GT Pathways curriculum.
3. The same graduation requirements as students who begin and complete this degree program at the four-year institution.

4. Admission to all Colorado public baccalaureate awarding institutions (*except* Colorado School of Mines) will be guaranteed to applicants who have completed any AA or AS degree from a Colorado public two-year institution after high school graduation, provided certain requirements are met. To see these requirements, please refer to the Colorado Commission on Higher Education's Admissions Standards Policy (effective for students seeking admission for fall 2019 and after), Section titled "Guaranteed Transfer Admissions" at <https://highered.colorado.gov/Publications/Policies/Current/i-partf-fall-2019.pdf>. Please note: Students transferring to a University of Colorado institution (Boulder, Colorado Springs, Denver) must satisfy the CU System's MAPS (Minimum Academic Preparation Standards) requirement.
5. Per the Commission's Prior Learning Assessment policy, section 2.07 (see <https://highered.colorado.gov/Publications/Policies/Current/i-partx.pdf>), and pursuant to Colorado Revised Statutes §23-1-108 (7)(b)(II)(A), "a state institution of higher education that admits as a junior a student who holds an associate of arts degree, associate of applied science degree, or associate of science degree that is the subject of a statewide degree transfer agreement shall not require the student to complete any additional courses to fulfill general education requirements", and that the receiving institution of higher education is responsible for the total cost of tuition "for any credit hours that exceed the total credit hours required for a native student or that extend the total time to receive the degree beyond that required for a native student".
6. The Commission's Prior Learning Assessment policy also states "every Colorado public institution of higher education shall accept in transfer from within the institution and from other state institutions of higher education prior learning assessment credit awarded for GT Pathways requirements" (section 3.01), and "Colorado public institutions of higher education shall not prohibit students from meeting general education/GT Pathways requirements with prior learning assessment credit" (section 3.02).

PART TWO: LIMITATIONS

1. Students must meet all admission and application requirements at the receiving institution including the submission of all required documentation by stated deadlines. Students are advised to consult with the Office of Admissions at the institution to which they intend to transfer.
2. Only courses with grades of C- or higher are guaranteed to transfer.
3. Admission to a receiving institution does not guarantee enrollment in a specific degree program. Some programs at receiving institutions have controlled entry due either to space limitations or academic requirements.
4. The credit and course transfer guarantees described in this agreement apply to the specific degree programs covered by this agreement (see cover page). If the student changes majors, receiving institutions will evaluate application of the courses designated in this agreement to other degree programs on a course-by-course basis.

5. Students are allowed to use credits awarded by exam, such as AP (Advanced Placement) and IB (International Baccalaureate), as long as those exams are listed on the exam tables here: <https://highered.colorado.gov/Academics/Transfers/GetCredit.html>, or may use challenge exams to fulfill GT Pathways requirements (not necessarily major requirements) and those credits are guaranteed to transfer and apply to GT Pathways requirements at the receiving institution per the Colorado Commission on Higher Education's Policy I, X: Prior Learning Assessment. See the entire policy for more information: <https://highered.colorado.gov/Publications/Policies/Current/i-partx.pdf>.
6. The receiving institution shall accept all applicable credits earned within ten years of transfer to the receiving institution. Credits earned more than ten years prior to transfer will be evaluated on a course-by-course basis.
7. All the courses a student needs to take in the associate degree program covered by this statewide transfer articulation agreement are listed in the prescribed curriculum. Course substitutions are allowed as long as the student and both the sending and receiving institutions agree to the substitution; such agreement should be documented in writing and the student should keep a copy until the baccalaureate degree is conferred. Note that if students substitute a course, then this is no longer a statewide agreement and some of the guarantees are only for the receiving institution that agreed to the substitution. **Any additional courses taken in the discipline covered by this agreement might not count toward the requirements of the major at the receiving institution.** Students can avoid this problem by taking no more courses in the discipline than what are identified in the prescribed curriculum. STUDENTS SHOULD CONSULT THE PROGRAM ADVISOR AT THE RECEIVING INSTITUTION FOR GUIDANCE. Any advisement from an academic advisory should be obtained IN WRITING.
8. Students seeking K-12 teacher licensure may not use this agreement because teacher preparation programs have different requirements for educator licensure.

PART III: PRESCRIBED CURRICULUM

Courses that Fulfill General Education Requirements				33
Content Area	Credit Hours	Community College Course No.	Course Title or Category	
Written Communication	6		Any (GT-CO1) course plus any (GT-CO2) course OR Any (GT-CO2) course plus any (GT-CO3) course <i>**ENG 122 or ENG 131 required for Mines</i>	
Mathematics	5	MAT 201	Calculus I (GT-MA1) (Additional coursework might be required to meet pre-requisite requirements for calculus. Pre-requisite courses may apply toward elective credit hours.)	
Arts & Humanities	6		Any two GT Pathways Arts & Humanities courses (GT-AH1, GT-AH2, GT-AH3, GT-AH4) <i>**For transfer to Mines, take PHI 218 AND one additional course GT-AH course from the CSM CCCS H&SS Undergraduate Pre-Approved List</i>	
History	3		Any one GT Pathways History course (GT-HI1) <i>**For transfer to Mines, take HIS 247 OR another GT-HI1 course from the CSM CCCS H&SS Undergraduate Pre-Approved List</i>	
Social & Behavioral Sciences	6		Any two GT Pathways Social & Behavioral Sciences courses (GT-SS1, GT-SS2, GT-SS3) <i>**For transfer to Mines, take ECO 201 and ECO 202</i>	
Natural & Physical Sciences	7		Select from GT-SC1/GT-SC2 courses with at least one GT-SC1 course. GT-SC1/GT-SC2 courses in sequence (same discipline) are recommended (and may be required depending on the receiving institution—consult the advising office). Courses must be selected in consultation with the advising office from the community college and from the intended transfer institution, if known. Seven credit minimum; additional credits in this area will be applied toward electives. <i>**For transfer to Mines, select two courses from PHY 111, PHY 112, and CHE 111</i>	
Additional Required Courses				12
<u>Please note:</u> if these credits are <i>not</i> required for the <i>major</i> at a receiving 4-year institution, they will be applied to the Bachelor's degree as <i>elective credit</i> towards <i>graduation</i> . Please check with the receiving institution to determine in which way these courses will be applied.				
	Credit Hours	Community College Course No.	Course Title	
Computer Science	8	CSC 160 & CSC 161	Computer Science I & II (Courses must be selected in consultation with the advising offices to ensure that the courses taken are in the preferred programming language. Additional coursework might be	

			required to meet pre-requisite requirements for Computer Science I. Pre-requisite courses may apply toward elective credit hours.)
Computer Science	4	CSC 225	Computer Architecture/Assembly Language Programming <i>**Not required at Mines; would transfer as free elective</i>
Electives (including institution-specific required courses listed below)			15
	Credit Hours	Community College Course No.	Course Title
Required for most CS programs at most four-year institutions – consult an academic advisor at the intended transfer institution	5	MAT 202	Calculus II
<i>Required for Colorado State U, CU-Boulder, CU-Denver, & U of Northern Colorado</i>	4	CSC 165	Discrete Structures (currently limited availability of course across CCCS—discussions in progress about expansion across institutions or via CCCOnline; available through CSU Online with potential for reverse transfer) (CSU will also accept MAT215 as an alternative to CSC165)
<i>Required for CU-Boulder</i>	3	MAT 255	Linear Algebra
<i>Required for Mines</i>	5	MAT 203 or MAT 204	Calculus III OR Calculus with Engineering Applications
Total			60

Addendum to Agreement

Students who do not complete an AA/AS degree can use the prescribed curriculum in a statewide transfer articulation agreement as a common advising guide for transfer to all public institutions that offer the designated bachelor's degree program.

Please note the following:

1. Students are guaranteed application of general education courses completed with a C- or higher in the prescribed curriculum in this agreement up to the established maximum in each GT Pathways content area.
2. Except in special cases (e.g., the partial completion of a required sequence of courses or variation in the number of credit hours institutions award for course equivalents), students can expect that courses specified within the prescribed curriculum in this agreement, successfully completed with a C- or higher, will fulfill the relevant course requirements in the designated major.
3. Receiving institutions will evaluate all courses other than those specified in this agreement on a course-by-course basis.

Students transferring without a completed AA/AS degree must consult with the Office of Admissions at the institution to which they are transferring to review the issues identified above,

and to make sure they meet all admission and application requirements at the receiving institution, including the submission of all required documentation by stated deadlines.

This agreement will be reviewed by disciplinary faculty no less frequently than every five years. *The agreement will remain in force until such time as it is formally modified or terminated.*

The Department of Higher Education – in consultation with the General Education Council – may make minor technical changes to this agreement on behalf of participating institutions. The most current version of the agreement can be found at <https://highered.colorado.gov/Academics/Transfers/TransferDegrees.html>.

Institutions that wish to join or withdraw from this agreement should consult the Division of Academic Affairs at the Colorado Department of Higher Education. Terms and processes are outlined in the Commission's policy on Statewide Transfer and gtPathways, available at <https://highered.colorado.gov/Academics/Transfers/TransferDegrees.html>.

A paper or hard copy of this document may not be the most current version of the agreement—check the website of the Colorado Department of Higher Education for the most current version.

The Chief Executive Officers/Presidents/Chancellors and Chief Academic Officers for all participating institutions, as listed on the cover page, have signed this agreement. Signatures are on file in the Division of Academic Affairs at the Colorado Department of Higher Education.

STATEWIDE TRANSFER ARTICULATION AGREEMENT

in

DANCE

For an Associate Degree with Designation (DwD)

**FROM ONE OF THESE COLORADO PUBLIC COMMUNITY / JUNIOR /
LOCAL DISTRICT COLLEGES**

Pikes Peak Community College [*A.A. Dance*]

and

For a Bachelor's Degree

FROM ONE OF THESE COLORADO PUBLIC FOUR-YEAR INSTITUTIONS

Colorado Mesa University [*B.F.A. Dance*]

Colorado State University-Ft Collins [*B.A. Dance; B.F.A. Dance*]

Metropolitan State University of Denver [*B.A. Dance*]

University of Colorado Boulder [*B.A. Dance; B.F.A. Dance*]

University of Colorado Colorado Springs [*B.A. Visual and Performing Arts, Dance option*]

PART THREE: PRESCRIBED CURRICULUM

Courses that Fulfill General Education Requirements				31
Content Area	Credit Hours	Community College Course No.	Course Title or Category	
Written Communication	6		Any (GT-CO1) course plus any (GT-CO2) course OR Any (GT-CO2) course plus any (GT-CO3) course	
Mathematics	3	MAT 120 (Mathematics for the Liberal Arts) encouraged	One GT Pathways Mathematics course (GT-MA1)	
Arts & Humanities	3 3	DAN 125	Dance History (GT-AH1) One additional GT-AH course (can be AH1, AH2, AH3, or AH4, but cannot be a DAN course)	
History	3		One GT Pathways History course (GT-HI1)	
Social & Behavioral Sciences	6	COM 220 (Intercultural Communication GT-SS3) encouraged, plus one additional course	Two GT Pathways Social & Behavioral Sciences courses (GT-SS1, GT-SS2, GT-SS3) ¹	
Natural & Physical Sciences	7		Two GT Pathways Natural & Physical Science courses (GT-SC1, GT-SC2); one of these courses must have the required laboratory (GT-SC1)	
Additional Required Courses				23
Please note: if these credits are <i>not</i> required for the <i>major</i> at a receiving 4-year institution, they will be applied to the bachelor's degree as <i>elective credit</i> towards <i>graduation</i> . Please check with the receiving institution to determine in which way these courses will be applied.				
	Credit Hours	Community College Course No.	Course Title	
	2	DAN 221	Dance Performance I	
	2	DAN 222	Dance Performance II	
	2	DAN 254	Methods of Teaching Dance	
	3	DAN 211	Dance Composition & Improvisation I	
	2	DAN 212	Dance Composition & Improvisation II	
	2	DAN 255	Dance for Camera	
	10	Varies	10 total credits of dance technique in at least three different styles	
Free Electives ** (cannot be DAN courses)				6
Total				60

¹ CSU-Ft. Collins requires that one of the Social and Behavioral Science (GT-SS) courses be PSY 101 – General Psychology 1.

STATEWIDE TRANSFER ARTICULATION AGREEMENT

in

JOURNALISM

For an Associate Degree with Designation (DwD)

**FROM ONE OF THESE COLORADO PUBLIC COMMUNITY / JUNIOR /
LOCAL DISTRICT COLLEGES (*to be determined*)**

Aims Community College
Arapahoe Community College
Colorado Mountain College
Colorado Northwestern Community College
Community College of Aurora
Community College of Denver
Front Range Community College
Lamar Community College
Morgan Community College
Northeastern Junior College
Otero Junior College
Pikes Peak Community College
Pueblo Community College
Red Rocks Community College
Trinidad State Junior College

and

For a Bachelor's Degree

FROM ONE OF THESE COLORADO PUBLIC FOUR-YEAR INSTITUTIONS

Adams State University (B.A., Communication and Media, CIP 09.0199)
Colorado Mesa University (B.A, Mass Communication, CIP 09.0102)
Colorado State University-Ft Collins (B.A., Journalism and Media Communication, CIP 09.0401)
Colorado State University-Pueblo (B.A. or B.S., Mass Communication, CIP 09.0102)
Metropolitan State University of Denver (B.A., Journalism, CIP 09.0401)
University of Colorado Boulder (B.A., Journalism, CIP 09.0499)
University of Northern Colorado (B.A., Journalism, CIP 09.0401)

PART THREE: PRESCRIBED CURRICULUM

I. General Education Courses – 31 credits

*

	Credit Hours	Community College Course Number and Title or GT Pathways Category
Written Communication	6	Any (GT-CO1) course plus any (GT- CO2) course OR ENG 122: English Composition II (GT- CO2) plus any GT-CO3 course
Mathematics	3	Any GT-MA1 course (MAT 120: Math for Liberal Arts preferred)
Arts & Humanities	6	Two GT Pathways Arts & Humanities courses (GT-AH1, GT-AH2, GT-AH3, or GT-AH4)
Social & Behavioral Sciences	6	Two GT Pathways Social & Behavioral Science courses (GT-SS1, GT-SS2, or GT-SS3)
History	3	One GT Pathways History course (GT-HI1)
Natural & Physical Sciences	7	Two GT Pathways Natural & Physical Science courses (GT-SC1, GT-SC2); one of these courses must have the required laboratory (GT-SC1)
	31	TOTAL GENERAL EDUCATION CREDITS

II. Additional Required Courses – 12 credits

Credit Hours	Community College Course Number and Title
3	JOU 105: Introduction to Mass Media
3	JOU 106: Media News and Reporting
3	JOU 225: New Media
3	Any one of the following: JOU 121: Photojournalism JOU 215: Publications Production and Design JOU 231: Intro to Public Relations JOU 241: Feature and Magazine Writing
12	TOTAL REQUIRED COURSES CREDITS

III. Free Electives – 17 credits

Credit Hours	Community College Course Number and Title
17	<i>See section on limitations regarding any additional courses taken in the major. Students should consider using their free electives to consider exploring an additional area of focus.</i>
60	TOTAL ASSOCIATE DEGREE CREDITS



STATEWIDE TRANSFER ARTICULATION AGREEMENT

in

PUBLIC HEALTH

For an Associate Degree with Designation (DwD)

**FROM ONE OF THESE COLORADO PUBLIC COMMUNITY / JUNIOR /
LOCAL DISTRICT COLLEGES (*to be determined*)**

Aims Community College
Arapahoe Community College
Colorado Mountain College
Colorado Northwestern Community College
Community College of Aurora
Community College of Denver
Front Range Community College
Lamar Community College
Morgan Community College
Northeastern Junior College
Otero Junior College
Pikes Peak Community College
Pueblo Community College
Red Rocks Community College
Trinidad State Junior College

and

For a Bachelor's Degree

FROM ONE OF THESE COLORADO PUBLIC FOUR-YEAR INSTITUTIONS

Fort Lewis College [*B.A., Public Health, CIP 51.2201*]
University of Colorado Denver [*B.A., Public Health, CIP 51.2201*]
University of Northern Colorado [*B.S., Human Services, CIP 51.0000*]

PART THREE: PRESCRIBED CURRICULUM

Courses that Fulfill General Education Requirements				32-34
Content Area	Credit Hours	Community College Course No.	Course Title or Category	
Written Communication	6		Any (GT-CO1) course plus any (GT-CO2) course OR Any (GT-CO2) course plus any (GT-CO3) course	
Mathematics	3	MAT 135	Intro to Statistics (GT-MA1)	
Arts & Humanities	6		Any two GT-AH courses (can be AH1, AH2, AH3, or AH4)	
History	3		One GT Pathways History course (GT-HI1)	
Social & Behavioral Sciences	3 3	PSY 101 PLUS any one of the following: PSY 235 PSY 240 PSY 249 ANT 250	Intro to Psychology Human Growth & Development Health Psychology Abnormal Psychology Medical Anthropology	
Natural & Physical Sciences	8-10	BIO 111 AND BIO 112 OR Choose TWO: BIO 104 BIO 105 ANT 111	General College Biology I and II (5 credits each) OR Choose TWO of the following (4 credits each) Biology: A Human Approach Science of Biology Biological Anthropology	

Additional Required Courses				12
Please note: if these credits are <i>not</i> required for the <i>major</i> at a receiving 4-year institution, they will be applied to the Bachelor's degree as <i>elective credit</i> towards <i>graduation</i> . Please check with the receiving institution to determine in which way these courses will be applied.				
	Credit Hours	Community College Course No.	Course Title	
	3	Choose one from: COM 115 COM 125 COM 220	Public Speaking (COM 115) Interpersonal Communication (COM 125) Intercultural Communication (COM 220)	

	3	Choose one from: PHI 112 PHI 113	Ethics (PHI 112) Logic (PHI 113)
	3	Choose one from: ANT 250 * BIO 116 ** PSY 227 PSY 240 * SOC 237 * If not taken to fulfill the Social & Behavioral Science Requirement ** Course can be used to replace Health and Disease at Fort Lewis College	Medical Anthropology (ANT 250) Intro to Human Disease (BIO 116) Psychology of Death and Dying (PSY 227) Health Psychology (PSY 240) Sociology of Death and Dying (SOC 237)
	3	Choose one additional course from MA1, SC1, or SC2	Recommended courses: Intro to Human Disease (BIO 116) Microbiology (BIO 204) Environmental Science (ENV 101)
Free Electives (choose in consultation with a program advisor at the receiving four-year institution)			14-16
Total			60

TOPIC: PROPOSED REVISIONS TO CCHE POLICY SECTION I, PART L: STATEWIDE TRANSFER AND GT PATHWAYS POLICY (TO FACILITATE STATEWIDE TRANSFER AGREEMENTS IN ENGINEERING)

PREPARED BY: DR. CHRIS RASMUSSEN, DIRECTOR OF ACADEMIC AFFAIRS

I. SUMMARY

This item presents for discussion a minor change to the Commission’s Statewide Transfer and GT Pathways policy to facilitate statewide transfer agreements in engineering, including an agreement currently in development to facilitate transfer in mechanical engineering.

II. BACKGROUND

STAAs were launched in response to HB10-1209, with the first STAA receiving approval in 2011. STAAs are defined in statute as agreements “among all of the state institutions of higher education for the transfer of an associate of arts or an associate of science degree” in “common degree programs” [§23-1-108(7)(g)(III) C.R.S.]. STAAs enable students to graduate from a community or local district college with an Associate of Arts or Associate of Science Degree with Academic Designation (DwD); enroll with junior status at a four-year institution; and complete a bachelor’s degree in the same programmatic area in no more than 60 additional credits (with exceptions for selected degrees that require credits beyond 120). DwDs are the foundation for all STAAs. Similarly, no DwDs exist independent of a Statewide Transfer Articulation Agreement (with the exception of the DwD in dental hygiene).

For the past year, faculty from around the state have been negotiating a statewide transfer agreement in mechanical engineering. It is hoped that once the agreement in mechanical engineering is launched, that similar agreements in civil engineering and electrical engineering will follow. The proposed agreement in mechanical engineering is mostly aligned with the Commission’s Statewide Transfer and GT Pathways Policy ([CCHE Policy Section I, Part L](#)), but departs from the policy in its structure as a 64-credit associate degree. The policy specifies that all Degrees with Designation that are part of statewide transfer agreements are 60-credit degrees.

III. STAFF ANALYSIS

The credit variation was included in the proposed agreement after an extended series of negotiations among faculty and academic staff to arrive at an acceptable pathway that enables students from as many community colleges as possible to 1) earn an associate degree; 2) transfer to a bachelor’s degree program; and 3) complete a bachelor’s degree in mechanical engineering in as little time as possible. The agreement developers were clear that in order for students to complete the bachelor’s degree in a reasonable amount of time—and to accommodate the required sequencing of courses in the engineering discipline—the associate degree would need to include additional coursework in engineering, mathematics, and the sciences. This resulted in the proposed 64-credit associate degree. The bachelor’s degree programs in mechanical engineering that will articulate from the associate degree have credit totals ranging from 128 to 137, meaning students will be required to take between 64 and 73 credits post-transfer.

The credit variation was discussed and affirmed by the Colorado Community College System council of chief academic officers/vice presidents for instruction, and by an engineering faculty representative from Colorado Mountain College (Aims Community College does not offer the coursework required for participation in the agreement at this time). The credit variation will require approval from the State Board for Community Colleges and Occupational Education and will be discussed when the State Board is presented with the associate Degree with Designation in mechanical engineering.

The proposed change in CCHE policy will allow for Degrees with Designation that go beyond 60 credits to facilitate transfer in certain disciplines or fields, including where the associated bachelor's degree program has received a waiver from the 120-credit cap and/or GT Pathways curriculum requirements. This change will accommodate the mechanical engineering transfer agreement in development, as well as future agreements in other engineering fields and other disciplines where the bachelor's degree requires more than 120 credits. Changes in the policy are noted in the associated ATTACHMENT A and indicated in red type. The proposed changes are as follows:

- In Section 3.04, for the definition of “Degree with Designation”, add text stating “Exceptions to the 60-credit limit, and to the GT Pathways requirement, may be made by the Commission to facilitate transfer in certain disciplines or fields, including where the associated bachelor's degree program has received a waiver from the 120-credit cap and/or GT Pathways curriculum requirements.”
- In Section 8.02.01, in the terms for Statewide Transfer Articulation Agreements, add text stating “Exceptions to the 60-credit limit may be made by the Commission to facilitate transfer in certain disciplines or fields, including where the associated bachelor's degree program has received a waiver from the 120-credit cap and/or GT Pathways curriculum requirements.”
- Two other minor changes are recommended to correct grammatical errors in the existing policy document.

IV. STAFF RECOMMENDATION

Discussion item. In the event the Commission moves the agenda item for action, the staff recommends that the Commission approve proposed revisions to CCHE Policy Section I, Part L, Statewide Transfer and GT Pathways Policy.

V. STATUTORY AUTHORITY

C.R.S. §23-1-108. Duties and powers of the commission with regard to systemwide planning – reporting – definitions.

(7) (a) The commission shall establish, after consultation with the governing boards of institutions, and enforce statewide degree transfer agreements between two-year and four-year state institutions of higher education and among four-year state institutions of higher education. Governing boards and state institutions of higher education shall implement the statewide degree transfer agreements and the commission policies relating to the statewide degree transfer agreements. The statewide degree transfer agreements shall include provisions under which state institutions of higher education shall accept all credit hours of acceptable course work for automatic transfer from an

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

C.R.S. §23-60-211. Degrees.

(1) Before a community college offers a two-year degree program with academic designation, as authorized by section 23-60-201, the community college shall determine the program designation for the degree. A two-year degree program with academic designation shall only be for a degree program that has a valid student transfer agreement pursuant to section 23-1-108(7), except that a community college may offer a two-year degree program with academic designation in dental hygiene without a valid student transfer agreement. The community college shall then submit the degree program designation to the board for its review and approval. The community college may offer the degree program only after it has been approved by the board and by the Colorado commission on higher education...

ATTACHEMENT A: Proposed Revisions to CCHE Policy I, L, 050120

SECTION I

PART L STATEWIDE TRANSFER AND GTPATHWAYS POLICY

1.00 Introduction

The Statewide Transfer and gtPathways Policy¹ pertains to the state general education courses, known as Guaranteed Transfer Pathways (gtPathways); Statewide Transfer Articulation Agreements; transfer of course credits from one higher education institution to another; intra-institutional transfer; and reverse transfer. The policy applies to most Colorado public higher education undergraduate degree programs.² The policy applies to student transfer from two-year to four-year institutions, four-year to four-year institutions, four-year to two-year institutions, two-year to two-year institutions, or within four-year institutions. This policy does not address transfer issues where the state has limited legal authority: the transfer of credits from private, non-accredited, or out-of-state institutions or the awarding of credit for non-credit bearing courses.

The policy is divided into the following sections:

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

2.00 Statutory Authority

This policy is based on the following Colorado Revised Statutes:

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

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

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

- 2.02 §23-1-108.5(1), C.R.S. “The general assembly finds, therefore, that it is in the best interests of the state for the commission to oversee the adoption of a statewide articulation matrix system of course numbering for general education courses that includes all state-supported institutions of higher education and that will ensure that the quality of and requirements that pertain to general education courses are comparable and transferable systemwide.”
- 2.03 §23-1-125 et seq., C.R.S. Commission directive – student bill of rights – degree requirements – implementation of core courses – competency testing – prior learning.
- 2.04 §23-1-125(3), C.R.S. “In creating and adopting the [gtPathways] guidelines, the department and the commission, in collaboration with the public institutions of higher education, may make allowances for baccalaureate programs that have additional degree requirements recognized by the commission.”
- 2.05 §23-1-131(3)(a), C.R.S. “The commission shall collaborate with the governing boards of the two-year and four-year institutions to develop and coordinate a process to notify students concerning eligibility for the award of an associate degree. The notification process shall apply to students at a four-year institution who have accumulated seventy credit hours at a four-year institution³ and who transferred to the institution after completing the residency requirements for an associate degree at a two-year institution.”
- 2.06 §23-5-122, C.R.S. “...the governing board of every state-supported institution of higher education shall have in place and enforce policies regarding transfers by students between undergraduate degree programs which are offered within the same institution or within the same institutional system.”
- 2.07 §23-60-802, C.R.S. Area technical colleges – credits – transfer.

3.00 Definitions

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

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

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

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

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

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

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

- 3.10 “‘General education courses’ means the group of courses offered by an institution of higher education that every student enrolled in the institution must successfully complete to attain an associate’s or bachelor’s degree” [§23-1-108.5(2)(c), C.R.S.] and that meet the requirements of §23-1-125(3), C.R.S. It should be noted that besides a general education core, degrees also have major, elective and other requirements (see Table 1 under section 7.00). It should also be noted that general education requirements may differ between degree programs at the same institution and that some degree programs at some institutions have received waivers from the Commission not to have to include the 31 credit gtPathways curriculum in the general education cores for some baccalaureate degrees.⁷
- 3.11 “Native student” means a student who begins and completes an undergraduate degree program at a single institution of higher education.
- 3.12 “Reverse Transfer” means the process whereby a student who begins his or her postsecondary education at a two-year institution and transfers to a four-year institution prior to receiving an associate degree, or who has left the four-year institution prior to completing a bachelor’s degree, and has accumulated at least 70 credits and completed the residency requirements at the two-year institution, may be eligible to receive an associate of arts or associate of science degree.
- 3.13 “Statewide Transfer Articulation Agreement” means a transfer agreement between two-year and four-year state institutions of higher education and among four-year institutions, which includes provisions under which state institutions of higher education shall accept all credit hours of acceptable course work for automatic transfer from an associate of arts or associate of science Degree with Designation, pursuant to §23-1-108(7)(a), C.R.S. Further guidance is found in 23-1-108(7)(g)(III), C.R.S., which defines a Statewide Transfer Articulation Agreement as a “Statewide degree transfer agreement,” which “...means an agreement among all of the state institutions of higher education for the transfer of an associate of arts or an associate of science degree. A statewide degree transfer agreement applies to common degree programs and specifies the common terms, conditions, and expectations for students enrolled in statewide degree transfer programs.”
- 3.14 “Transfer” means transferring the credit for courses taken at one institution of higher education to another. It is important to note that while most coursework can transfer, not all credit can be applied to a student’s chosen major. That is, the receiving institution will usually *accept coursework in transfer* and list those courses on the student’s transcript but may not be able to *apply the credit* for those courses to any of the requirements in the student’s degree program.
- 3.15 “Transfer Student” means a student entering the reporting institution for the first time but known to have previously attended a postsecondary institution at the

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

same level (e.g. undergraduate, graduate) after high school graduation (or passing an equivalency exam). The student may transfer with or without credit. This excludes students who completed remedial coursework and students who completed college-level coursework as a high school student through Concurrent Enrollment or as their homeschool curriculum.

4.00 Policy Goals

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

4.01 gtPathways, “that includes all state-supported institutions of higher education and that will ensure that the quality of and requirements that pertain to general education courses are comparable⁸ and transferable system wide,” [§23-1-108.5(1), C.R.S.]; and

4.02 The Student Bill of Rights, which states that:

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

4.02.02 “(b) A student can sign a two-year or four-year graduation agreement that formalizes a plan for that student to obtain a degree in two or four years, unless there are additional degree requirements recognized by the commission;”

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

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

4.02.05 “(e) Students, upon successful completion of core general education

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

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

courses, regardless of the delivery method, should have those courses satisfy the core course requirements of all Colorado public institutions of higher education;”

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

4.02.07 “(g) A student’s credit for the completion of the core requirements and core courses shall not expire for ten years from the date of initial enrollment and shall be transferable.” [§23-1-125(1), C.R.S.]

5.00 Roles and Responsibilities

5.01 Students

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

5.01.01 Contacting academic advisors at both the sending and receiving institutions to understand the limitations on transfer;

5.01.02 Checking with the receiving institution for the availability of Statewide Transfer Articulation Agreements, Transfer Guides, other inter-institutional transfer agreements that may exist, and graduation requirements of the institution and the degree program into which the student hopes to transfer;

5.01.03 Understanding the limits in applying transfer credits within general education, major requirements, and elective categories for the institution and degree program into which the student hopes to transfer; and

5.01.04 Filing an appeal with the institution in a timely manner to resolve transfer disputes.

5.02 Governing Boards of Public Institutions or Systems

All Governing Boards of public institutions or systems:

5.02.01 “...shall implement the statewide degree transfer agreements and the commission policies relating to the statewide degree transfer agreements.” [23-1-108(7)(a), C.R.S.]

5.02.02 “...shall implement the [student transfer] agreements [between degree programs offered on the same campus or within the same institutional system] and commission policies relating to the agreements.” [23-1-108(7)(f), C.R.S.]

- 5.02.03 “...shall modify its existing policies as may be necessary to accept the transfer of these [gtPathways course] credits.” [23-1-108.5(5), C.R.S.]
- 5.02.04 “...shall have in place and enforce policies regarding transfers by students between undergraduate degree programs which are offered within the same institution or within the same institutional system. Such policies shall include, but shall not be limited to, the following provisions:
- (a) If, not more than ten years prior to transferring into an undergraduate degree program, a student earns credit hours which are required for graduation from such undergraduate degree program, such credit hours shall apply to the completion of such student's graduation requirements from such undergraduate degree program following such transfer;
- (b) A student who transfers into an undergraduate degree program shall not be required to complete a greater number of credit hours in those courses which are required for graduation from such undergraduate degree program than are required of students who began in such undergraduate degree program, nor shall there be any minimum number of credit hours required post-transfer other than the normal degree requirements for non-transferring students; and
- (c) The grade point average which is required for a student to apply for and be fully considered for transfer into an undergraduate degree program shall be no higher than that which is required for graduation from such undergraduate degree program.” [23-5-122(1), C.R.S.]
- 5.02.05 “...shall adopt policies to ensure that, if a student completes a program of study at an area technical college and subsequently enrolls in an institution within the state system of community and technical colleges, or transfers from an area technical college to an institution within the state system of community and technical colleges, any postsecondary course credits earned by the student while enrolled in the area technical college will apply in full at another area technical college or to an appropriate program leading to a certificate or to an associate degree at a community or technical college. Postsecondary credits earned by a student at an area technical college may be transferred into an associate degree program at a community college or into a degree program at a four-year institution of higher education as provided in section 23-1-108(7) and the state credit transfer policies established by the Colorado commission on higher education.” [23-60-802, C.R.S.]¹⁰

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

5.03 Public Institutions of Higher Education

All public institutions:

- 5.03.01 Shall publish the Student Bill of Rights [23-1-125(1)(a-g), C.R.S.] in course catalogs and advising centers.
- 5.03.02 Shall honor the Student Bill of Rights.
- 5.03.03 Shall comply with "...the intent of the general assembly that academic degree programs at state-supported institutions of higher education be designed and implemented to assure and emphasize that undergraduate students have the maximum range of opportunities and assistance to complete their course of study and obtain their degree in a reasonable amount of time." [23-1-108(13)(a), C.R.S.]
- 5.03.04 "...shall review its course offerings and identify those general education courses offered by the institution that correspond with the courses included in the course numbering system. The higher education institution shall submit its list of identified courses, including course descriptions and, upon request of the commission, summaries of course syllabi, for review and approval by the commission on or before March 1, 2003." [23-1-108.5(4)(a), C.R.S.]¹¹
- 5.03.05 "...shall publish, and update as necessary, a list of course offerings that identifies those general education courses offered by the institution that correspond with the courses included in the course numbering system." [23-1-108.5(4)(b), C.R.S.]
- 5.03.06 "...shall participate in the course numbering system." [23-1-108.5(5), C.R.S.]
- 5.03.07 Shall develop effective transfer advising systems, including but not limited to, training faculty and academic advisors, providing freshman students with planning information, and providing transfer students with appeals information.
- 5.03.08 Shall develop advising partnerships among all four-year and two-year public institutions to jointly advise students.
- 5.03.09 "...shall implement the [student transfer] agreements [between degree programs offered on the same campus or within the same institutional system] and commission policies relating to the agreements." [23-1-108(7)(f), C.R.S.]

Delta-Montrose Technical College).

¹¹ This process was completed.

- 5.03.10 “...shall implement the statewide degree transfer agreements and the commission policies relating to the statewide degree transfer agreements.” [23-1-108(7)(a), C.R.S.]
- 5.03.11 “...shall conform their own core course requirements with the guidelines developed by the department and shall identify the specific courses that meet the general education course guidelines.” [23-1-125(3), C.R.S.]
- 5.03.12 “...shall grant full course credits to students for the core courses they successfully test out of, free of tuition for those courses.” [23-1-125(4), C.R.S.]
- 5.03.13 “...shall adopt and make public a policy or program to determine academic credit for prior learning.” [23-1-125(4.5), C.R.S.]
- 5.03.14 Shall accept in transfer from within the institution and from other state institutions of higher education prior learning assessment credit awarded for GT Pathways requirements and shall not prohibit students from meeting general education/GT Pathways requirements with prior learning assessment credit.
- 5.03.15 To approve degrees with designation, the Colorado Community College System shall “...submit the degree program designation to the board for its review and approval. The community college may offer the degree program only after it has been approved by the board and by the Colorado commission on higher education. The community college shall exclusively use the degree program designation name in official publications, course catalogs, diplomas, and official transcripts” [23-60-211(1), C.R.S.] and Colorado Mountain College and Aims Community College shall “...submit the degree program designation to the board of trustees for its review and approval. The local district college may offer the degree program only after it has been approved by the board of trustees and by the Colorado commission on higher education.¹² The local district college shall exclusively use the degree program designation name in official publications, course catalogs, diplomas, and official transcripts” [23-71-123(3), C.R.S.].¹³
- 5.03.16 “...should work in collaboration with the commission to develop a process that reduces a potential barrier to degree completion by providing students with information about the student’s eligibility for an associate degree” [23-1-131(1)(b)]. “The two-year and four-year institutions shall agree upon the contents of the notification to eligible students. At a minimum, the notification shall include the requirements for the degree audit by the two-year institution

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

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

and information concerning the process for a student to be awarded an associate degree in the future if the degree requirements are not met or the student declines the associate degree at the time of the notification” [23-1-131(3)(b), C.R.S.]. “Each two-year and four-year institution shall provide students with information concerning the process developed pursuant to this section” 23-1-131(4), C.R.S.].

5.04 Participating Private Institutions of Higher Education

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

5.05 Colorado Commission on Higher Education

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

- 5.05.01 “...shall establish, after consultation with the governing boards of institutions, and enforce statewide degree transfer agreements between two-year and four-year state institutions of higher education and among four-year state institutions of higher education.” [23-1-108(7)(a), C.R.S.]
- 5.05.02 “...shall establish and enforce student transfer agreements between degree programs offered on the same campus or within the same institutional system.” [23-1-108(7)(f), C.R.S.]
- 5.05.03 Shall, “...within existing resources, ...implement and revise appropriate policies, including financial incentives, to assure that students at state-supported institutions of higher education complete their academic degree programs in the most efficient, effective, and productive manner. The policy implementation and review shall include:
 - (I) Academic advising and counseling at such institutions and consideration of methods for the improvement of early and continuous availability of such academic advising and counseling in

order to assist students with the completion of degree programs;

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

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

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

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

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

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

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

5.05.04 “...shall oversee the adoption of a statewide articulation matrix system of course numbering for general education courses that includes all state-supported institutions of higher education and that will ensure that the quality of and requirements that pertain to general education courses are comparable and transferable system wide.” [23-1-108.5(1), C.R.S.]

5.05.05 Consider for approval gtPathways courses recommended by GE Council, pursuant to §23-1-108.5(3), C.R.S.

- 5.05.06 “...shall consult with the governing boards when convening representatives from the higher education institutions [to serve on GE Council].” [23-1-108.5(3)(a), C.R.S.]
- 5.01.07 “...shall review the [GE] council's recommendations and adopt a statewide articulation matrix system of common course numbering for general education courses, including criteria for such courses...” [23-1-108.5(3)(c)(I), C.R.S.]
- 5.05.08 “...shall adopt and implement such procedures [recommended by GE Council to document students’ success in transferring among higher education institutions].” [23-1-108.5(6)(a), C.R.S.]
- 5.05.09 “...in consultation with the governing boards and the higher education institutions, shall design and implement a statewide database to [document students’ success in transferring among higher education institutions].” [23-1-108.5(6)(b), C.R.S.]
- 5.05.10 Resolve student complaints regarding the requirements of this policy, pursuant to CCHE Policy I, T Student Complaint Policy. “The Commission shall have final authority in resolving transfer disputes.” [23-1-108(7)(a), C.R.S.]
- 5.05.11 “...shall adopt such policies to ensure that institutions develop the most effective way to implement the transferability of core course credits.” [23-1-125(3) C.R.S.]
- 5.06 General Education (GE) Council
- The GE Council:
- 5.06.01 “...shall create a process through which it shall seek input from and consult with various higher education student organizations for each articulation agreement and for the review of general education courses and the course numbering system as required in [23-1-108.5(3)(c)].” [23-1-108.5(3)(a), C.R.S.]
- 5.06.02 “...shall recommend to the commission a statewide articulation matrix system of common course numbering to which the general education courses for each higher education institution may be mapped.” [23-1-108.5(3)(b), C.R.S.]¹⁴
- 5.06.03 “...shall recommend to the commission a list of general education courses to be included in the course numbering system. In identifying said general education courses, the council shall review the course descriptions, and may

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

request summaries of course syllabi for review, focusing first on lower division general education courses.” [23-1-108.5(3)(c)(I), C.R.S.]¹⁵

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

6.00 Other Statutory Provisions that Affect Transfer

6.01 Credit cap for degrees.

- 6.01.01 “Students should be able to complete their associate of arts and associate of science degree programs in no more than sixty credit hours or their baccalaureate programs in no more than one hundred twenty credit hours unless there are additional degree requirements recognized by the commission” [23-1-125(1)(a), C.R.S.]; and
- 6.01.02 “The commission shall establish a standard of a one-hundred-twenty-hour baccalaureate degree, not including specified professional degree programs that have additional degree requirements recognized by the commission” [23-1-125(2), C.R.S.]¹⁷

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

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

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

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

- 6.02.01 “A state institution of higher education that admits as a junior a student who holds an associate of arts degree, associate of applied science degree, or associate of science degree that is the subject of a statewide degree transfer agreement shall not require the student to complete any additional courses to fulfill general education requirements” [23-1-108(7)(b)(II)(A), C.R.S.]; and
 - 6.02.02 “A student who transfers under a statewide degree transfer agreement may be required to complete lower-division courses that are part of the major, but are not part of the statewide degree transfer agreement, if taking the courses does not require the transfer student to take more total credit hours to receive the degree than a native student and does not extend the total time required to receive the degree beyond that required for a native student”¹⁸ [23-1-108(7)(b)(II)(A), C.R.S.]; and
 - 6.02.03 “A state institution of higher education...is responsible for the total cost of tuition, without participation by the student in the college opportunity fund...for any credit hours that exceed the total credit hours required for a native student or that extend the total time to receive the degree beyond that required for a native student” [23-1-108(7)(b)(II)(A), C.R.S.].
- 6.03 Competency testing.
- 6.03.01 “...the commission shall, in consultation with each public institution of higher education, define a process for students to test out of core courses, including specifying use of a national test or the criteria for approving institutionally devised tests. Beginning in the 2010-11 academic year, each public institution of higher education shall grant full course credits to students for the core courses they successfully test out of, free of tuition for those courses.” [23-1-125(4), C.R.S.]
 - 6.03.02 Standard practice is that institutions do not have to allow students to test out of every core course but there must be a means to test out of every gtPathways category (e.g., GT-CO1, GT-MA1, and so on).
 - 6.03.03 Institutions may choose the assessment instruments. Portfolio review and prior learning assessment are allowable instruments.
- 6.04 Credit for prior learning.
- 6.04.01 “...each public institution of higher education shall adopt and

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

make public a policy or program to determine academic credit for prior learning.” [23-1-125(4.5), C.R.S.]

6.04.02 Institutions shall accept in transfer from within the institution and from other state institutions of higher education prior learning assessment credit awarded for GT Pathways requirements and shall not prohibit students from meeting general education/GT Pathways requirements with prior learning assessment credit.

7.00 General Education and gtPathways Curriculum

The gtPathways curriculum is the core of the general education requirements of most Liberal Arts & Sciences bachelor’s degrees. This takes some of the guesswork out of transfer because gtPathways courses, in which the student earned a C- or higher, will always transfer¹⁹ and the credit will apply²⁰ to gtPathways requirements in every Liberal Arts & Sciences bachelor’s degree at every public Colorado institution. Depending on the bachelor’s degree, gtPathways course credit may also be applied to major and elective requirements at the receiving institution’s discretion. gtPathways courses taken beyond the required 31-credit gtPathways curriculum will transfer (and be listed on the student’s transcript) but the credit is not guaranteed to apply to general education or major requirements or to electives (or count towards the 120 required credits for the bachelor’s degree). Table 1 below highlights where gtPathways courses fit in a bachelor’s degree.

Table 1: The Parts of a Bachelor’s Degree

<p>Bachelor’s Degree (usually 120 credits)</p> <p>Examples: Bachelor of Arts Bachelor of Science</p>	<p>General Education Requirements, includes:</p> <ul style="list-style-type: none"> gtPathways (31 credits) and/or other courses specified by the institution or major department, not to exceed 40 credits²¹
	<p>Major Requirements (number of credits varies)</p> <p>Examples:</p> <ul style="list-style-type: none"> Biology English Political Science
	<p>Electives (number of credits varies)</p>
	<p>Other graduation requirements</p>

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

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

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

²¹ §Per 23-1-125(3), C.R.S.

Table 2: gtPathways Curriculum

Semester Credit Hours	gtPathways Curriculum
6	<p>Written Communication: GT-CO1: Introductory Writing course (minimum 3 credits) GT-CO2: Intermediate Writing course (minimum 3 credits) GT-CO3: Advanced Writing Course (minimum 3 credits) *Students may take GT-CO1 and GT-CO2 or they may take GT-CO2 and GT-CO3.</p>
3	<p>Mathematics: GT-MA1 (minimum 3 credits)</p>
15	<p>Arts & Humanities – 2 courses (minimum 6 credits); courses can be from different sub-categories or from the same sub-category: GT-AH1: Arts and Expression GT-AH2: Literature and Humanities GT-AH3: Ways of Thinking GT-AH4: World Languages (must be 200 level)</p> <p>History – 1 course (minimum 3 credits) GT-HI1</p> <p>Social and Behavioral Sciences – 1 course (minimum 3 credits) GT-SS1: Economic or Political Systems GT-SS2: Geography GT-SS3: Human Behavior, Culture, or Social Frameworks</p> <p>*Students must select one more course from any of the above categories/sub-categories to equal at least 15 credits. (Multiple courses from the same sub-category are allowed.)</p>
7	<p>Natural and Physical Sciences – 2 courses, at least one of which must be GT-SC1 GT-SC1: Course with Required Laboratory GT-SC2: Lecture Course without Required Laboratory</p>

31	TOTAL MINIMUM CREDITS

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

7.01 Limitations to gtPathways

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

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

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

1. The gtPathways curriculum will satisfy at least 31 credits of general education requirements in most degrees, but not all degrees.
2. If the bachelor's degree into which the student intends to transfer contains the gtPathways curriculum, or an academic advisor for that degree affirms that the student's gtPathways courses will apply to major or elective requirements, then gtPathways courses are a good choice for that student.

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

3. If the degree does not contain the gtPathways curriculum, and the academic advisor indicates that none or few gtPathways courses will apply to the degree requirements, then the student should be advised that, although all coursework will *transfer*, it may not *apply* so it won't get the student closer to completing the bachelor's degree. Early transfer may be a good option in these instances.

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

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

7.02 Waivers of gtPathways Curriculum Requirements

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

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

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

8.00 Transfer Options for Students

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

8.01 Transfer of gtPathways Courses

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

8.02 Statewide Transfer Articulation Agreements

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

- 8.02.01 Graduate from a two-year institution with a 60-credit Associate of Arts (A.A.) or Associate of Science (A.S.) Degree with Designation, such as an Associate of Arts in Business [§23-60-211 and §23-71-123(3), C.R.S.]. Exceptions to the 60-credit limit may be made by the Commission to facilitate transfer in certain disciplines or fields, including where the associated bachelor's degree program has received a waiver from the 120-credit cap and/or GT Pathways curriculum requirements.

8.02.02 Enroll, with junior status, at a 4-year institution if the student successfully completes the A.A. or A.S. degree that is the subject of the Statewide Transfer Articulation Agreement. It is important to note, however, that successful completion of the A.A. or A.S. degree does not guarantee admission into the four-year institution or the degree program at the four-year institution [§23-1-108(7)(b)(I), C.R.S.]. Students should always seek advising from the appropriate advisor at their two-year institution and the four-year institution into which they plan to transfer.

8.02.03 Complete the bachelor's degree in no more than 60 additional credits at the receiving four-year institution (for a total of 120 credits) [§23-1-108(7)(b)(II), C.R.S.], except where the degree program has received a waiver from the Commission to exceed 120 credits [§23-1-125(1)(b), C.R.S.].

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

8.03 Institutional Transfer Guides

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

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

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

A student who earns an Associate of Arts (A.A.) or Associate of Science (A.S.) degree (that is not a Degree with Designation) at a Colorado public institution, including completing the Pathways curriculum with a grade of C- or better in all courses, will transfer, upon

admission, with junior standing into all liberal arts and sciences bachelor degree programs offered by a Colorado public four-year university. The credits earned in the associate degree program will apply at minimum to 31 credit hours of lower division general education and 29 credit hours of additional graduation credits. The receiving institution will evaluate credit for prior learning following its standard policy, and in alignment with the Commission's Prior Learning Assessment policy (Section I, Part X). Students should follow the Statewide Transfer Articulation Agreement (if one exists for the chosen bachelor's degree) or the receiving institution's Transfer Guide while considering what courses to complete as part of the A.A. or A.S. degree.

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

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

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

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

8.06 Transfer of Credits from Area Technical Colleges

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

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

the state credit transfer policies established by the Colorado commission on higher education.²³

9.00 Student Complaints

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

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

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

**TOPIC: PROPOSED REVISIONS TO CCHE POLICY I, PART E:
DEVELOPMENTAL EDUCATION AND PROPOSED REPEAL OF CCHE
POLICY I, PART W: SUPPLEMENTAL ACADEMIC INSTRUCTION**

**PREPARED BY: DR. CHRIS RASMUSSEN, DIRECTOR OF ACADEMIC AFFAIRS &
KATIE ZABACK, SENIOR POLICY DIRECTOR**

I. SUMMARY

This discussion item presents recommended revisions to the CCHE developmental education policy in response to House Bill 19-1206 (Concerning Removing Equity Gaps in Higher Education by Ensuring More Students Have Access to Supplemental Academic Instruction). The discussion item also presents a recommendation to repeal CCHE policy on supplemental academic instruction, since the provisions of that policy have either been rendered moot by HB 19-1206 or can be subsumed within the developmental education policy. The revisions presented to the Commission for discussion include changes that have been made since the Commission addressed the matter at its March 6 meeting, reflecting changed circumstances brought by the COVID-19 pandemic.

II. BACKGROUND

On April 25, Governor Polis signed into law [HB 19-1206](#) (Higher Education Supplemental Academic Instruction). The act amended various parts of state statute, most prominently CRS §23-1-113 and CRS §23-1-113.3, concerning the delivery of basic skills/developmental education courses by state-supported institutions of higher education in Colorado. The act is designed to move institutions away from the use of pre-requisite remedial education courses and toward supplemental academic instruction (SAI) or other forms of co-requisite remediation (credit-bearing courses or other supports offered in conjunction with a gateway, college-level course). The act directs the Commission to adopt a developmental education policy that requires public institutions of higher education to maximize the likelihood of student success in gateway courses in math and English.

The key provisions of the act are as follows:

- For institutions authorized to offer developmental education, the act requires that, beginning in the 2022-23 academic year, no more than 10 percent of enrolling students shall be placed into pre-requisite developmental education courses (CRS §23-1-113.3(1)(a)(I)).
- For institutions authorized to offer developmental education, the act requires that, by August 1, 2021, institutions shall have a plan in place to meet this requirement; the act also allows for institutions to request a two-year extension for full implementation (CRS §23-1-113.3(1)(a)(II)).
- The act prohibits the placement of a student into developmental education based on a single instrument or test (CRS §23-1-113(1.5)(a)(I)). It should be noted that the CCHE developmental

education policy had already required the use of “multiple measures” to assess and place students into developmental education, and the act provides an additional legislative mandate.

- The act allows institutions to pilot new approaches to developmental education for students who may not benefit from SAI or other forms of co-requisite remediation, and to seek waivers from the commission to expand or duplicate successful pilot projects (CRS §23-1-113.3(1)(a)(III)).
- The act authorizes all four-year institutions to offer SAI—without requiring approval from the commission—to students who need additional supports to be successful in college-level courses (CRS §23-1-113(1.5)(a)(II)).
- The act includes new institutional requirements to “use an evidence-based placement approach to placing students into English as a second language courses” and to maximize the likelihood that English language learners will complete gateway courses in English within three years (CRS §23-1-113(1.5)(a)(I)).
- The act clarifies and adds reporting requirements relating to developmental education and SAI (CRS §23-1-113(1.5)(b); CRS §23-1-113(9)(a)(I); CRS §23-1-113.3(3); CRS §23-1-113.3(4)).

The Department engaged in extensive stakeholder consultation to inform the policy revision process, including creation of a cross-functional workgroup on implementation of HB19-1206. The workgroup was composed of faculty in English and in math, developmental education experts, academic administrators and policy specialists, registrars, and institutional researchers. The staff also consulted with the Academic Council, the General Education Council, the Registrar Council, the Data Advisory Group, and the Colorado Community College System Leadership. Additionally, the Department hosted an open stakeholder meeting on specific provisions of HB19-1206 that address English as a Second Language (ESL) students.

The COVID-19 pandemic has caused reconsideration of certain provisions of the policy. The arrival of the pandemic in the United States brought a sudden shift to all-remote instruction in both K-12 and higher education, which will undoubtedly vary greatly in the effectiveness of implementation. Many students will thrive in the new modality and their learning and performance will not suffer. Many other students will struggle with the modality or face disruptions in learning due to uneven access to adequate computers or reliable internet service. As a result, colleges and universities will need additional flexibility to assess students’ needs in a manner they deem most reliable, and implement learning initiatives to address gaps in learning due to the COVID-19 disruption.

Additionally, the cancellation of SAT test administrations that had been scheduled for April and June requires a reconsideration of the role of standardized tests in assessing student readiness for college-level English and math. The current policy prioritizes the use of the SAT or some other designated test as a “primary” assessment to determine students’ readiness for college-level work. Given that all Colorado high school students take the SAT as a proficiency assessment, Department staff had recommended that the SAT continue to be used as a primary assessment for college readiness in the revised policy—a position that was affirmed by the Commission’s Standing Committee on Student Success & Academic Affairs. We are now facing a situation where many newly entering college students in the Fall of 2020

will not have a SAT score. Additionally, if the pandemic continues into the summer and leads to cancellation of in-person instruction for the fall semester, colleges and universities may not be able to administer placement exams such as the ACCUPLACER. This again suggests that maximum flexibility is desirable.

On a related note, recent analysis of developmental education data by Department staff calls into question the reliability of the SAT and ACT tests as placement tools. Staff found that the change from the ACT to the SAT in Colorado high schools led to a 10-percentage point drop in the number of students who were identified by institutions as having remedial needs. While other factors likely also contributed to this precipitous drop, it is a large enough decrease to question the validity of the SAT and ACT for placement.

III. STAFF ANALYSIS

Because of the extensive revisions required to the policy, three versions of CCHE Policy I, E are attached: 1) the pre-revised (current) version of the policy; 2) a red-lined version with all recommended changes visible; and 3) a clean revised version. The current CCHE Policy I, W (Supplemental Academic Instruction) is also attached.

Changes to the version presented to the Commission on March 6 are highlighted in yellow in the attached policy document. These include removing the distinction between “primary” and “secondary” assessments, and eliminating the requirement that institutions use an assessment on a provided list (such as the SAT or the ACCUPLACER) in determining placement of students into gateway coursework or some form of developmental education. The policy has been changed to reflect the following:

1. If a student presents a score on one of the assessments listed in Table 1 of the policy, and the score is at or above the stated threshold (cut score), the student cannot be placed into development education. This retains the SAT as a means for students to demonstrate readiness for college-level work.
2. An institution ***may*** use the score presented by a student on the SAT or another assessment that is below the stated threshold as a first indicator of the potential need for developmental education, but the institution must use at least one additional assessment (e.g., test, GPA, evaluation of coursework) before placing the student into developmental education. An institution is not obligated to take a score that is below the threshold and use it as part of its placement process. An institution may ignore a score that is below the threshold and instead rely on some other combination of assessments as part of its multiple measures.
3. An institution is not required to use an assessment in Table 1 in the policy, but an institution cannot ignore a score that is above the threshold on one of the assessments. Meaning, if the student doesn't present a score on one of the assessments, the institution is not mandated to require the student to take a test.

The following substantive changes to the existing policy are proposed:

1. Section 1.00, Introduction and Purpose: Revised language to reflect the current Commission Master Plan and the legislative declaration for HB 19-1206; deleted text to reduce redundancy and reduce superfluous text.
2. Section 2.00, Statutory Authority: Revised and extended language to reflect amended relevant statutes; this section could be moved so that it appears at the end of the policy.
3. Section 3.00, Terminology:
 - a. Revised definitions based on the use of terms in HB 19-1206 and revised statutes
 - b. Added a definition for “Gateway Course”
 - c. Clarified differences among supplemental academic instruction, pre-requisite developmental education courses, and co-requisite developmental education courses
 - d. Deleted references to “primary” and “secondary” assessment and default use of standardized assessments
 - e. Deleted flow charts for placement upon recommendation of cross-functional working group and Academic Council.
4. Section 4.00, Maximizing Student Success in Gateway Courses: Renamed the section with a more positive framing; incorporated much-truncated language on placement into higher-level math and English courses; added language that clarifies the role of standardized tests
5. Section 5.00, Students’ Responsibilities: Added language clarifying that students may opt out of development courses if an institution’s policy allows for it.
6. Section 6.00, Institutions’ Responsibilities:
 - a. Deleted redundant language on placement into higher-level courses in math and English
 - b. Added language on suggested strategies for secondary assessment
 - c. Incorporated language of “multiple measures” in 6.02
 - d. Added language in 6.03 on completion of developmental coursework in order to delete the previous section 7.00 on exemptions from secondary assessment
 - e. Added language in 6.04 clarifying that students may “self-place” into developmental education courses
 - f. Deleted the previous subsection 6.04 as it was struck from statute by HB 19-1206
 - g. Added still-relevant language from CCHE Policy I, W in subsection 6.06
 - h. Added sub-section 6.07 reflection new statutory requirements on developmental education coursework enrollment, implementation timelines, and policies on waivers and pilot projects.
7. Former Section 7.00, Students Exempt from Secondary Evaluation: Deleted mostly redundant language and moved still-relevant sections to other areas of the document.
8. New Section 7.00, Students for Whom English is a Section Language: New section to reflect statutory mandates from HB 19-1206; provided clarification on English as a non-native language (which could be a second, third, or greater language after the native language)
9. Section 10.00, Funding: Moved language around to improve flow and provide stronger clarity on institutional authority and limitations.

10. Section 11.00, Data Reporting: Revised language to reflect modified statutory requirements and institutional accountability.

IV. STAFF RECOMMENDATIONS

Discussion item only. In the event the Commission moves the item to action, the staff recommends that the Commission approve proposed changes to CCHE Policy Section I, Part E: Developmental Education, and repeal CCHE Policy Section I, Part W: Supplemental Academic Instruction.

V. STATUTORY AUTHORITY

C.R.S. §23-1-113

Commission directive – admission standards for baccalaureate and graduate institutions of higher education – policy – report – definitions.

...

(1.5) (a) (I) The commission shall establish and the governing boards shall implement a policy pursuant to section 23-1-113.3 to identify matriculated students who need additional supports to be successful in gateway courses in English and mathematics and standards and procedures whereby state institutions of higher education may offer supplemental academic instruction or developmental education courses as provided in section 23-1-113.3. The commission's policy must prohibit the placement of a student in developmental education courses based on a single instrument or test and must be designed to maximize the likelihood that a student will complete gateway courses in English and mathematics within one year. In addition, the commission's policy must require state institutions to use an evidence-based placement approach to placing students into English as a second language courses, and placement of these students must be designed to maximize the likelihood that a student placed in English as a second language courses will complete gateway courses in English within three years. The commission, in consultation with the governing boards, shall ensure that the policy aligns with the admission policy adopted pursuant to subsection (1) of this section. In identifying the standards for developmental education, the commission may differentiate requirements for mathematics based on the prerequisite skills needed for required courses within a student's declared program of study.

(II) As part of the policy established pursuant to this subsection (1.5)(a), all state institutions of higher education are authorized to provide supplemental academic instruction even if the institution is not authorized to provide developmental education courses pursuant to section 23-1-113.3. The institution may receive stipend payments from the state pursuant to section 23-18-202 on behalf of an eligible undergraduate student, as defined in section 23-18-102 (5), who is enrolled in a college-level course that includes supplemental academic instruction or co-requisite support or who is enrolled in a pilot program pursuant to section 23-1-113.3 (1)(a)(III).

(b) Each governing board shall adopt policies and procedures that are aligned with the policy established by the commission pursuant to subsection (1.5)(a) of this section and that ensure that, to the extent required by the commission policy, each matriculated student who may need additional supports to be successful in gateway courses in English and mathematics has access to supplemental

academic instruction. The institution that enrolls the student shall select which measures to use from among those that meet the standards established in the commission policy. The commission, in consultation with the governing boards, shall collect information regarding the measures used by the institutions for placement to help analyze the data reported pursuant to subsection (9) of this section and by section 23-1-113.3 (4).

(c) All students enrolled in programs that require gateway courses in English and mathematics at state institutions of higher education should complete gateway courses by the time the student completes thirty college-level credit hours.

...

(9) (a) Notwithstanding section 24-1-136 (11)(a)(I) to the contrary, on or before February 15, 2012, and on or before April 15 each year thereafter, the department of higher education shall submit to the state board of education, the department of education, and the education committees of the house of representatives and the senate, or any successor committees, a report, subject to available data, for the high school graduating classes of the preceding six academic years concerning:

(I) The need for additional supports for students to be successful in gateway courses in English and mathematics, the subject for which the students are identified as needing additional supports to be successful in gateway courses, and student success in gateway courses;

(II) First-year college grades; and

(III) Types of academic certificates and degrees attained at all postsecondary institutions in Colorado and the United States.

...

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

(a) "Academic skills courses" means courses that teach the basic academic skills necessary to succeed at a postsecondary institution.

(b) "Developmental education courses" means courses that are prerequisites to the level of work expected at a postsecondary institution and include academic skills courses and preparatory courses.

(b.5) "Gateway course" means the first college-level course in English or mathematics that is approved for statewide transfer pursuant to section 23-1-125 (3) and that a student takes to fulfill the English or mathematics requirement for the student's program of study.

(c) "National assessment test scores" include, but are not limited to, ACT test scores and SAT test scores.

(d) "Preparatory courses" means courses designed for students who demonstrate a deficient skill level in the general competencies necessary to succeed in a standard postsecondary curriculum and include but are not limited to reading courses that focus on nontechnical vocabulary, word identification, and reading of everyday material; writing courses that focus primarily on grammar, usage, punctuation, and effective sentences and paragraphs; and mathematics courses primarily covering concepts introduced in elementary and intermediate algebra and geometry.

(e)

(I) "Supplemental academic instruction" means academic support models that use peer or instructor study sessions or individualized in-class academic support to improve student learning, retention, or success. "Supplemental academic instruction" also includes co-requisite and modified co-requisite supports. "Supplemental academic instruction" does not include prerequisite developmental education courses.

(II) As referenced in subsection (11)(e)(I) of this section, co-requisite or modified co-requisite supports are designed for students identified as needing additional supports to be successful in college-level gateway courses. Co-requisite models pair a transfer-level course with a support course, extending the instructional time through additional lecture or lab hours, or require students to participate in academic support services in mathematics, English, or writing.

C.R.S. §23-1-133.3

Commission directive – developmental education courses – report.

(I) (a) (I) As part of the policy adopted by the commission pursuant to section 23-1-113 (1.5)(a), the commission shall adopt and the governing boards shall implement standards and procedures whereby state institutions of higher education may offer developmental education courses, as defined in section 23-1-113 (11)(b), pursuant to this section, as prerequisites to a gateway course in English and mathematics, as defined in section 23-1-113 (11)(b.5). Beginning in the 2022-23 academic year, no more than ten percent of students enrolling in a state institution of higher education shall be enrolled directly into a developmental education course, as defined in section 23-1-113 (11)(b), that is prerequisite to a gateway course in English or mathematics if the developmental education course lengthens the student's time to degree beyond the time it would take the student to complete the degree if the student had enrolled directly into a gateway course.

(II) On or before August 1, 2021, each state institution of higher education authorized pursuant to subsection (2)(a) of this section to offer developmental education courses, as defined in section 23-1-113 (11)(b), shall have a plan in place to meet the requirements described in subsection (1)(a)(I) of this section. The commission's standards and procedures must allow an institution of higher education to request an extension from the commission of up to two years to meet the requirements described in subsection (1)(a)(I) of this section, upon demonstrating exceptional circumstances.

(III) The commission's standards and procedures adopted pursuant to subsection (1)(a)(I) of this section must allow state institutions of higher education serving groups of students who are not successful in supplemental academic instruction to pilot different approaches that are more successful for those students and to request a waiver from the commission's standards and procedures in order to duplicate or expand successful approaches.

(2) (a) Subject to the provisions of this section, Adams state university, Colorado Mesa university, Western Colorado university in Chaffee and Gunnison counties, any local community college, and any community college governed by the state board for community colleges and occupational education may offer developmental education courses, as defined in section 23-1-113 (11)(b), and receive stipend payments from the state on behalf of eligible undergraduate students, as defined in section 23-18-102 (5).

(b) Except as otherwise provided in subsection (5) of this section, any state institution of higher education not specified in subsection (2)(a) of this section is prohibited from offering a developmental education course, unless the course is offered by contract through any of the institutions of higher education specified in subsection (2)(a) of this section.

(c) Notwithstanding the provisions of subsection (2)(b) of this section, Metropolitan state university of Denver and the university of Colorado at Denver are prohibited from offering developmental education courses.

(3) Each state institution of higher education shall track all students who are identified as needing additional supports to be successful in gateway courses in English or mathematics pursuant to section 23-1-113 (1.5) in order to determine whether those students successfully complete requirements for graduation.

(4) (a) Notwithstanding section 24-1-136 (11)(a)(I) to the contrary, the department shall transmit annually to the education committees of the senate and the house of representatives, or any successor committees, the joint budget committee, the commission, and the department of education an analysis of the data:

(I) Regarding students who are identified as needing additional supports to be successful in gateway courses in English and mathematics, pursuant to section 23-1-113 (1.5), and who receive supplemental academic instruction or are enrolled in developmental education courses; and

(II) Regarding the costs of providing supplemental academic instruction or developmental education courses pursuant to section 23-1-113 (1.5) and whether students who receive supplemental academic instruction or complete developmental education courses successfully complete the requirements for graduation.

(b) (Deleted by amendment, L. 2019.)

(5) Any state institution of higher education not specified in subsection (2)(a) of this section offering a developmental education course on a cash-funded basis shall report annually to the department the same data that is required to be compiled and tracked pursuant to subsection (3) of this section.

(5.5) The institution and the department shall report the information specified in subsections (3) and (4) of this section on an individual student basis, using each student's unique student identifier.

(6) For purposes of this section, "local community college" includes Aims community college and Colorado mountain college.

VI. ATTACHMENTS

Attachment A: Existing (pre-revised) version of CCHE Policy I, E: Developmental Education

Attachment B: Proposed Revisions to CCHE Policy I, E: Developmental Education (with recommended changes and comments visible)

Attachment C: Clean version of proposed revised CCHE Policy I, E. Developmental Education (all proposed revisions incorporated into the text)

Attachment D: CCHE Policy I, W: Supplemental Academic Instruction



SECTION I

PART E DEVELOPMENTAL EDUCATION

1.00 Introduction

This policy was previously known as the Statewide Remedial Education Policy. The purposes of this policy are 1) to enroll students in credit bearing, college-level courses whenever possible; 2) to prevent unnecessary placement testing of students; and 3) to ensure that each student identified as having developmental education needs is afforded appropriate opportunities to:

- Enter directly into college-level English and mathematics courses; or
- Receive other alternatives to developmental education, such as summer boot camps and refresher courses; or,
- Receive the appropriate co-requisite, Supplemental Academic Instruction (SAI) while enrolled in college-level English and mathematics courses; or
- As a last resort, receive non-college level developmental education.

Institutions shall ensure that developmental students who place into college-level English and mathematics courses with SAI, or place into non-college level developmental education, complete the sequent college-level English and mathematics course(s) required of their programs within the students' first 30 semester credit hours (not including college credits earned while the student was in high school). It should be noted that institutions may also offer SAI to non-developmental education students but that instance is not subject to this policy. Institutions shall also ensure that after students have completed developmental education coursework with a C- or higher that the students are exempt from further placement testing (even if they transfer to another institution) and may enroll in the sequent college-level course the following semester. Institutions shall integrate advising and other student supports early on in the placement process. Prior to first semester registration, institutions shall notify students:

- If they have been identified as needing developmental education;
- Their options for developmental education; and
- Which courses they should register for.

Colorado's Master Plan for higher education, *Colorado Competes*, challenges the state's system of higher education to improve the effectiveness of placement and developmental education and alternatives to it thereby increasing student persistence; decreasing time to completion, especially by recognizing the learning that adults returning to college bring with them; and closing attainment

gaps between wealthier students and students from low-income families, as well as between white students and students of color, in particular, Colorado’s fastest growing ethnic group, Latino students. This policy is aligned with State Board of Education’s Colorado High School Graduation Guidelines, the Commission’s Admissions Standards ([Policy I, F](#)), Statewide Transfer and GT Pathways ([Policy I, L](#)), and Supplemental Academic Instruction ([Policy I, W](#)) policies. This policy applies to all state-supported institutions of higher education admitting students who need to take college-level English or mathematics, including those admitted through cash-funded (extended studies) programs. This policy supports using multiple measures to gauge college-readiness, such as the courses a student completed in high school and GPA, rather than sole reliance on SAT, ACT or other test scores. It should be noted that where this policy discusses “assessment,” that an assessment may be either an exam the student takes or may be some account of the student’s college-readiness, such as the review of a high school transcript.

Readiness for the appropriate college-level mathematics course is one of the largest predictors of student success in college. Special attention should be paid to high school mathematics preparation. Different majors require different mathematics courses, which require different levels of preparation. The College-Ready Math Guidelines at the end of Table 1 should be used to communicate the expectations for college readiness to high school students, K-12 schools, parents and the public. This policy should be used to encourage high school students to improve their academic preparation before entering college.

This policy contains the following sections:

- 1.00 Introduction
- 2.00 Statutory Authority
- 3.00 Terminology and Flow Charts for Placement
- 4.00 Table 1 – College-Readiness Assessments and Cut Scores
 - 4.01 College-Ready Math Guidelines
 - 4.02 College-Ready English Guidelines
- 5.00 Students’ Responsibilities
- 6.00 Institutions’ Responsibilities
- 7.00 Students Exempt from Secondary Evaluation
- 8.00 Course Challenge Option
- 9.00 Grievance Procedure and Filing a Student Complaint
- 10.00 Funding
- 11.00 Accountability and Data Reporting

2.00

Statutory Authority

23-1-113. Commission directive - admission standards for baccalaureate and graduate institutions of higher education - policy - definitions

(1.5) (a) (I) The commission shall establish and the governing boards shall implement a policy pursuant to section 23-1-113.3 to identify matriculated students who need basic skills courses in English and mathematics and standards and procedures whereby state institutions of higher education may offer basic skills courses as provided in section 23-1-113.3. The commission, in consultation with the governing boards, shall ensure that the policy aligns with the admission policy adopted pursuant to subsection (1) of this section. In identifying the standards for basic skills, the commission may differentiate requirements for mathematics based on the prerequisite skills needed for required courses within a student's declared program of study.

(II) As part of the policy established pursuant to this paragraph (a), the commission may authorize a state institution of higher education to provide supplemental academic instruction even though the institution is not authorized to provide basic skills courses pursuant to section 23-1-113.3. The institution may receive stipend payments from the state pursuant to section 23-18-202 on behalf of an eligible undergraduate student, as defined in section 23-18-102 (5), who is enrolled in a college-level course that includes supplemental academic instruction.

3.00

Terminology and Flow Charts for Placement

Assessment means some sort of evaluation of a student's readiness for college-level math and English. Assessment might mean having the student take a test, such as the Accuplacer; or the assessment might be an advisor's evaluation of the scores a student earned on various tests or an evaluation of the student's high school transcript; or assessment might mean the student has a conversation with an advisor about past experiences with learning.

Primary Evaluation means the assessment used first and that is used primarily for admission purposes and identifying whether or not students are college ready for English and mathematics. If the student has SAT or ACT scores that are not more than three years old then the institution shall use those, and institutions may choose to use any test scores that are more than three years old. If not, institutions shall use any of the assessments or other college-ready indicators in Table 1 as the primary assessment. Institutions may also use high school GPA, consider the courses taken in high school, or may use an account of the student's

learning that occurred since high school (such as through work experience) or credit awarded through prior learning assessment.

Secondary Evaluation means an assessment or other institution-specific secondary-evaluation process used to place a student into courses after admission, when the student's primary assessment is missing or indicates he/she is not college-ready (i.e., did not meet or exceed the cut score in Table 1). The secondary evaluation should be viewed as a second opportunity for the student to avoid being placed into developmental education. Placement exams used to place non-developmental students in higher level English or mathematics courses are not subject to this policy. See Section 7.00: Students Exempt from Secondary Evaluation for more explanation.

Cut Score means the score on an assessment the student must meet or exceed to show they are college-ready, which prevents the institution from placing the student into developmental education. Institutions may use cut scores lower than those listed in Table 1 but shall not set cut scores higher than those listed in Table 1. Students who do not meet the cut score on the primary evaluation shall have the opportunity to complete a secondary evaluation. If the student does not meet or exceed the cut score on the secondary evaluation then they may be placed into college-level courses, Supplemental Academic Instruction (SAI) or developmental education coursework.

Developmental Education: Sometimes referred to as “basic skills” or “remedial” courses, these courses are not college-level, are not worth credit, do not apply to certificate or degree requirements, and delay graduation. At Colorado colleges and universities, these courses usually start with a zero to signify they are below college-level, such as with MAT 055: Algebraic Literacy.

Supplemental Academic Instruction (SAI): SAI is sometimes referred to as “co-requisite developmental education.” For most students, SAI is a better option than traditional non-college-level developmental education. With SAI, students enroll in the college-level English or mathematics course appropriate for their chosen degree program and at the same time (co-requisitely) take SAI to give them extra help and increase the likelihood they will pass the college-level English or mathematics course. SAI may include, but is not limited to, a supplemental course, tutoring, an online lab, peer study groups, and etc.

Figure 1: Flow Chart for Placement at Four-Year Institutions, Including Students at Metropolitan State University of Denver Who Are Nineteen Years of Age or Less

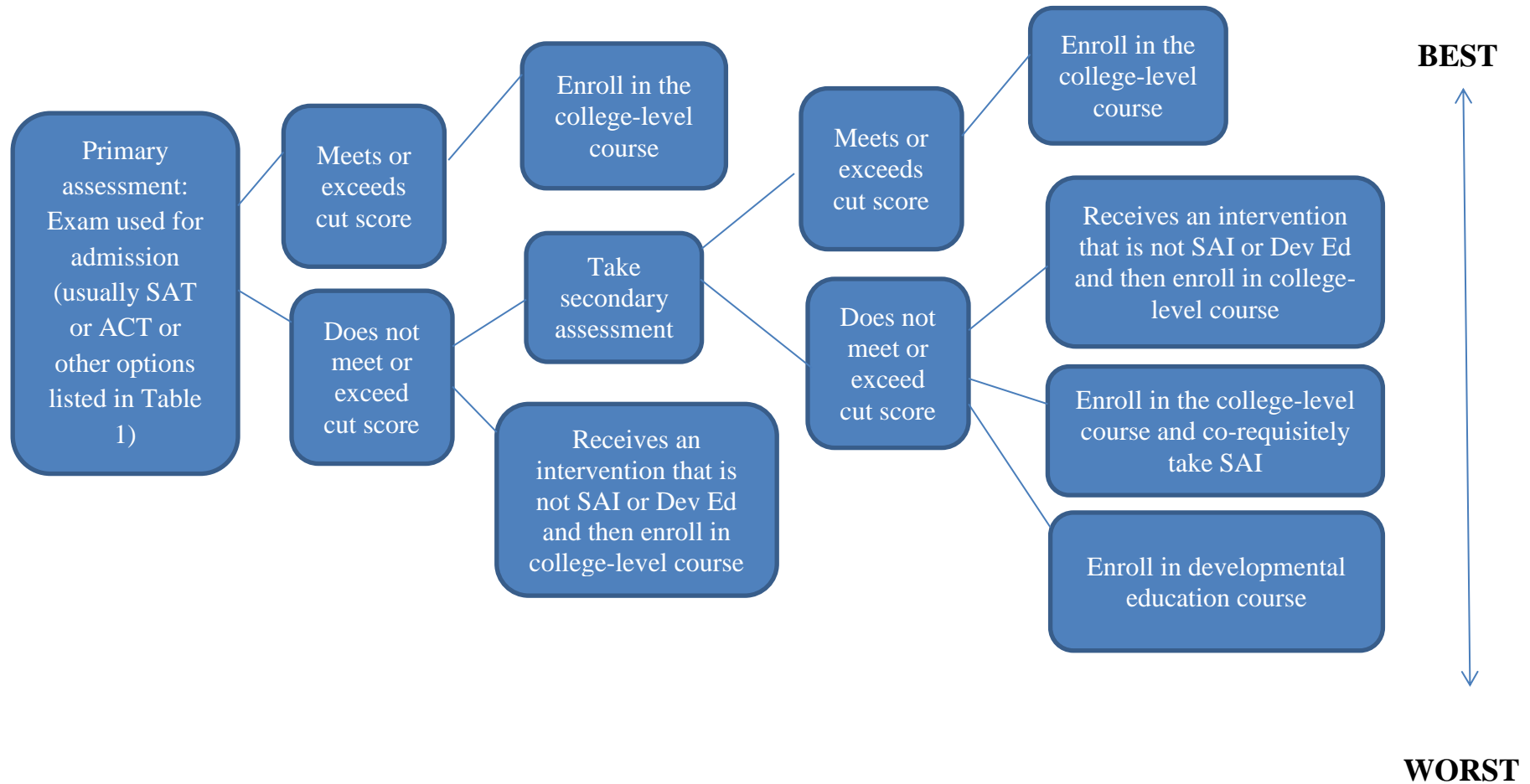
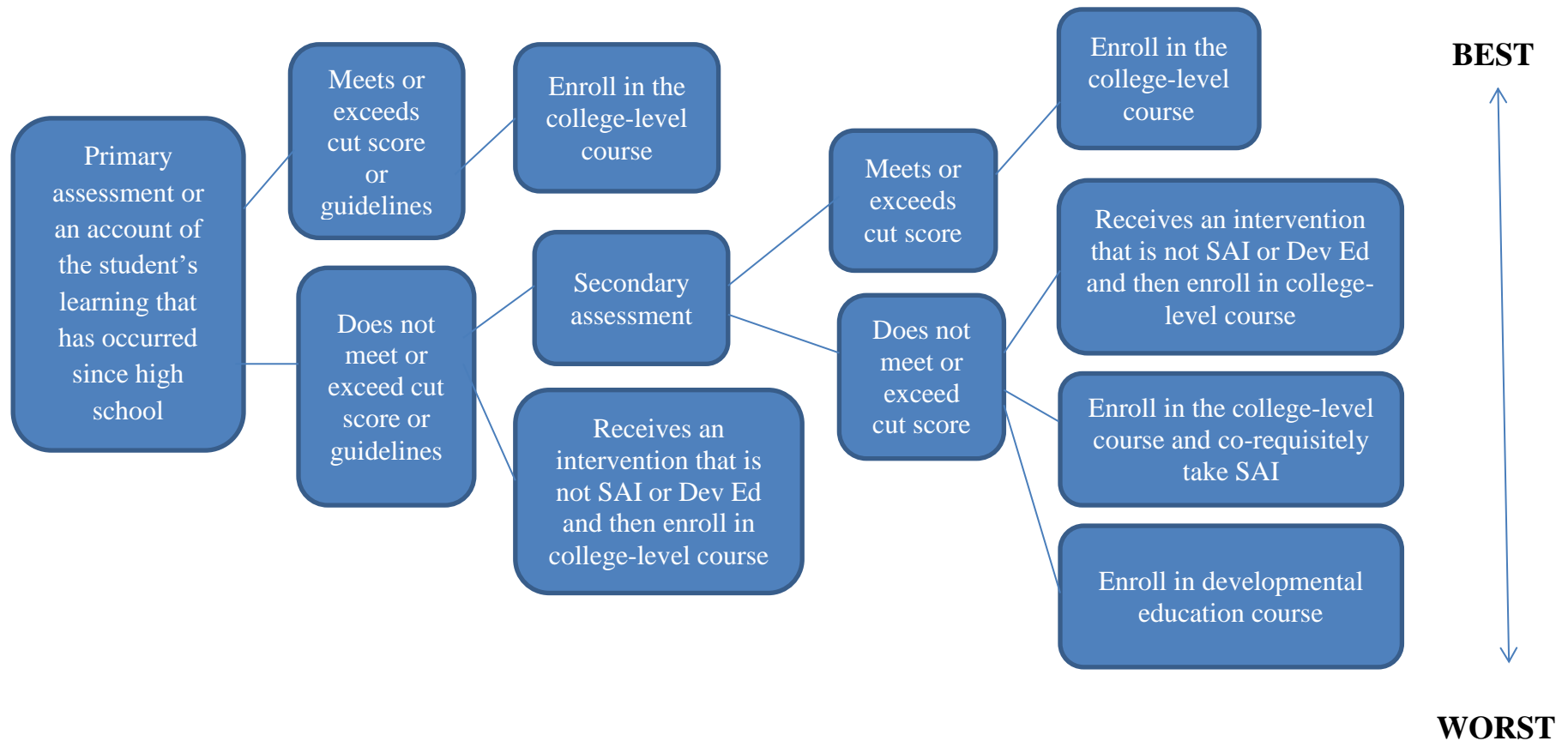


Figure 2: Flow Chart for Placement at Community Colleges and Students at Metropolitan State University of Denver Who Are Twenty Years of Age or More



4.00**Table 1 - College-Readiness Assessments and Cut Scores**

Table 1 below provides scores on assessments that institutions may use in identifying students who may need developmental education in English and mathematics. Institutions may use cut scores lower than those listed in Table 1 but shall not set cut scores higher than those listed in Table 1. If a student gets a score that is lower than the cut scores listed in the table below, then that is an indication the student may have developmental education needs. If the student has SAT or ACT scores that are not more than three years old then the institution shall use those, and institutions may choose to use SAT and ACT scores that are more than three years old. If not, institutions shall use any of the tests or other college-ready indicators in Table 1 as the primary assessment. Institutions may also use an account of the student's learning that occurred since high school (such as through work experience) or credit awarded through prior learning assessment.

Table 1 – College-Ready Assessments and Cut Scores

Assessment Test	English Comp I (GT-CO1): Introductory Writing) Cut Score*	CTE & Quantitative Reasoning Math Cut Score*
New SAT (taken March 2016 and later)	470 Evidence-Based Reading and Writing	500 Math Section
Old SAT	430 Critical Reading	460
ACT	18	19
Community College Placement Test	5 Written Essay (WRES) and 96 Reading Adaptive Assessment (READ) <u>or</u> 6 on WRES and 80 on READ	106 Basic Algebra Adaptive Assessment (BAAD)
Next-Generation Accuplacer	246 Writing	CTE Math: 265 Arithmetic (AR) Quantitative Reasoning: 240 Quantitative Reasoning, Algebra, and Statistics (QAS)

Assessment Test	English Comp I (GT-CO1): Introductory Writing) Cut Score*	CTE & Quantitative Reasoning Math Cut Score*
Classic Accuplacer	80 Reading Comprehension and/or 95 Sentence Skills	61-85 Elementary Algebra
GED® (Beginning in 2014)	165 Reasoning Through Language Arts	165 Mathematical Reasoning
HiSET	15 Language Arts – Reading and/or 15 Language Arts - Writing	15 Math
TASC	580 Language Arts - Reading and/or 560 Language Arts – Writing plus 6 on the Writing Essay	560 Math
PARCC 11 th Grade English Language Arts/Literacy & Mathematics	Level 3 if student continues to take challenging English courses (as determined by the institution) through high school graduation <u>OR</u> Level 4	Level 3 if student continues to take challenging math courses (as determined by the institution) through high school graduation <u>OR</u> Level 4
SBAC 11 th Grade English Language Arts/Literacy & Mathematics	Level 3 if student continues to take challenging English courses (as determined by the institution) through high school graduation <u>OR</u> Level 4	Level 3 if student continues to take challenging math courses (as determined by the institution) through high school graduation <u>OR</u> Level 4

***4.01 College-Ready Math Guidelines**

It should be noted that the college-ready mathematics cut scores in Table 1 are for Career and Technical Education (CTE) or “Quantitative Reasoning” mathematics courses and do not reflect the level of preparation needed to be successful in College Algebra, Trigonometry, Pre-Calculus and Calculus. Whereas a 500 or more on the New SAT Math Section indicates readiness for CTE and “Quantitative Reasoning” and “Mathematics for the Liberal Arts”

courses (the math courses required in most Arts & Humanities degrees), a score higher than 500 is needed to indicate readiness for the math required in most STEM, Business and Health Sciences degrees and these cut scores vary by institution. Students should use the math pathways and readiness cut scores below as guidance to best prepare while still in high school for the college math they will eventually need. If students are not ready to take the required math course in the first semester of college, their graduation will likely be delayed.

Mathematics college-level courses (also referred to as “math pathways”) usually vary by the type of degree program, as follows:

- **Career and Technical Education (CTE):** The college-level mathematics course is often contextualized in the vocation, such as “Technical Mathematics” or “Math for Clinical Calculations.” CTE programs are usually certificates or A.A.S. or B.A.S. degrees.
 - Readiness for CTE math courses is indicated by the cut scores in the column titled “CTE & Quantitative Reasoning Math Cut Score” in Table 1 above.
- **Arts & Humanities:** The college-level mathematics course is often called something similar to “Math for the Liberal Arts” or “Quantitative Reasoning” for degrees in Arts & Humanities fields like Art, English, History and Philosophy. These programs are usually A.A. and B.A. degrees.
 - Readiness for Arts & Humanities math courses is indicated by the cut scores in the column titled “CTE & Quantitative Reasoning Math Cut Score” in Table 1 above.
- **Social & Behavioral Sciences:** The college-level mathematics course is usually “Introduction to Statistics” for degrees in Social & Behavioral Science fields like Anthropology, Criminal Justice, Psychology and Sociology. These programs are usually A.A. and B.A. degrees.
 - Readiness for Statistics is indicated by a New SAT Math Section score between approximately 500 - 550, depending on the selectivity of the college or university.
- **STEM, Business & Health Sciences:** The college-level mathematics course is usually “Calculus I” for degrees in Science, Technology, Engineering and Math (STEM) degrees; many Business degrees; and certain Health Science degrees. These programs are usually A.S. or B.S. degrees.
 - Readiness for College Algebra and Pre-Calculus is indicated by a New SAT Math Section score between approximately 550 - 610, depending on the selectivity of the college or university. Readiness for Calculus I is indicated by a New SAT Math Section score between approximately 640 - 760, depending on the selectivity of the college or university.

4.02 College-Ready English Guidelines

It should be noted that the college-ready English cut scores in Table 1 do not reflect the level of preparation needed to be successful in GT-CO2: Intermediate Writing, which is the first English course in the two-course sequence at University of Colorado Boulder and Colorado State University – Ft. Collins. Whereas a 470 or more on the New SAT Evidence-Based Reading and Writing section indicates readiness for GT-CO1: Introductory Writing (the first writing course at most institutions), a score higher than 470 is needed to indicate readiness for the first writing course at Colorado State University – Ft. Collins and University of Colorado Boulder. If students are not ready to take the required first writing course their first semester of college then their college graduation will likely be delayed.

5.00 Students' Responsibilities

Students shall:

- Take any required assessments prior to registering for classes for the first term of enrollment.
- Provide to the institution official assessment scores and transcripts with developmental education and college-level courses completed.
- Take Supplemental Academic Instruction or other developmental education coursework, including sequent English and mathematics coursework within the first 30 semester credit hours if identified as needing developmental education.

6.00 Institutions' Responsibilities

6.01 If a student has SAT or ACT scores that are not more than three years old then the institution shall use those, and the institution may choose to SAT and ACT scores that are more than three years old. Students scoring at or above the cut score (see Table 1) shall be eligible to enroll in the college-level course and are exempt from further assessment. Students and school counselors should note, however, that the mathematics cut scores in Table 1 indicate college-readiness for quantitative reasoning courses only, like Mathematics for the Liberal Arts. Students in a program that requires Introduction to Statistics, College Algebra, or Calculus, for example, may need additional preparation before they are ready for one of those math courses. Likewise, the English cut scores in Table 1 indicate college-readiness for GT Pathways Written Communication I (GT-CO1)

courses, but not higher level courses, like GT-CO2, that are the first English courses students take at Colorado State University – Ft. Collins and University of Colorado Boulder.

- 6.02** Institutions shall ensure a secondary evaluation process is in place and is administered prior to registering for classes for the first term of enrollment if students have not provided the information in Table 1 or tested below the college-ready cut scores in Table 1. The purpose of the secondary evaluation is to confirm whether or not the student should be placed into college-level coursework.
- 6.03** Institutions may have their own policies that allow students to decline placement in developmental education or Supplemental Academic Instruction. That is, institutions may make placement advisory and allow students to decline developmental education and to take the college-level course regardless of their primary and secondary assessment results.
- 6.04** Institutions shall ensure that each student identified as needing developmental education coursework is provided with written notification identifying which state institutions offer Supplemental Academic Instruction and other developmental education courses, including any online courses.
- 6.05** Institutions shall ensure that students identified as having developmental needs take Supplemental Academic Instruction or other developmental education coursework, including the sequent English and mathematics coursework within the student's first 30 semester credit hours.
- 6.06** Institutions shall inform students needing remediation of the requirement to complete it within the first 30 semester credit hours.
- 6.07** Institutions shall:
 - Specify the test administration policy, including dates and location of test administration (e.g., contract with another college).
 - Specify its practices for informing students regarding the availability of alternatives to developmental education, such as the challenge exam option, Supplemental Academic Instruction and developmental education courses, including any online courses.
 - Specify the practices for determining how the students who are identified as needing developmental courses have satisfied the developmental requirements.
 - Ask transfer students if they are currently enrolled in or have just completed developmental education at the sending institution because, in these instances, it will not be reflected on the student's transcript.

- Submit developmental and Supplemental Academic Instruction data to the Colorado Department of Higher Education.

7.00 Students Exempt from Secondary Evaluation

The following students are exempt from secondary evaluation.

7.01 Passing Score on a Primary Assessment from Table 1

- **English:** Students who have a passing score on one of the English assessments found in Table 1 within the past three years are exempt from secondary evaluation in English if they enroll in GT-CO1: Introductory Writing. Students are not exempt from secondary evaluation in English and may be subject to a placement test, at the institution's discretion, if they need to take GT-CO2: Intermediate Writing at Colorado State University – Ft. Collins or University of Colorado Boulder.
- **Mathematics:** Students who have a passing score on one of the mathematics assessments found in Table 1 within the past three years are exempt from secondary evaluation in mathematics if they enroll in a quantitative reasoning or CTE math course. Students are not exempt from secondary evaluation in mathematics and may be subject to a placement test, at the institution's discretion, if they need to take a mathematics course that requires a higher level of preparation than CTE math or quantitative reasoning/Math for the Liberal Arts, including but not limited to Introduction to Statistics, College Algebra, Pre-calculus and Calculus.

7.02 Completed Developmental Education Coursework

- **English:** Students who completed the developmental education course(s), with a C- or higher, that are the pre-requisite to GT-CO1: Introductory Writing (even if the developmental education course was completed at another institution prior to transferring). Students are not exempt from secondary evaluation in English and may be subject to a placement test, at the institution's discretion, if they need to take GT-CO2: Intermediate Writing at Colorado State University – Ft. Collins or University of Colorado Boulder.
- **Mathematics:** Students who completed the developmental education course(s), with a C- or higher, that are the pre-requisite to the college-level mathematics course (even if the developmental education course was completed at another institution prior to transferring). That is, students who pass MAT 050: Quantitative Literacy with a C- or higher are exempt from further testing if they enroll in the institution's CTE

math/quantitative reasoning/Math for the Liberal Arts course (or whatever course is considered to be sequent to MAT 050). However, students who pass MAT 050: Quantitative Literacy with a C- or higher and then want to enroll in College Algebra may be tested, at the institution's discretion, because MAT 050 is not preparation for College Algebra. Students who pass MAT 055: Algebraic Literacy with a C- or higher are exempt from further testing if they enroll in the sequent College Algebra course.

7.03 Completed a College-Level English or Mathematics Course

- **English:** Students who completed, with a C- or higher, a college-level GT Pathways-approved English course are exempt from secondary evaluation and shall not be prohibited from enrolling in the next English course in the sequence.
- **Mathematics:** Students who completed, with a C- or higher, a college-level GT Pathways-approved mathematics course are exempt from secondary evaluation and shall not be prohibited from enrolling in the sequent mathematics course (where there is a sequence).

7.04 Students who earned an A.A. or A.S. degree, unless the student did not pass the GT-CO2 and GT-MA1 course with a C- or better.

7.05 Students pursuing a Career and Technical Education certificate for which there are no English or mathematics requirements (such as Cosmetology).

8.00 **Course Challenge Option**

Regardless of the results of an institution's assessment of a student's readiness, all students shall have the opportunity to test out of [GT Pathways](#) college-level English and mathematics courses, in accordance with Commission [Policy I, X: Prior Learning Assessment](#) and §23-1-125(4), C.R.S., which states in part

...each public institution of higher education [shall] define a process for students to test out of core courses, including specifying use of a national test or the criteria for approving institutionally devised tests. ...each public institution of higher education shall grant full course credits to students for the core courses they successfully test out of, free of tuition for those courses.

Institutions may charge a fee to administer the course challenge option. If the student does not pass the course challenge option then the student shall be placed according to this policy.

9.00 Grievance Procedure and Filing a Student Complaint

Students who believe their college or university is not following this policy should follow their institution's appeals procedure and are also encouraged to call the Colorado Department of Higher Education at 303-862-3001 and speak to the Director of Academic Affairs or Director of Student Affairs, rather than filing a complaint on the Colorado Department of Higher Education's website.

10.00 Funding

Any state-supported institution of higher education with a two-year statutory role and mission may offer and receive state general funds for basic skills courses.

Any state-supported institution of higher education without a two-year role and mission is prohibited from claiming general fund support for basic skill credit hours. However, these institutions may offer basic skills courses by contracting with a Colorado public community college or on a cash-funded basis, except for Metropolitan State University of Denver and the University of Colorado Denver. Colorado statute states that the Community College of Denver is the only institution on the Auraria campus authorized to deliver basic skills courses – for state support or for cash. These institutions may also offer Supplemental Academic Instruction with college-level courses (if authorized by the Commission).

Institutions of higher education with a two-year statutory role and mission may include basic skills credit hours generated by concurrently enrolled students in the 12th grade in the number claimed for state general fund support.

11.00 Data Reporting

Pursuant to 23-1-113.3, C.R.S., institutions shall flag all students who are required to take Supplemental Academic Instruction (co-requisite developmental education) or developmental education courses as such in the SURDS Undergraduate Applicant File (UAF), "Assessment" and "Placement" fields. Also, flag SAI and developmental (remedial) courses as such in the SURDS Student Course Enrollment File, Field: Course Level.

The Commission, "...in consultation with the governing boards, shall ensure the comparability of the placement or assessment tests for the purpose of providing consistent reporting data as such data are required by section 23-1-113.3(4)" [23-1-113(1.5)(b), C.R.S.].

Pursuant to 23-1-113.3(4) (a), C.R.S., the Commission shall transmit annually to the Education Committees of the Senate and the House of Representatives, the

Joint Budget Committee, and the Department of Education, an analysis of the data including:

- The number of students who take non-college level developmental education and/or Supplemental Academic Instruction courses;
- The costs of providing non-college level developmental education and/or Supplemental Academic Instruction courses; and
- Whether students who complete said non-college level developmental education and/or Supplemental Academic Instruction courses successfully complete the requirements for graduation/ transfer/completion.

Pursuant to 23-1-113.3, C.R.S., the Commission shall provide a report to Colorado school districts on the developmental education needs of their recent high school graduates. For that report, recent high school graduates are defined as degree- and non-degree seeking undergraduates. The high school graduation cohort from the Colorado Department of Education will be used to assign developmental education students to a high school and/or district. The Commission shall disseminate the analysis to each Colorado school district, the public high schools within each district and institutions of higher education, complying with Commission's adopted Privacy Policy.

HISTORY: December 5, 2013: CCHE Agenda Item VI, B; December 1, 2016: CCHE Agenda Item III, A; April 7, 2017: CCHE Agenda Item V, C; May 5, 2017: CCHE Agenda Item V, B; October 22, 2018: CCHE Agenda Item IV, A



SECTION I

PART E DEVELOPMENTAL EDUCATION

1.00 **Introduction and Purpose**

The Colorado Commission on Higher Education Master Plan, *Colorado Rises* (published in August 2017), challenges the state's institutions of higher education to improve student persistence and retention by increasing the number of students who successfully complete gateway courses in English and math—a key predictor of whether students will complete their degrees. The General Assembly, in enacting House Bill 19-1206 on promoting the use of supplemental academic instruction, declared that “many students successfully complete developmental education courses but fail to enroll in and complete their gateway courses, indicating that alternative approaches to developmental education are necessary,” and “Colorado data shows that a higher percentage of students who receive supplemental academic support complete a gateway course than do those who are placed in traditional developmental education courses.”

Since low-income students and students of color are disproportionately placed into developmental courses, the expanded use of co-requisite instruction and other supports will help close attainment gaps between wealthier students and students from low-income families, as well as between white students and students of color, in particular for Colorado's fastest growing ethnic group, Hispanic/Latino students.

~~This policy was previously known as the Statewide Remedial Education Policy.~~ The purposes of this policy are to encourage institutions of higher education 1) to enroll students in credit bearing, college-level (gateway) courses whenever possible; 2) to prevent unnecessary placement testing of students and ensure the use of multiple measures of assessing students' readiness for college-level work; 3) to promote institutional practices that maximize the likelihood that students will complete gateway courses in English and mathematics within the first 30 enrolled semester credit hours; and ~~34~~ 4) to ensure that each student identified as having developmental education needs is afforded appropriate opportunities to:

- Enter directly into gateway~~college-level~~ English and mathematics courses; while co-enrolled in or Receive the appropriate co-requisite developmental education course, or other forms of sSupplemental

~~a Academic Instruction (SAI) while enrolled in college-level English and mathematics courses; or~~

- ~~•~~
- ~~• Have access to Receive other alternatives to developmental education courses, such as summer boot camps, and refresher courses, peer mentoring, or other innovative approaches to skill-building; or,~~
- ~~• Receive the appropriate co-requisite, Supplemental Academic Instruction (SAI) while enrolled in college-level English and mathematics courses; or~~
- ~~• As needed a last resort, be enrolled in receive non-college level, pre-requisite developmental education courses.~~

~~Institutions shall work to ensure that developmental—students with developmental needs who place into college-level English and mathematics courses with co-requisite remediation SAI, or who place into non-college level pre-requisite developmental education courses, complete the sequent gateway college-level English and mathematics course(s) required of their programs within the students' first 30 enrolled semester credit hours (not including college credits earned while the student was in high school or credits earned through prior learning assessment). It should be noted that institutions may also offer SAI to non-developmental education students but that instance is not subject to this policy. Institutions shall also ensure that after students have completed developmental education coursework with a C or higher that the students are exempt from further placement testing (even if they transfer to another institution) and may enroll in the sequent college-level course the following semester. Institutions shall integrate advising and other student supports early on in the placement process. Prior to first semester registration, institutions shall notify students:~~

- ~~• If they have been identified as needing developmental education;~~
- ~~• Their options for developmental education; and~~
- ~~• Which courses they should register for.~~

~~Colorado's Master Plan for higher education, *Colorado Competes*, challenges the state's system of higher education to improve the effectiveness of placement and developmental education and alternatives to it thereby increasing student persistence; decreasing time to completion, especially by recognizing the learning that adults returning to college bring with them; and closing attainment gaps between wealthier students and students from low-income families, as well as between white students and students of color, in particular, Colorado's fastest growing ethnic group, Latino students.~~

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This policy is aligned with State Board of Education's Colorado High School Graduation, the Commission's Admissions Standards (Policy I, F), Statewide Transfer and GT Pathways (Policy I, L), and Supplemental Academic Instruction (Policy I, W) policies. This policy applies to all state-supported institutions of higher education admitting students who need to take college-level English or mathematics, including those admitted through cash-funded (extended studies) programs. This policy supports using multiple measures to gauge college readiness, such as the courses a student completed in high school and GPA, rather than sole reliance on SAT, ACT or other test scores. It should be noted that where this policy discusses "assessment," that an assessment may be either an exam the student takes or may be some account of the student's college readiness, such as the review of a high school transcript.

Readiness for the appropriate college-level mathematics course is one of the largest predictors of student success in college. Special attention should be paid to high school mathematics preparation. Different majors require different mathematics courses, which require different levels of preparation. The College-Ready Math Guidelines at the end of Table 1 should be used to communicate the expectations for college readiness to high school students, K-12 schools, parents and the public. This policy should be used to encourage high school students to improve their academic preparation before entering college.

This policy contains the following sections:

- 1.00 Introduction and Purpose
- 2.00 Statutory Authority
- 3.00 Terminology and Flow Charts for Placement
- 4.00 Maximizing Student Success in Gateway Courses Table 1—College-Readiness Assessments and Cut Scores
 - 4.01 College Ready Math Guidelines
 - 4.02 College Ready English Guidelines
- 5.00 Students' Responsibilities
- 6.00 Institutions' Responsibilities
- 7.00—Students Exempt from Secondary Evaluation
- 7.00 Students for Whom English is a Second Language
- 8.00 —Course Challenge Option
- 9.00 Grievance Appeals Procedure and Filing a Student Complaint
- 10.00 Funding
- 11.00 Accountability and Data Reporting

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2.00 Statutory Authority

23-1-113. Commission directive - admission standards for baccalaureate and graduate institutions of higher education - policy - ~~report~~ – definitions.

(1.5) (a) (I) The commission shall establish and the governing boards shall implement a policy pursuant to section 23-1-113.3 to identify matriculated students who need additional supports to be successful in gateway courses~~basic skills courses~~ in English and mathematics and standards and procedures whereby state institutions of higher education may offer ~~basic skills~~ supplemental academic instruction or developmental courses as provided in section 23-1-113.3. The commission's policy must prohibit the placement of a student in developmental education courses based on a single instrument or test and must be designed to maximize the likelihood that a student will complete gateway courses in English and mathematics within one year. In addition, the commission's policy must require state institutions to use an evidence-based placement approach to placing students into English as a second language courses, and placement of these students must be designed to maximize the likelihood that a student placed in English as a second language courses will complete gateway courses in English within three years. The commission, in consultation with the governing boards, shall ensure that the policy aligns with the admission policy adopted pursuant to subsection (1) of this section. In identifying the standards for developmental education~~basic skills~~, the commission may differentiate requirements for mathematics based on the prerequisite skills needed for required courses within a student's declared program of study.

(II) As part of the policy established pursuant to this subsection (1.5)(a) paragraph (a), ~~all the commission may authorize a~~ state institutions of higher education are authorized to provide supplemental academic instruction even ~~if though~~ the institution is not authorized to provide developmental education~~basic skills~~ courses pursuant to section 23-1-113.3. The institution may receive stipend payments from the state pursuant to section 23-18-202 on behalf of an eligible undergraduate student, as defined in section 23-18-102 (5), who is enrolled in a college-level course that includes supplemental academic instruction or co-requisite support or who is enrolled in a pilot program pursuant to section 23-1-113.3 (1)(a)(III).

(b) Each governing board shall adopt policies and procedures that are aligned with the policy established by the commission pursuant to subsection (1.5)(a) of this section and ensure that, to the extent required by commission policy, each matriculated student who may need additional supports to be successful in gateway courses in English and mathematics has access to supplemental academic instruction. The institution that enrolls the student shall select which

measures to those from among those that meet the standards established by commission policy. The commission, in consultation with the governing boards, shall collect information regarding the measures used by the institutions for placement to help analyze the data reported pursuant to subsection (9) of this section and by section 23-1-113.3 (4).

(c) All students enrolled in programs that require gateway courses in English and mathematics at state institutions of higher education should complete gateway courses by the time the student completes thirty college-level credit hours.

...

23-1-113. Commission directive – developmental education courses – report.

(1) (a) (I) As part of the policy adopted by the commission pursuant to section 23-1-113 (1.5)(a), the commission shall adopt and the governing boards shall implement standards and procedures whereby state institutions of higher education may offer developmental education courses, as defined in section 23-1-113 (11)(b), pursuant to this section, as prerequisites to a gateway course in English and mathematics, as defined in section 23-1-113 (11)(b.5). Beginning in the 2022-23 academic year, no more than ten percent of students enrolling in a state institution of higher education shall be enrolled directly into a developmental education course, as defined in section 23-1-113 (11)(b), that is prerequisite to a gateway course in English or mathematics if the developmental education course lengthens the student's time to degree beyond the time it would take the student to complete the degree if the student had enrolled directly into a gateway course.

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(II) On or before August 1, 2021, each state institution of higher education authorized pursuant to subsection (2)(a) of this section to offer developmental education courses, as defined in section 23-1-113 (11)(b), shall have a plan in place to meet the requirements described in subsection (1)(a)(I) of this section. The commission's standards and procedures must allow an institution of higher education to request an extension from the commission of up to two years to meet the requirements described in subsection (1)(a)(I) of this section, upon demonstrating exceptional circumstances.

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(III) The commission's standards and procedures adopted pursuant to subsection (1)(a)(I) of this section must allow state institutions of higher

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education serving groups of students who are not successful in supplemental academic instruction to pilot different approaches that are more successful for those students and to request a waiver from the commission's standards and procedures in order to duplicate or expand successful approaches.

3.00

Terminology ~~and Flow Charts for Placement~~

3.01 Assessment means some sort of evaluation of a student's readiness for college-level math and English. Assessment might mean having the student take a test, such as the ACCUPLACER ~~reuplacer~~; or the assessment might be an advisor's evaluation of the scores a student earned on various tests such as the SAT or an evaluation of the student's high school transcript, including courses taken and overall GPA; ~~or assessment might mean the student has a conversation with an advisor about past experiences with learning.~~

3.02 Primary Evaluation Assessment ~~means the a designated assessment instrument that can be used to place a student directly into gateway coursework provided the student meets or exceeds a prescribed score on the assessment. Table I provides a list of approved primary assessments and their associated cut-off scores. If an assessment in this table is available and is less than three years old, it shall be used to place a student directly into gateway coursework. Institutions may also use assessments in this table that are more than three years old to place a student directly into gateway coursework.~~ ~~used first and that is used primarily for admission purposes and identifying whether or not students are college ready for English and mathematics. If the student has SAT or ACT scores that are not more than three years old then the institution shall use those, and institutions may choose to use any test scores that are more than three years old. If not, institutions shall use any of the assessments or other college-ready indicators in Table 1 as the primary assessment. Institutions may also use high school GPA, consider the courses taken in high school, or may use an account of the student's learning that occurred since high school (such as through work experience) or credit awarded through prior learning assessment.~~

3.03 Secondary Evaluation Assessment ~~means an assessment instrument or other institution-specific secondary evaluation process used to place a student into courses after admission, when the student's primary assessment from Table 1 is not available is missing or the primary assessment indicates that the studenthe/she mayis not be college ready (i.e., did not meet or exceed the cut score in Table 1). The secondary evaluationassessment should be viewed as a second opportunity for the student to demonstrate readiness for college-level math and English and avoid being placed into developmental education.~~

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~~Placement exams used to place non-developmental students in higher-level English or mathematics courses are not subject to this policy. See Section 7.00: Students Exempt from Secondary Evaluation for more explanation.~~

3.02 Cut Score means the score on an assessment ~~the that indicates that a student is must meet or exceed to show they are college-ready and cannot be prevented from enrolling directly into gateway courses in English and/or math, which prevents the institution from placing the student into developmental education.~~ Institutions may use cut scores lower than those listed in Table 1 but shall not set cut scores higher than those listed in Table 1. Students who do not meet the cut score on ~~the primary an evaluation~~assessment in Table 1 shall have the opportunity to ~~demonstrate college readiness through an additional complete a secondary evaluation~~ assessment. If the student does not meet or exceed the ~~institutionally-determined threshold cut score~~ on the ~~additional~~ secondary evaluationassessment then ~~they the~~ institution may place the student~~may be placed~~ into college-level courses without supplemental supports; into college-level courses with credit-bearing or non-credit-bearing Supplemental Academic Instruction (SAI) or some other form of co-requisite remediation; or into pre-requisite developmental education coursework. Institutions must be able to demonstrate that their placement practices maximize student success in gateway coursework.

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3.03 Gateway Courses are the first college-level courses in English and mathematics that are part of GT-Pathways (as GT-CO1 or GT-MA1 courses) and are thus approved for statewide transfer. These are usually the first credit-bearing courses that a student takes to meet general education English and mathematics requirements for their academic program.¹ For some academic programs at some institutions, the first required math course could be a more advanced course such as calculus; for the purpose of this policy, the gateway course could be a lower-level course (such as college algebra) that prepares a student for a more advanced course (such as calculus). Gateway courses also include courses that are part of a Statewide Transfer Articulation Agreement but are not approved for GT-Pathways² and certain unique courses that are part of an Associate of Applied Science degree program.

¹ Certain academic programs include other “gateway” courses that students must pass before being allowed to continue, such as Anatomy and Physiology in nursing and other health-related programs, or Psychology 101 for programs in the social and behavioral sciences. These courses are not included in the definition of “gateway” course for this policy.

² For example, Math 155 and 156 are required for community college students pursuing a Degree with Designation in Elementary Education. These courses fulfill a mathematics requirement but are not part of GT Pathways

3.04 Pre-Requisite Developmental Education Courses ~~are~~ ^Ssometimes referred to as “basic skills” or “remedial” courses. ~~These courses are prerequisites to the level of work expected at a postsecondary institution and include academic skills courses and preparatory courses. These courses are not college-level, are not worth credit-bearing, do not apply toward certificate or degree requirements, and usually delay graduation. At Colorado colleges and universities, these courses usually start with a zero to signify they are below college level, such as with MAT 055: Algebraic Literacy. (In this policy, “developmental” and “remedial” are used synonymously.)~~

Commented [CR3]: Language taken directly from statutory definition.

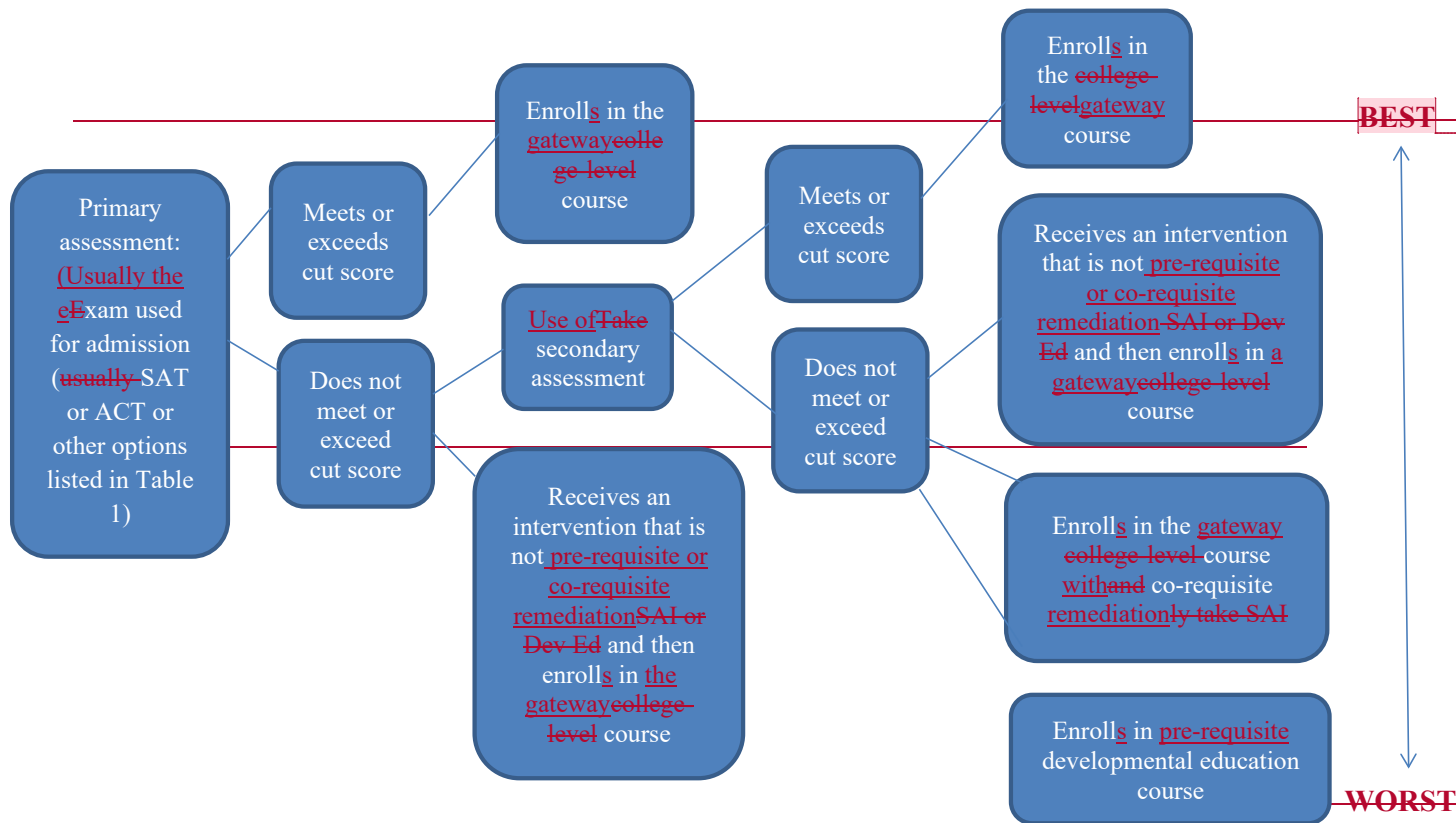
3.05 Supplemental Academic Instruction (SAI) ~~SAI is sometimes is an umbrella term used in §23-1-113(11)(e)(I) to refer to a range of student academic supports—credit-bearing and non-credit-bearing—that includes co-requisite instruction, study sessions, and other in-class academic support to improve student learning, retention, or success. Prior to HB19-1206, “supplemental academic instruction” was a term used in Colorado that is synonymous with “co-requisite remediation” or red to as “co-requisite developmental education.” The expanded definition of supplemental academic instruction includes both credit-bearing co-requisite remediation and other, non-instructional, sometimes non-credit bearing, academic and student supports.~~

3.06 Co-Requisite (or Modified Co-Requisite) Supports or Co-Requisite Developmental Education Courses are credit-bearing courses that accompany a gateway course. With co-requisite supports (or “co-requisite remediation”), ~~For most students, SAI is a better option than traditional non college level developmental education. With SAI, students enroll in the college-level English or mathematics course appropriate for their chosen degree program and at the same time (co-requisitely)—or in the same academic term—take a support courseSAI to give them extra help and increase the likelihood they will pass the collegegateway-level English or mathematics course. Co-requisite supports extend instructional time through additional lecture or lab hours, or through other required activities.SAI may include, but is not limited to, a supplemental course, tutoring, an online lab, peer study groups, and etc.~~

3.07 Commission is the Commission on Higher Education.

3.08 Department is the Department of Higher Education.

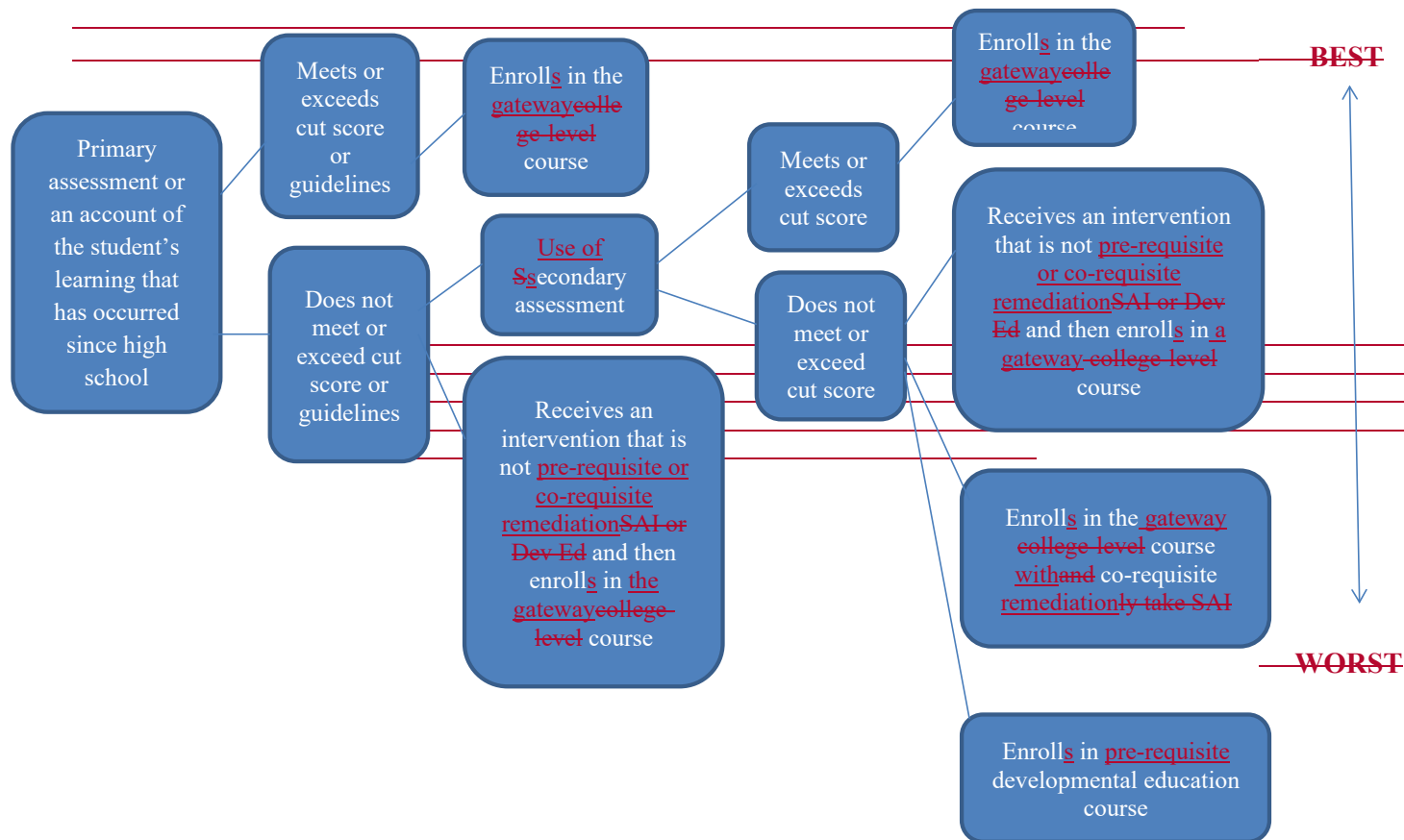
Figure 1: Flow Chart for Placement at Four-Year Institutions, Including Students at Metropolitan State University of Denver Who Are Nineteen Years of Age or Less



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Figure 2: Flow Chart for Placement at Community Colleges and Students at Metropolitan State University of Denver Who Are Twenty Years of Age or More



Maximizing Student Success in Gateway Courses Table 1 — College-Readiness Assessments and Cut Scores

Any student who presents or achieves a score on an assessment listed in Table 1 that is at or above the level indicated shall be placed directly into gateway coursework in the first semester and shall not be required to take pre-requisite developmental education courses. Institutions have the option to use cut scores lower than those listed in Table 1. Institutions are not mandated to require a student to take one of the assessments listed in Table 1 if the student does not present a score from an assessment previously taken, (such as the SAT). Similarly, if a student presents a score from an assessment in Table 1 that does not meet or exceed the given cut score, the institution is not required to use that information in determining placement.

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The assessment scores indicated for mathematics are for direct placement into gateway courses in Quantitative Reasoning, Math for the Liberal Arts, or similar courses and do not necessarily reflect the level of preparation needed to be successful in courses in College Algebra, Trigonometry, Pre-Calculus, and Calculus. Institutions may establish higher cut scores for placement into these courses.

Similarly, the assessment scores indicated for English are for direct placement into Introductory Writing or Composition courses (GT-CO1 courses) and do not necessary reflect the level of preparation needed to be successful in GT-CO2 courses (Intermediate Writing). Institutions may establish higher cut scores for placement into GT-CO2 courses.

~~Table 1 below provides scores on assessments that institutions may use in identifying students who may need developmental education in English and mathematics. Institutions may use cut scores lower than those listed in Table 1 but shall not set cut scores higher than those listed in Table 1. If a student gets a score that is lower than the cut scores listed in the table below, then that is an indication the student may have developmental education needs. If the student has SAT or ACT scores that are not more than three years old then the institution shall use those, and institutions may choose to use SAT and ACT scores that are more than three years old. If not, institutions shall use any of the tests or other college ready indicators in Table 1 as the primary assessment. Institutions may also use an account of the student's learning that occurred since high school (such as through work experience) or credit awarded through prior learning assessment.~~

Table 1 – College-Ready Assessments and Cut Scores

Assessment Test	English Comp I (GT-CO1): Introductory Writing Cut Score*	CTE & Quantitative Reasoning Math Cut Score*
New SAT (taken March 2016 and later)	470 Evidence-Based Reading and Writing	500 Math Section
Old SAT	430 Critical Reading	460
ACT	18	19
Community College Placement Test	5 Written Essay (WRES) and 96 Reading Adaptive Assessment (READ) or 6 on WRES and 80 on READ	106 Basic Algebra Adaptive Assessment (BAAD)
Next-Generation Accuplacer <u>ACCUPLACER</u>	246 Writing	CTE Math: 265 Arithmetic (AR) Quantitative Reasoning: 240 Quantitative Reasoning, Algebra, and Statistics (QAS)
Classic Accuplacer <u>ACCUPLACER</u>	80 Reading Comprehension and/or 95 Sentence Skills	61-85 Elementary Algebra
GED® (Beginning in 2014)	165 Reasoning Through Language Arts	165 Mathematical Reasoning
HiSET	15 Language Arts – Reading and/or 15 Language Arts - Writing	15 Math
TASC	580 Language Arts - Reading and/or 560 Language Arts – Writing plus 6 on the Writing Essay	560 Math

Commented [CR6]: Still needed? No longer administered but still some non-expired scores out there.

Commented [CR7]: What about Advanced Algebraic Functions and placement into calculus?

Assessment Test	English Comp I (GT-CO1): Introductory Writing) Cut Score*	CTE & Quantitative Reasoning Math Cut Score*
PARCC 11 th Grade English Language Arts/Literacy & Mathematics	Level 3 if student continues to take challenging English courses (as determined by the institution) through high school graduation <u>OR</u> Level 4	Level 3 if student continues to take challenging math courses (as determined by the institution) through high school graduation <u>OR</u> Level 4
SBAC 11 th Grade English Language Arts/Literacy & Mathematics	Level 3 if student continues to take challenging English courses (as determined by the institution) through high school graduation <u>OR</u> Level 4	Level 3 if student continues to take challenging math courses (as determined by the institution) through high school graduation <u>OR</u> Level 4

~~4.01~~ College-Ready Math Guidelines

~~It should be noted that the college-ready mathematics cut scores in Table 1 are for Career and Technical Education (CTE) or “Quantitative Reasoning” mathematics courses and do not reflect the level of preparation needed to be successful in College Algebra, Trigonometry, Pre-Calculus and Calculus. Whereas a 500 or more on the New SAT Math Section indicates readiness for CTE and “Quantitative Reasoning” and “Mathematics for the Liberal Arts” courses (the math courses required in most Arts & Humanities degrees), a score higher than 500 is needed to indicate readiness for the math required in most STEM, Business and Health Sciences degrees and these cut scores vary by institution. Students should use the math pathways and readiness cut scores below as guidance to best prepare while still in high school for the college math they will eventually need. If students are not ready to take the required math course in the first semester of college, their graduation will likely be delayed.~~

~~Mathematics college-level courses (also referred to as “math pathways”) usually vary by the type of degree program, as follows:~~

- ~~• **Career and Technical Education (CTE):** The college-level mathematics course is often contextualized in the vocation, such as “Technical Mathematics” or “Math for Clinical Calculations.” CTE programs are usually certificates or A.A.S. or B.A.S. degrees.~~

- Readiness for CTE math courses is indicated by the cut scores in the column titled “CTE & Quantitative Reasoning Math Cut Score” in Table 1 above.
- **Arts & Humanities:** The college-level mathematics course is often called something similar to “Math for the Liberal Arts” or “Quantitative Reasoning” for degrees in Arts & Humanities fields like Art, English, History and Philosophy. These programs are usually A.A. and B.A. degrees.
 - Readiness for Arts & Humanities math courses is indicated by the cut scores in the column titled “CTE & Quantitative Reasoning Math Cut Score” in Table 1 above.
- **Social & Behavioral Sciences:** The college-level mathematics course is usually “Introduction to Statistics” for degrees in Social & Behavioral Science fields like Anthropology, Criminal Justice, Psychology and Sociology. These programs are usually A.A. and B.A. degrees.
 - Readiness for Statistics is indicated by a New SAT Math Section score between approximately 500–550, depending on the selectivity of the college or university.
- **STEM, Business & Health Sciences:** The college-level mathematics course is usually “Calculus I” for degrees in Science, Technology, Engineering and Math (STEM) degrees; many Business degrees; and certain Health Science degrees. These programs are usually A.S. or B.S. degrees.
 - Readiness for College Algebra and Pre-Calculus is indicated by a New SAT Math Section score between approximately 550–610, depending on the selectivity of the college or university. Readiness for Calculus I is indicated by a New SAT Math Section score between approximately 640–760, depending on the selectivity of the college or university.

4.02 College-Ready English Guidelines

It should be noted that the college-ready English cut scores in Table 1 do not reflect the level of preparation needed to be successful in GT-CO2: Intermediate Writing, which is the first English course in the two-course sequence at University of Colorado Boulder and Colorado State University—Ft. Collins. Whereas a 470 or more on the New SAT Evidence-Based Reading and Writing section indicates readiness for GT-CO1: Introductory Writing (the first writing course at most institutions), a score higher than 470 is needed to indicate readiness for the first writing course at Colorado State University—Ft. Collins and University of Colorado Boulder. If students are not ready to take the required first writing course their first semester of college then their college graduation will likely be delayed.

5.00 Students' Responsibilities

Students shall:

- Take any institutionally required assessments prior to registering for classes for the first term of enrollment.
- Provide to the institution official assessment scores and transcripts with developmental education and college-level courses completed.
- Take any required pre-requisite or co-requisite remedial courses, or engage in other required Supplemental Academic Instruction, or other developmental education coursework, including sequent English and mathematics coursework within the first 30 semester credit hours if identified as needing developmental education. Students may opt out of pre-requisite or co-requisite remedial courses, and enroll directly into gateway courses, if an institution's remedial or developmental education policy allows it.

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6.00 Institutions' Responsibilities

- 6.01 No institution in Colorado shall place a student into developmental education courses based on a single assessment. If a student has SAT or ACT scores that are not more than three years old then the institution shall use those, and the institution may choose to SAT and ACT scores that are more than three years old. Students scoring at or above the cut score on one of the assessments listed in (see Table 1) shall be eligible to enroll directly into the college-level gateway course (with caveats for higher-level math courses and for GT-CO2 English courses, as explained in Section 4.00 of this policy). and are exempt from further assessment. Students and school counselors should note, however, that the mathematics cut scores in Table 1 indicate college readiness for quantitative reasoning courses only, like Mathematics for the Liberal Arts. Students in a program that requires Introduction to Statistics, College Algebra, or Calculus, for example, may need additional preparation before they are ready for one of those math courses. Likewise, the English cut scores in Table 1 indicate college-readiness for GT Pathways Written Communication I (GT-CO1) courses, but not higher level courses, like GT-CO2, that are the first English courses students take at Colorado State University — Ft. Collins and University of Colorado Boulder.

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- 6.02 Institutions shall ensure that multiple measures are used (two or more forms of assessment) in determining to place a student into developmental coursework. a

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secondary evaluation process is in place and is administered prior to registering for classes for the first term of enrollment if students have not provided the information in Table 1 or tested below the college-ready cut scores in Table 1. The purpose of the ~~multiple measures~~ secondary evaluation is to help maximize success in confirm whether or not the student gateway courses in English or mathematics. Evidence suggests that using high school grade point average or other factors, such as success in high school coursework, as secondary assessments can maximize student success in gateway courses, ~~should be placed into college-level coursework~~.

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6.03 Institutions shall not prevent a student from enrolling directly into a gateway course in English or mathematics if the student successfully completed (with a grade of C or higher) an associated developmental education course, even if the developmental education course was completed at another public institution in Colorado prior to transfer.

6.034 ~~Institutions may have their own policies that allow students to decline placement into pre-requisite or co-requisite developmental education courses, or Supplemental Academic Instruction. That is, institutions may make placement advisory and allow students to decline developmental education and to take the college-level course regardless of their primary and secondary assessment results. Institutions may also allow students to enroll in pre-requisite or co-requisite developmental education courses even though their assessments indicate that they would be successful enrolling directly into gateway courses (a practice referred to as "guided self-placement").~~

6.04 ~~Institutions shall ensure that each student identified as needing developmental education coursework is provided with written notification identifying which state institutions offer Supplemental Academic Instruction and other developmental education courses, including any online courses.~~

Commented [CR8]: This was struck from statute by HB19-1206 -- CRS 21-1-113(1.5)(c)

6.05 Institutions shall work to ensure that all students, including those identified as having developmental education needs, ~~take Supplemental Academic Instruction~~ complete their gateway or other developmental education coursework, including the sequent English and mathematics coursework within the student's first 30 enrolled semester credit hours.

6.06 ~~Institutions shall inform students needing remediation of the requirement to complete it within the first 30 semester credit hours.~~

6.067 Institutions shall:

- Specify the ir test administration policy, including dates and location of test administration (e.g., contract with another college).
- Specify its practices for informing students regarding the availability of alternatives to pre-requisite developmental education courses, such as the

challenge exam option, ~~co-requisite or other~~ ~~Supplemental Academic Instruction~~, and ~~developmental education courses, including~~ any online courses.

- ~~Inform~~ students about the learning outcomes associated with various interventions, including pre-requisite and co-requisite developmental education courses, and advise students about ~~their options based on what an institution knows will maximize the success of students in gateway coursework, their primary and secondary assessments, prior to first semester registration.~~
- ~~Specify the practices for determining how the students who are identified as needing developmental courses have satisfied the developmental requirements.~~
- Ask transfer students if they are currently enrolled in or have just completed developmental education courses at the sending institution because, in many these instances, it will not be reflected on the student's transcript.
- Submit data related to student assessment, enrollment in pre-requisite and co-requisite remedial courses, and use of other ~~developmental and Supplemental Academic Instruction~~ data to the Colorado Department of Higher Education.

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6.07. Institutions shall, beginning in the 2022-23 academic year, enroll no more than 10% of an entering cohort of students—as defined under section 13.00 of this policy—directly into pre-requisite developmental education courses that lengthen the student's time to complete a degree beyond that which would be required if a student enrolled directly into a gateway course. This includes all said courses regardless of how they are funded or subsidized. As such, all public institutions of higher education are subject to this provision.

For example, a student who is placed into a semester-long course in developmental English or developmental math—which must be completed before the student can enroll in a gateway course in English or math—would experience a lengthened time to degree. This is in contrast to co-requisite remedial courses, in which a student enrolls concurrently in a gateway course and can complete the gateway course in the same semester. Other approaches to developmental education are possible that do not result in a lengthened time to degree, such as the “5+10” model, which involves 5 weeks of remedial education followed by an accelerated version of the gateway course, with both experiences completed in the same semester.

6.07.01 Institutions may receive an extension from the Commission of up to two years (to the beginning of the 2024-25 academic year) to meet this requirement upon demonstration of exceptional circumstances.

Commented [CR11]: Need to define “exceptional circumstances” and develop an extension request process.

6.07.02 All institutions that are authorized to offer pre-requisite developmental education courses and receive state funding for said courses shall, by August 1, 2021, submit a plan to the Department for how they will meet these requirements. This includes all institutions within the Colorado Community College System, all local district colleges, and Adams, Colorado Mesa, and Western Colorado Universities.

Commented [CR12]: Need to create an outline for the content of these plans.

6.07.03 Institutions may receive a waiver from Commission policies and procedures in order to pilot different approaches to address the development education needs of selected groups of students. Requests for waivers must be received by the Department no later than 365 days prior to the institution's implementation date for the requirements outlined in section 6.08. Institutions are responsible for reporting the results of such pilots to the Commission.

Commented [CR13]: Need to develop a process for requesting a waiver, and identify the required content of the waiver.

7.00 Students Exempt from Secondary Evaluation

The following students are exempt from secondary evaluation:

7.01 Passing Score on a Primary Assessment from Table 1

- ~~**English:** Students who have a passing score on one of the English assessments found in Table 1 within the past three years are exempt from secondary evaluation in English if they enroll in GT-CO1: Introductory Writing. Students are not exempt from secondary evaluation in English and may be subject to a placement test, at the institution's discretion, if they need to take GT-CO2: Intermediate Writing at Colorado State University Ft. Collins or University of Colorado Boulder.~~
- ~~**Mathematics:** Students who have a passing score on one of the mathematics assessments found in Table 1 within the past three years are exempt from secondary evaluation in mathematics if they enroll in a quantitative reasoning or CTE math course. Students are not exempt from secondary evaluation in mathematics and may be subject to a placement test, at the institution's discretion, if they need to take a mathematics course that requires a higher level of preparation than CTE math or quantitative reasoning/Math for the Liberal Arts, including but not limited to Introduction to Statistics, College Algebra, Pre-calculus and Calculus.~~

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7.02 Completed Developmental Education Coursework

- ~~**English:** Students who completed the developmental education course(s), with a C or higher, that are the pre-requisite to GT-CO1: Introductory Writing (even if the developmental education course was completed at another institution prior to transferring). Students are not exempt from secondary evaluation in English and may be subject to a placement test, at the institution's discretion, if they need to take GT-CO2: Intermediate Writing at Colorado State University—Ft. Collins or University of Colorado Boulder.~~
- ~~**Mathematics:** Students who completed the developmental education course(s), with a C or higher, that are the pre-requisite to the college-level mathematics course (even if the developmental education course was completed at another institution prior to transferring). That is, students who pass MAT 050: Quantitative Literacy with a C or higher are exempt from further testing if they enroll in the institution's CTE math/quantitative reasoning/Math for the Liberal Arts course (or whatever course is considered to be sequent to MAT 050). However, students who pass MAT 050: Quantitative Literacy with a C or higher and then want to enroll in College Algebra may be tested, at the institution's discretion, because MAT 050 is not preparation for College Algebra. Students who pass MAT 055: Algebraic Literacy with a C or higher are exempt from further testing if they enroll in the sequent College Algebra course.~~

7.03 Completed a College-Level English or Mathematics Course

- ~~**English:** Students who completed, with a C or higher, a college-level GT Pathways approved English course are exempt from secondary evaluation and shall not be prohibited from enrolling in the next English course in the sequence.~~
- ~~**Mathematics:** Students who completed, with a C or higher, a college-level GT Pathways approved mathematics course are exempt from secondary evaluation and shall not be prohibited from enrolling in the sequent mathematics course (where there is a sequence).~~

7.04 Students who earned an A.A. or A.S. degree, unless the student did not pass the GT-CO2 and GT-MA1 course with a C or better.

7.05 Students pursuing a Career and Technical Education certificate for which there are no English or mathematics requirements (such as Cosmetology).

7.00 **Students for Whom English is a Second Language**

The needs of students for whom English is a second language (ESL students)³ are different from students who are native speakers of English but whose skills in writing or reading comprehension place them into developmental education courses. House Bill 19-1206 states that institutions must “use an evidence-based placement approach to placing students into English as a second language courses, and placement of these students must be designed to maximize the likelihood that a student placed in English as a second language courses will complete gateway courses in English within three years.”

7.01 For the purpose of this policy, ESL students are those students who:

- attend or graduated from a high school where the primary language of instruction was not in English; and
- have been admitted or conditionally admitted into a certificate, associate, or bachelor’s degree program at a Colorado public institution of higher education that includes one or more gateway courses in English; and
- have taken a standardized assessment of English language skills for non-native speakers of English or another proficiency assessment (including portfolio review) based on one of the proficiency frameworks listed below or that is approved for use by the United States Department of Education’s Office of Career, Technical, and Adult Education (or its successor agency).

7.02 Institutions can establish their own cut scores for their chosen English proficiency assessment(s). Any assessment used must be determined as suitable for use in the National Reporting System for Adult Education, or based on one of two proficiency frameworks: 1) the Common European Framework of Reference for Languages: Learning, Teaching, Assessment; or 2) the ACTFL Proficiency Scale (American Council on the Teaching of Foreign Languages). This includes commonly used assessments such as the Test of English as a Foreign Language (TOEFL) and the ACTFL Writing Proficiency Test.

7.03 If an admitted ESL student does not meet or exceed the established cut score for the assessment used, the institution may require the student to take one or more ESL courses as pre-requisites to credit-bearing gateway courses in a degree program. These courses may be offered by the admitting institution, or through partnership with another institution of higher education or a third-party provider. Once a student is informed of this requirement, the admitting institution shall endeavor to ensure that the student completes the first of the required GT Pathways English courses requirement for the institution (GT-

³ The terms “students for whom English is a second language” and “ESL students” are inclusive of students for whom English is a second, third, or greater language (i.e., not their first or native language). These students are sometimes referred to as “multi-language learners.”

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~~CO1 and GT-CO2, or GT-CO2 and GT-CO3)-within three academic years. This three-year time period does not include academic terms when the student is not enrolled in any formal course of study in English at the institution or elsewhere, and is not enrolled in any credit-bearing or non-credit bearing courses at the institution.~~

~~7.04 Once an ESL student completes the required ESL courses, the admitting institution shall allow the student to enroll in the first gateway English course required for the student's academic program. The admitting institution may encourage or require the student to enroll in a co-requisite remedial education course that accompanies the gateway English course.~~

8.00 Course Challenge Option

Regardless of the results of an institution's assessment of a student's readiness, all students shall have the opportunity to test out of [GT Pathways](#) college-level English and mathematics courses, in accordance with Commission [Policy I, X: Prior Learning Assessment](#) and §23-1-125(4), [C.R.S.](#), which states in part

...each public institution of higher education [shall] define a process for students to test out of core courses, including specifying use of a national test or the criteria for approving institutionally devised tests. ...each public institution of higher education shall grant full course credits to students for the core courses they successfully test out of, free of tuition for those courses.

Institutions may charge a fee to administer the course challenge option. If the student does not pass the course challenge option then the student shall be placed according to this policy.

Commented [CR15]: The statutory reference may change as this section could be repealed while another section is added that is inclusive of all courses in the undergraduate curriculum.

9.00 ~~Grievance~~Appeals Procedure and Filing a Student Complaint

Students who believe their college or university is not following this policy should follow their institution's appeals procedure. ~~Students may also file a formal complaint with the Department of Higher Education following the procedures outlined on the Department's website and in CCHE Policy I, T: Student Complaint Policy, and are also encouraged to call the Colorado Department of Higher Education at 303-862-3001 and speak to the Director of Academic Affairs or Director of Student Affairs, rather than filing a complaint on the Colorado Department of Higher Education's website.~~

10.00 Funding

Any state-supported institution of higher education with a two-year statutory role and mission may offer and receive state general funds for developmental education~~basic skills~~ courses.

~~Any state-supported institution of higher education without a two-year role and mission is prohibited from claiming general fund support for basic skill credit hours. However, these institutions may offer basic skills courses by contracting with a Colorado public community college or on a cash-funded basis, except for Metropolitan State University of Denver and the University of Colorado Denver. Colorado statute states that the Community College of Denver is the only institution on the Auraria campus authorized to deliver basic skills courses – for state support or for cash. Any state-supported institution of higher education without a two-year role and mission. These institutions may also offer co-requisite remedial courses together Supplemental Academic Instruction with college gateway-level courses (if authorized by the Commission); these co-requisite courses are eligible for state funding.~~

State-supported institutions of higher education without a two-year role and mission are prohibited from claiming general fund support for developmental education course credit hours. These institutions may offer developmental education courses by contracting with a Colorado public community college or on a cash-funded basis, except for Metropolitan State University of Denver and the University of Colorado Denver. Colorado statute §23-1-113.3(2)(c) states that the Community College of Denver is the only institution on the Auraria campus authorized to deliver developmental education courses – for state support or for cash.

Institutions of higher education with a two-year statutory role and mission may include ~~basic skills~~developmental education credit hours generated by concurrently enrolled students in the 12th grade in the number claimed for state general fund support. All institutions providing co-requisite remediation may include the credit hours generated by concurrently enrolled students in the 9th through 12th grades in the number claimed for general fund support.

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11.00

Data Reporting

Pursuant to 23-1-113.3, C.R.S., institutions shall flag all students who are ~~required to take Supplemental Academic Instruction (co-requisite developmental education) or developmental education courses as such in the~~ identified as needing additional supports to be successful in gateway courses in the SURDS Undergraduate Applicant File (UAF). ~~“Assessment” and~~

~~“Placement” fields. Also, Institutions must also identify any pre-requisite or co-requisite developmental education course (including gateway courses that include a co-requisite developmental component) flag SAI and developmental (remedial) courses as such in the SURDS Student Course Enrollment File, Field: Course Level.~~

The Commission, “...in consultation with the governing boards, shall ensure the comparability of the placement or assessment tests for the purpose of providing consistent reporting data as such data are required by section 23-1-113.3(4)” [23-1-113(1.5)(b), C.R.S.].

Pursuant to 23-1-113.3(4) (a), C.R.S., the Commission shall transmit annually to the Education Committees of the Senate and the House of Representatives, the Joint Budget Committee, and the Department of Education, an analysis of the data including:

- The number of students who are identified as needing additional support to be successful in gateway courses in English and mathematics who are enrolled in some form of developmental education course or are provided with other forms of take non-college level developmental education and/or Supplemental Academic Instruction courses;
- The costs of providing pre-requisite and co-requisite development educational courses, and the costs of providing other forms of non-college level developmental education and/or Supplemental Academic Instruction courses; and
- Whether students who complete said non-college level developmental education and/or Supplemental Academic Instruction courses successfully complete the requirements for graduation/transfer/completion.

~~Pursuant to 23-1-113.3, C.R.S., the Commission shall provide a report to Colorado school districts on the developmental education needs of their recent high school graduates. For that report, recent high school graduates are defined as degree and non-degree seeking undergraduates. The high school graduation cohort from the Colorado Department of Education will be used to assign developmental education students to a high school and/or district. The Commission shall disseminate the analysis to each Colorado school district, the public high schools within each district and institutions of higher education, complying with Commission’s adopted Privacy Policy.~~

Commented [CR16]: This was deleted in statute in 2019.

Pursuant to 23-1-113.3(1-1.5) the Commission’s report will also provide information on how institutions are placing students to maximize the likelihood that they will complete a gateway course; the percentage of enrolling students who enrolled directly into pre-requisite developmental

education coursework in English or Mathematics; and the number of students enrolled in a program that requires gateway courses in English and Mathematics who complete gateway courses within 30 enrolled semester credit hours. The report will also list the measures institutions use for placement, and information on non-credit bearing supplemental academic instruction and other supports used by institutions to boost student success.

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HISTORY: December 5, 2013: CCHE Agenda Item VI, B; December 1, 2016: CCHE Agenda Item III, A; April 7, 2017: CCHE Agenda Item V, C; May 5, 2017: CCHE Agenda Item V, B; October 22, 2018: CCHE Agenda Item IV, A; March 6, 2020: CCHE Agenda Item IV, A; May 1, 2020: CCHE Agenda Item IV, B

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SECTION I

PART E DEVELOPMENTAL EDUCATION

1.00 Introduction and Purpose

The Colorado Commission on Higher Education Master Plan, *Colorado Rises* (published in August 2017), challenges the state's institutions of higher education to improve student persistence and retention by increasing the number of students who successfully complete gateway courses in English and math—a key predictor of whether students will complete their degrees. The General Assembly, in enacting House Bill 19-1206 on promoting the use of supplemental academic instruction, declared that “many students successfully complete developmental education courses but fail to enroll in and complete their gateway courses, indicating that alternative approaches to developmental education are necessary,” and “Colorado data shows that a higher percentage of students who receive supplemental academic support complete a gateway course than do those who are placed in traditional developmental education courses.”

Since low-income students and students of color are disproportionately placed into developmental courses, the expanded use of co-requisite instruction and other supports will help close attainment gaps between wealthier students and students from low-income families, as well as between white students and students of color, in particular for Colorado's fastest growing ethnic group, Hispanic/Latino students.

The purposes of this policy are to encourage institutions of higher education 1) to enroll students in credit bearing, college-level (gateway) courses whenever possible; 2) to prevent unnecessary placement testing of students and ensure the use of multiple measures of assessing students' readiness for college-level work; 3) to promote institutional practices that maximize the likelihood that students will complete gateway courses in English and mathematics within the first 30 enrolled semester credit hours; and 4) to ensure that each student identified as having developmental education needs is afforded appropriate opportunities to:

- Enter directly into gateway English and mathematics courses while co-enrolled in the appropriate co-requisite developmental education course, or other forms of supplemental academic instruction (SAI); or

- Have access to alternatives to developmental education courses, such as summer boot camps, refresher courses, peer mentoring, or other innovative approaches to skill-building; or,
- As needed, be enrolled in non-college level, pre-requisite developmental education courses.

Institutions shall work to ensure that students with developmental needs who place into college-level English and mathematics courses with co-requisite remediation, or who place into non-college level pre-requisite developmental education courses, complete the gateway English and mathematics course(s) required of their programs within the students' first 30 enrolled semester credit hours (not including college credits earned while the student was in high school or credits earned through prior learning assessment).

This policy contains the following sections:

- 1.00 Introduction and Purpose
- 2.00 Statutory Authority
- 3.00 Terminology
- 4.00 Maximizing Student Success in Gateway Courses
- 5.00 Students' Responsibilities
- 6.00 Institutions' Responsibilities
- 7.00 Students for Whom English is a Second Language
- 8.00 Course Challenge Option
- 9.00 Appeals Procedure and Filing a Student Complaint
- 10.00 Funding
- 11.00 Data Reporting

2.00 Statutory Authority

23-1-113. Commission directive - admission standards for baccalaureate and graduate institutions of higher education - policy - report – definitions.

(1.5) (a) (I) The commission shall establish and the governing boards shall implement a policy pursuant to section 23-1-113.3 to identify matriculated students who need additional supports to be successful in gateway courses in English and mathematics and standards and procedures whereby state institutions of higher education may offer supplemental academic instruction or developmental courses as provided in section 23-1-113.3. The commission's policy must prohibit the placement of a student in developmental education courses based on a single instrument or test and must be designed to maximize the likelihood that a student will complete gateway courses in English and mathematics within one year. In addition, the commission's policy must require

state institutions to use an evidence-based placement approach to placing students into English as a second language courses, and placement of these students must be designed to maximize the likelihood that a student placed in English as a second language courses will complete gateway courses in English within three years. The commission, in consultation with the governing boards, shall ensure that the policy aligns with the admission policy adopted pursuant to subsection (1) of this section. In identifying the standards for developmental education, the commission may differentiate requirements for mathematics based on the prerequisite skills needed for required courses within a student's declared program of study.

(II) As part of the policy established pursuant to this subsection (1.5)(a), all state institutions of higher education are authorized to provide supplemental academic instruction even if the institution is not authorized to provide development education courses pursuant to section 23-1-113.3. The institution may receive stipend payments from the state pursuant to section 23-18-202 on behalf of an eligible undergraduate student, as defined in section 23-18-102 (5), who is enrolled in a college-level course that includes supplemental academic instruction or co-requisite support or who is enrolled in a pilot program pursuant to section 23-1-113.3 (1)(a)(III).

(b) Each governing board shall adopt policies and procedures that are aligned with the policy established by the commission pursuant to subsection (1.5)(a) of this section and ensure that, to the extent required by commission policy, each matriculated student who may need additional supports to be successful in gateway courses in English and mathematics has access to supplemental academic instruction. The institution that enrolls the student shall select which measures to those from among those that meet the standards established by commission policy. The commission, in consultation with the governing boards, shall collect information regarding the measures used by the institutions for placement to help analyze the data reported pursuant to subsection (9) of this section and by section 23-1-113.3 (4).

(c) All students enrolled in programs that require gateway courses in English and mathematics at state institutions of higher education should complete gateway courses by the time the student completes thirty college-level credit hours.

...

23-1-113. Commission directive – developmental education courses – report.

(1) (a) (I) As part of the policy adopted by the commission pursuant to section 23-1-113 (1.5)(a), the commission shall adopt and the governing boards shall implement standards and procedures whereby state institutions of higher education may offer developmental education courses, as defined in section 23-1-113 (11)(b), pursuant to this section, as prerequisites to a gateway course in English and mathematics, as defined in section 23-1-113 (11)(b.5). Beginning in the 2022-23 academic year, no more than ten percent of students enrolling in a state institution of higher education shall be enrolled directly into a developmental education course, as defined in section 23-1-113 (11)(b), that is prerequisite to a gateway course in English or mathematics if the developmental education course lengthens the student's time to degree beyond the time it would take the student to complete the degree if the student had enrolled directly into a gateway course.

(II) On or before August 1, 2021, each state institution of higher education authorized pursuant to subsection (2)(a) of this section to offer developmental education courses, as defined in section 23-1-113 (11)(b), shall have a plan in place to meet the requirements described in subsection (1)(a)(I) of this section. The commission's standards and procedures must allow an institution of higher education to request an extension from the commission of up to two years to meet the requirements described in subsection (1)(a)(I) of this section, upon demonstrating exceptional circumstances.

(III) The commission's standards and procedures adopted pursuant to subsection (1)(a)(I) of this section must allow state institutions of higher education serving groups of students who are not successful in supplemental academic instruction to pilot different approaches that are more successful for those students and to request a waiver from the commission's standards and procedures in order to duplicate or expand successful approaches.

3.00

Terminology

3.01 Assessment means some sort of evaluation of a student's readiness for college-level math and English. Assessment might mean having the student take a test, such as the ACCUPLACER; or the assessment might be an advisor's evaluation of the scores a student earned on various tests (such as the SAT) or

an evaluation of the student's high school transcript, including courses taken and overall GPA.

3.02 Cut Score means the score on an assessment that indicates that a student is college-ready and cannot be prevented from enrolling directly into gateway courses in English and/or math. Institutions may use cut scores lower than those listed in Table 1 but shall not set cut scores higher than those listed in Table 1. Students who do not meet the cut score on an assessment in Table 1 shall have the opportunity to demonstrate college readiness through an additional assessment. If the student does not meet or exceed the institutionally-determined threshold on the additional assessment then the institution may place the student into college-level courses without supplemental supports; into college-level courses with credit-bearing or non-credit-bearing supplemental academic instruction (SAI) or some other form of co-requisite remediation; or into pre-requisite developmental education coursework. Institutions must be able to demonstrate that their placement practices maximize student success in gateway coursework.

3.03 Gateway Courses are the first college-level courses in English and mathematics that are part of GT-Pathways (as GT-CO1 or GT-MA1 courses) and are thus approved for statewide transfer. These are usually the first credit-bearing courses that a student takes to meet general education English and mathematics requirements for their academic program.¹ For some academic programs at some institutions, the first required math course could be a more advanced course such as calculus; for the purpose of this policy, the gateway course could be a lower-level course (such as college algebra) that prepares a student for a more advanced course (such as calculus). Gateway courses also include courses that are part of a Statewide Transfer Articulation Agreement but are not approved for GT-Pathways² and certain unique courses that are part of an Associate of Applied Science degree program.

3.04 Pre-Requisite Developmental Education Courses are sometimes referred to as “basic skills” or “remedial” courses. These courses are prerequisites to the level of work expected at a postsecondary institution and include academic skills courses and preparatory courses. These courses are not college-level, are not credit-bearing, do not apply toward certificate or degree

¹ Certain academic programs include other “gateway” courses that students must pass before being allowed to continue, such as Anatomy and Physiology in nursing and other health-related programs, or Psychology 101 for programs in the social and behavioral sciences. These courses are not included in the definition of “gateway” course for this policy.

² For example, Math 155 and 156 are required for community college students pursuing a Degree with Designation in Elementary Education. These courses fulfill a mathematics requirement but are not part of GT Pathways

requirements, and usually delay graduation. (In this policy, “developmental” and “remedial” are used synonymously.)

3.05 Supplemental Academic Instruction (SAI) is an umbrella term used in §23-1-113(11)(e)(I) to refer to a range of student academic supports—credit-bearing and non-credit-bearing—that includes co-requisite instruction, study sessions, and other in-class academic support to improve student learning, retention, or success. Prior to HB19-1206, “supplemental academic instruction” was a term used in Colorado that is synonymous with “co-requisite remediation” or “co-requisite developmental education.” The expanded definition of supplemental academic instruction includes both credit-bearing co-requisite remediation and other, non-instructional, sometimes non-credit bearing, academic and student supports.

3.06 Co-Requisite (or Modified Co-Requisite) Supports or Co-Requisite Developmental Education Courses are credit-bearing courses that accompany a gateway course. With co-requisite supports (or “co-requisite remediation”), students enroll in the college-level English or mathematics course appropriate for their chosen degree program and at the same time (co-requisitely)—or in the same academic term—take a support course to give them extra help and increase the likelihood they will pass the gateway English or mathematics course. Co-requisite supports extend instructional time through additional lecture or lab hours, or through other required activities.

3.07 Commission is the Commission on Higher Education.

3.08 Department is the Department of Higher Education.

4.00

Maximizing Student Success in Gateway Courses

Any student who presents or achieves a score on an assessment listed in Table 1 that is at or above the level indicated shall be placed directly into gateway coursework in the first semester and shall not be required to take pre-requisite developmental education courses. Institutions have the option to use cut scores lower than those listed in Table 1. Institutions are not mandated to require a student to take one of the assessments listed in Table 1 if the student does not present a score from an assessment previously taken (such as the SAT). Similarly, if a student presents a score from an assessment in Table 1 that does not meet or exceed the given cut score, the institution is not required to use that information in determining placement.

The assessment scores indicated for mathematics are for direct placement into gateway courses in Quantitative Reasoning, Math for the Liberal Arts, or similar courses and do not necessarily reflect the level of preparation needed to be successful in courses in College Algebra, Trigonometry, Pre-Calculus, and Calculus. Institutions may establish higher cut scores for placement into these courses.

Similarly, the assessment scores indicated for English are for direct placement into Introductory Writing or Composition courses (GT-CO1 courses) and do not necessarily reflect the level of preparation needed to be successful in GT-CO2 courses (Intermediate Writing). Institutions may establish higher cut scores for placement into GT-CO2 courses.

Table 1 – College-Ready Assessments and Cut Scores

Assessment Test	English Comp I (GT-CO1): Introductory Writing) Cut Score*	CTE & Quantitative Reasoning Math Cut Score*
New SAT (taken March 2016 and later)	470 Evidence-Based Reading and Writing	500 Math Section
Old SAT	430 Critical Reading	460
ACT	18	19
Community College Placement Test	5 Written Essay (WRES) and 96 Reading Adaptive Assessment (READ)	106 Basic Algebra Adaptive Assessment (BAAD)

Assessment Test	English Comp I (GT-CO1): Introductory Writing) Cut Score*	CTE & Quantitative Reasoning Math Cut Score*
	<u>or</u> 6 on WRES and 80 on READ	
Next-Generation ACCUPLACER	246 Writing	CTE Math: 265 Arithmetic (AR) Quantitative Reasoning: 240 Quantitative Reasoning, Algebra, and Statistics (QAS)
Classic ACCUPLACER	80 Reading Comprehension and/or 95 Sentence Skills	61-85 Elementary Algebra
GED® (Beginning in 2014)	165 Reasoning Through Language Arts	165 Mathematical Reasoning
HiSET	15 Language Arts – Reading and/or 15 Language Arts - Writing	15 Math
TASC	580 Language Arts - Reading and/or 560 Language Arts – Writing plus 6 on the Writing Essay	560 Math
PARCC 11 th Grade English Language Arts/Literacy & Mathematics	Level 3 if student continues to take challenging English courses (as determined by the institution) through high school graduation <u>OR</u> Level 4	Level 3 if student continues to take challenging math courses (as determined by the institution) through high school graduation <u>OR</u> Level 4
SBAC 11 th Grade English Language Arts/Literacy & Mathematics	Level 3 if student continues to take challenging English courses (as determined by the institution) through high school graduation	Level 3 if student continues to take challenging math courses (as determined by the

Assessment Test	English Comp I (GT-CO1): Introductory Writing) Cut Score*	CTE & Quantitative Reasoning Math Cut Score*
	<u>OR</u> Level 4	institution) through high school graduation <u>OR</u> Level 4

5.00 Students' Responsibilities

Students shall:

- Take any institutionally-required assessments prior to registering for classes for the first term of enrollment.
- Provide to the institution official assessment scores and transcripts with developmental education and college-level courses completed.
- Take any required pre-requisite or co-requisite remedial courses, or engage in other required supplemental academic instruction, if identified as needing developmental education. Students may opt out of pre-requisite or co-requisite remedial courses, and enroll directly into gateway courses, if an institution's remedial or developmental education policy allows it.

6.00 Institutions' Responsibilities

- 6.01** No institution in Colorado shall place a student into developmental education courses based on a single assessment. Students scoring at or above the cut score on one of the assessments listed in Table 1 shall be eligible to enroll directly into the gateway course (with caveats for higher-level math courses and for GT-CO2 English courses, as explained in Section 4.00 of this policy).
- 6.02** Institutions shall ensure that multiple measures are used (two or more forms of assessment) in determining to place a student into developmental coursework. The purpose of multiple measures is to help maximize success in gateway courses in English or mathematics. Evidence suggests that using high school grade point average or other factors, such as success in high school coursework, as assessments can maximize student success in gateway courses.
- 6.03** Institutions shall not prevent a student from enrolling directly into a gateway course in English or mathematics if the student successfully completed (with a grade of C or higher) an associated developmental education course, even if the

developmental education course was completed at another public institution in Colorado prior to transfer.

- 6.04** Institutions may allow students to decline placement into pre-requisite or co-requisite developmental education courses. Institutions may also allow students to enroll in pre-requisite or co-requisite developmental education courses even though their assessments indicate that they would be successful enrolling directly into gateway courses (a practice referred to as “guided self-placement”).
- 6.05** Institutions shall work to ensure that all students, including those identified as having developmental education needs, complete their gateway English and mathematics coursework within the student’s first 30 enrolled semester credit hours.
- 6.06** Institutions shall:
- Specify their test administration policy, including dates and location of test administration (e.g., contract with another college).
 - Specify its practices for informing students regarding the availability of alternatives to pre-requisite developmental education courses, such as the challenge exam option, co-requisite or other supplemental academic instruction, and any online courses.
 - Inform students about the learning outcomes associated with various interventions, including pre-requisite and co-requisite developmental education courses, and advise students about their options based on what an institution knows will maximize the success of students in gateway coursework.
 - Ask transfer students if they are currently enrolled in or have just completed developmental education courses at the sending institution because, in many instances, it will not be reflected on the student’s transcript.
 - Submit data related to student assessment, enrollment in pre-requisite and co-requisite remedial courses, and use of other supplemental academic instruction to the Colorado Department of Higher Education.
- 6.07** Institutions shall, beginning in the 2022-23 academic year, enroll no more than 10% of an entering cohort of students—as defined under section 13.00 of this policy—directly into pre-requisite developmental education courses that lengthen the student’s time to complete a degree beyond that which would be required if a student enrolled directly into a gateway course. This includes all said courses regardless of how they are funded or subsidized. As such, all public institutions of higher education are subject to this provision.

For example, a student who is placed into a semester-long course in developmental English or developmental math—which must be completed before the student can enroll in a gateway course in English or math—would

experience a lengthened time to degree. This is in contrast to co-requisite remedial courses, in which a student enrolls concurrently in a gateway course and can complete the gateway course in the same semester. Other approaches to developmental education are possible that do not result in a lengthened time to degree, such as the “5+10” model, which involves 5 weeks of remedial education followed by an accelerated version of the gateway course, with both experiences completed in the same semester.

6.07.01 Institutions may receive an extension from the Commission of up to two years (to the beginning of the 2024-25 academic year) to meet this requirement upon demonstration of exceptional circumstances.

6.07.02 All institutions that are authorized to offer pre-requisite developmental education courses and receive state funding for said courses shall, by August 1, 2021, submit a plan to the Department for how they will meet these requirements. This includes all institutions within the Colorado Community College System, all local district colleges, and Adams, Colorado Mesa, and Western Colorado Universities.

6.07.03 Institutions may receive a waiver from Commission policies and procedures in order to pilot different approaches to address the development education needs of selected groups of students. Requests for waivers must be received by the Department no later than 365 days prior to the institution’s implementation date for the requirements outlined in section 6.08. Institutions are responsible for reporting the results of such pilots to the Commission.

7.00 Students for Whom English is a Second Language

The needs of students for whom English is a second language (ESL students)³ are different from students who are native speakers of English but whose skills in writing or reading comprehension place them into developmental education courses. House Bill 19-1206 states that institutions must “use an evidence-based placement approach to placing students into English as a second language courses, and placement of these students must be designed to maximize the likelihood that a student placed in English as a second language courses will complete gateway courses in English within three years.”

7.01 For the purpose of this policy, ESL students are those students who:

- attend or graduated from a high school where the primary language of instruction was not in English; and
- have been admitted or conditionally admitted into a certificate, associate, or bachelor’s degree program at a Colorado public

³ The terms “students for whom English is a second language” and “ESL students” are inclusive of students for whom English is a second, third, or greater language (i.e., not their first or native language). These students are sometimes referred to as “multi-language learners.”

- institution of higher education that includes one or more gateway courses in English; and
- have taken a standardized assessment of English language skills for non-native speakers of English or another proficiency assessment (including portfolio review) based on one of the proficiency frameworks listed below or that is approved for use by the United States Department of Education's Office of Career, Technical, and Adult Education (or its successor agency).

7.02 Institutions can establish their own cut scores for their chosen English proficiency assessment(s). Any assessment used must be determined as suitable for use in the National Reporting System for Adult Education, or based on one of two proficiency frameworks: 1) the Common European Framework of Reference for Languages: Learning, Teaching, Assessment; or 2) the ACTFL Proficiency Scale (American Council on the Teaching of Foreign Languages). This includes commonly used assessments such as the Test of English as a Foreign Language (TOEFL) and the ACTFL Writing Proficiency Test.

7.03 If an admitted ESL student does not meet or exceed the established cut score for the assessment used, the institution may require the student to take one or more ESL courses as pre-requisites to credit-bearing gateway courses in a degree program. These courses may be offered by the admitting institution, or through partnership with another institution of higher education or a third-party provider. Once a student is informed of this requirement, the admitting institution shall endeavor to ensure that the student completes the first of the required GT Pathways English courses for the institution within three academic years. This three-year time period does not include academic terms when the student is not enrolled in any formal course of study in English at the institution or elsewhere, and is not enrolled in any credit-bearing or non-credit bearing courses at the institution.

7.04 Once an ESL student completes the required ESL courses, the admitting institution shall allow the student to enroll in the first gateway English course required for the student's academic program. The admitting institution may encourage or require the student to enroll in a co-requisite remedial education course that accompanies the gateway English course.

8.00 Course Challenge Option

Regardless of the results of an institution's assessment of a student's readiness, all students shall have the opportunity to test out of [GT Pathways](#) college-level English and mathematics courses, in accordance with Commission [Policy I, X: Prior Learning Assessment](#) and §23-1-125(4), C.R.S., which states in part

...each public institution of higher education [shall] define a process for students to test out of core courses, including specifying use of a national test or the criteria for approving institutionally devised tests. ...each public institution of higher education shall grant full course credits to students for the core courses they successfully test out of, free of tuition for those courses.

Institutions may charge a fee to administer the course challenge option. If the student does not pass the course challenge option then the student shall be placed according to this policy.

9.00 Appeals Procedure and Filing a Student Complaint

Students who believe their college or university is not following this policy should follow their institution's appeals procedure. Students may also file a formal complaint with the Department of Higher Education following the procedures outlined on the Department's website and in CCHE Policy I, T: [Student Complaint Policy](#).

10.00 Funding

Any state-supported institution of higher education with a two-year statutory role and mission may offer and receive state general funds for developmental education courses.

Any state-supported institution of higher education without a two-year role and mission may offer co-requisite remedial courses together with gateway courses; these co-requisite courses are eligible for state funding.

State-supported institutions of higher education without a two-year role and mission are prohibited from claiming general fund support for developmental education course credit hours. These institutions may offer developmental education courses by contracting with a Colorado public community college or on a cash-funded basis, except for Metropolitan State University of Denver and the University of Colorado Denver. Colorado statute §23-1-113.3(2)(c) states that the Community College of Denver is the only institution on the Auraria campus authorized to deliver developmental education courses – for state support or for cash.

Institutions of higher education with a two-year statutory role and mission may include developmental education credit hours generated by concurrently enrolled students in the 12th grade in the number claimed for state general fund

support. All institutions providing co-requisite remediation may include the credit hours generated by concurrently enrolled students in the 9th through 12th grades in the number claimed for general fund support.

11.00 Data Reporting

Pursuant to 23-1-113.3, C.R.S., institutions shall flag all students who are identified as needing additional supports to be successful in gateway courses in the SURDS Undergraduate Applicant File (UAF). Institutions must also identify any pre-requisite or co-requisite developmental education course (including gateway courses that include a co-requisite developmental component) in the SURDS Student Course Enrollment File.

The Commission, "...in consultation with the governing boards, shall ensure the comparability of the placement or assessment tests for the purpose of providing consistent reporting data as such data are required by section 23-1-113.3(4)" [23-1-113(1.5)(b), C.R.S.].

Pursuant to 23-1-113.3(4) (a), C.R.S., the Commission shall transmit annually to the Education Committees of the Senate and the House of Representatives, the Joint Budget Committee, and the Department of Education, an analysis of the data including:

- The number of students who are identified as needing additional support to be successful in gateway courses in English and mathematics who are enrolled in some form of developmental education course or are provided with other forms of supplemental academic instruction;
- The costs of providing pre-requisite and co-requisite development educational courses, and the costs of providing other forms of supplemental academic instruction; and
- Whether students who complete said non-college level developmental education and/or Supplemental Academic Instruction courses successfully complete the requirements for graduation/transfer/completion.

Pursuant to 23-1-113.3(1-1.5) the Commission's report will also provide information on how institutions are placing students to maximize the likelihood that they will complete a gateway course; the percentage of enrolling students who enrolled directly into pre-requisite developmental education coursework in English or Mathematics; and the number of students enrolled in a program that requires gateway courses in English and Mathematics who complete gateway courses within 30 enrolled semester credit hours. The report will also list the measures institutions use for placement, and

information on non-credit bearing supplemental academic instruction and other supports used by institutions to boost student success.

HISTORY: December 5, 2013: CCHE Agenda Item VI, B; December 1, 2016: CCHE Agenda Item III, A; April 7, 2017: CCHE Agenda Item V, C; May 5, 2017: CCHE Agenda Item V, B; October 22, 2018: CCHE Agenda Item IV, A; March 6, 2020: CCHE Agenda Item IV, A; May 1, 2020: CCHE Agenda Item IV, B



SECTION I

PART W SUPPLEMENTAL ACADEMIC INSTRUCTION

1.00 Introduction

Pursuant to §23-1-113(1.5), C.R.S., the Commission may authorize a state institution of higher education to provide Supplemental Academic Instruction (SAI) to students with limited academic deficiencies and to receive Colorado Opportunity Fund (COF) stipend payments even though the institution is not authorized to provide basic skills courses. Institutions use the cut scores on national assessments, agreed to in Commission Policy I, E: Statewide Remedial Education Policy, to determine if a student is ready for college-level, credit-bearing coursework in English and mathematics. Prior to HB12-1155 being enacted into law, a student admitted into a four-year institution who scored below these cut scores was typically required to enroll in a community college for non-credit-bearing remedial (basic skills) coursework. SAI, however, allows many of these students to stay at their home institution and enroll directly into credit-bearing English and mathematics general education coursework offered co-requisitely with SAI, thus enabling them to finish college faster and with fewer obstacles. Furthermore, the credit-bearing English and mathematics courses taught co-requisitely with SAI are required to be pathways approved, thus ensuring transferability. Authorized SAI offered for credit is eligible to receive Colorado Opportunity Fund (COF) stipend payments, pursuant to. §23-1-113(1.5)(a)(II), C.R.S.

2.00 Policy Goals

The goals of the Commission's Supplemental Academic Instruction policy include:

- 2.01 Establishing clear guidelines for institutions to gain authorization to provide SAI;
- 2.02 Aligning SAI procedures with the Commission's Admission Standards and Remedial Education Policies and the Graduation Guidelines established by the State Board of Education;
- 2.03 Requiring outcomes-based data and analysis of SAI effectiveness at each authorized institution; and
- 2.04 Developing awareness and establishing best practices for SAI.

3.00 Definitions

3.01 “**Basic skills courses** means courses that are prerequisites to the level of work expected at a postsecondary institution and include academic skills courses and preparatory courses” [§23-1-113(11)(b), C.R.S.]. Historically, these courses were referred to as “remedial courses” and are now commonly referred to as “developmental education courses.” These courses are also numbered lower than 100 or 1000 (e.g., 092 or 094).

3.02 **Limited academic deficiency** refers to the English and/or mathematics skills levels of a



student who has been admitted to an institution, but has failed to meet the minimum threshold placement score for college-level coursework as determined by Commission Policy I, E: Statewide Remedial Education Policy. The range of placement scores that define limited academic deficiency may differ according to each institution's statutory role and mission.

3.03 “**National assessment test scores** include, but are not limited to, ACT and SAT test scores” [§23-1-113.2(11)(c), C.R.S.]. For the purpose of this SAI policy, institutions shall choose a primary assessment from the list of national assessment tests in Commission Policy I, E: Statewide Remedial Education Policy.

3.04 “**Supplemental Academic Instruction** means co-requisite instruction in writing [English] or mathematics for students with limited academic deficiencies who are placed into college-level course work [numbered 100 or 1000 or higher] that is approved for statewide transfer [i.e., gtPathways] pursuant to section 23-1-125(3). ‘Supplemental academic instruction’ does not include prerequisite basic skills courses” [§23-1-113(11)(e), C.R.S.]. SAI courses may be credit-bearing and eligible to receive Colorado Opportunity Fund (COF) stipend payments, pursuant to §23-1-113(1.5)(a)(II), C.R.S., or noncredit-bearing, in which case, shall not be eligible for COF stipend payments, pursuant to §23-18-102(11) and §23-18-201(1), C.R.S. Institutions shall determine if SAI credits will be applied to degree requirements.

3.06 **Supplemental Academic Instruction Evaluation** means an institution-specific secondary evaluation used to ensure accurate placement of students into SAI, following the national/primary assessment.

4.00 Statutory Authority

C.R.S. §23-1-113(1.5) grants the Commission the authority to authorize a state supported institution of higher education to provide Supplemental Academic Instruction even though the institution is not authorized to provide basic skills courses pursuant to C.R.S. §23-1-113.3. Pursuant to §23-18-102, C.R.S., an authorized institution may receive Colorado Opportunity Fund (COF) stipend payments on behalf of an eligible undergraduate student, who is enrolled in credit-bearing SAI.

5.00 Roles and Responsibilities

5.01 Institutions of Higher Education shall:

5.01.01 Utilize approved national/primary assessments test scores authorized by the Commission to determine if a student is college ready (as defined by Commission Policy I, E: Statewide Remedial Education Policy);

5.01.02 Select a secondary SAI evaluation of basic skills assessment and/or a course placement review in English and/or mathematics to place students in SAI;



- 5.01.03 Inform students about the learning outcomes associated with SAI completion and advise the student about appropriate options based on her/his SAI evaluation, prior to first semester registration;
- 5.01.04 Require that students placed into SAI complete their SAI requirements “by the time the student completes thirty college-level credit hours” [§23-1-113(1.5)(c), C.R.S.];
- 5.01.05 Flag and report each SAI course and student enrolled in SAI courses/options in the Student Course Enrollment File submitted to the SURDS database; and
- 5.01.06 Submit a request for SAI authorization proposal to the Department for Commission approval prior to offering or piloting SAI. The request for authorization shall include (but is not limited to) detailed information about:
- a) Secondary SAI evaluation of basic skills assessment and/or course placement reviews in English and/or mathematics, including definition of limited academic deficiency, cut scores and other benchmarks/measurements of student preparation level for placement into SAI;
 - b) Process for advising students about appropriate SAI based on their SAI evaluations prior to first semester registration, and the requirement that students placed into SAI complete their credit bearing English and mathematics courses by the time the student completes 30 college-level credit hours;
 - c) Communication plan between SAI and co-requisite course faculty for shared understanding of student outcomes and success;
 - d) SAI staffing and support, including accountability for curricular oversight;
 - e) Demonstration of how SAI and co-requisite course learning outcomes are aligned with the corresponding gtPathways course learning outcomes; and
 - f) SAI assessment plan with benchmarks/measurements of student success.

5.02 Governing Boards of institutions that have been authorized by the Commission to offer SAI, shall:

- 5.02.01 Adopt policies and procedures that ensure that each matriculated undergraduate student that enters the institution with a primary assessment score below the state defined college entry level (as defined in Commission Policy I, E: Statewide Remedial Education Policy) completes or has completed basic skills assessment and/or course placement reviews in English and/or mathematics; and

5.02.02 Adopt policies and procedures regarding the implementation of SAI.

5.03 The Commission shall:

- 5.03.01 Adopt a policy whereby Colorado state institutions of higher education may offer SAI [§23-1-113(1.5)(a)(I)];



5.03.02 Review and determine authorization of state institutions of higher education to provide SAI and receive COF stipend payments;

5.03.03 Monitor the effectiveness of SAI on student academic performance and related outcomes. The Commission may require an institution to revise its SAI plan if three consecutive years of data shows the institution is unsuccessful at improving student outcomes in English and mathematics.

5.04 The Department shall:

5.04.01 In its “Legislative Report on Remedial Education,” transmit annually to the education committees of the Senate and the House of Representatives, or any successor committees, the Joint Budget Committee, the Commission, the Department of Education [§23-1-113.3(4)(a), C.R.S.] and to each school district and to public high schools within each district [§23-1-113.3(4)(b), C.R.S.] an analysis of the data regarding SAI;

5.04.02 Publish institutions’ SAI program information and ensure that each student identified as needing SAI receives written notification identifying which state institutions offer SAI, the approximate cost, and relative availability of SAI, including any on-line courses [§23-1-113(1.5)(c), C.R.S.]; and

5.04.03 Share SAI best practices with institutions and provide a forum for inter-institutional assistance and collaboration.

HISTORY: CCHE Agenda Item III, A – November 6, 2014; CCHE Agenda Item III, A – December 4, 2014



TOPIC: BUDGET AND LEGISLATIVE UPDATE

PREPARED BY: JASON SCHROCK, CHIEF FINANCIAL OFFICER
CHLOE MUGG, LEGISLATIVE LIAISON

I. SUMMARY

This discussion item is to provide a status update on the 2020 legislative session and state budget.

II. BACKGROUND

The 2020 legislature temporarily adjourned March 14 due to the COVID-19 pandemic and tentatively plans to resume the legislative session May 18. The Department is still advocating for certain legislation that it believes it is important to pass. Most of the current pending 2020 legislation that require expenditures will most likely not pass.

The Joint Budget Committee (JBC) is scheduled to review revenue scenarios and begin consideration of budget balancing options on May 4. The JBC hopes to finalize the FY 2020-21 state budget by the end of May. It is expected to receive an updated state revenue forecast on May 12 and introduce the state budget bill (“the Long Bill”) to the full legislature on May 18. We await updated information, but the state budget’s revenue shortfall may be around \$3 billion, or about 20 percent; thus there will need to be significant funding reductions to programs and other budget balancing measures. Federal funding assistance to the state through the Coronavirus Aid, Relief, and Economic Security (CARES) Act and other federal legislation will help alleviate state budget cuts to some extent, but reduction or elimination of funding for many programs is still expected.

The state’s public higher education institutions are awaiting final decisions on their state funding through the state budget before they finalize their budgets for the upcoming fiscal year. In the meantime, the institutions are developing budget scenarios for the upcoming year for planning purposes and as they prepare to finalize their budgets.

III. STAFF ANALYSIS

A status update of pending legislation impacting higher education, as well as information on state budget conditions and their impact on higher education funding in the Long Bill, will be shared and discussed at the meeting.

IV. STAFF RECOMMENDATIONS

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

V. STATUTORY AUTHORITY

Not applicable.

TOPIC: UPDATE ON LEGISLATIVE REPORTS

PREPARED BY: KATIE ZABACK, SENIOR POLICY DIRECTOR
MICHAEL VENTE, SENIOR DIRECTOR OF RESEARCH AND DATA
GOVERNANCE

I. SUMMARY

The Colorado Department of Higher Education (CDHE) is required to prepare an annual report in partnership with the Department of Education on Concurrent Enrollment, which is due on April 1st of each year. Additionally, the Department is required to prepare a report on the postsecondary progress and success of the preceding six high school graduating classes, which is due on April 15th of each year.

Due to the disruptions caused by COVID-19 the release of these reports is delayed but the authors will provide a brief overview of the reports' key findings.

II. BACKGROUND

Pursuant to C.R.S. §22-35-112, CDHE and CDE are required to prepare an annual report on concurrent enrollment. This is the tenth consecutive year this report has been released, and it provides a descriptive summary of students in Colorado's public education system who participated in dual enrollment programs in the 2017-2018 academic year. Reports are available here: <https://highered.colorado.gov/Academics/Concurrent/>

C.R.S. 23-1-113(9) mandates that the Commission, as part of its implementation of the Colorado Achievement Plan for Kids, report to the General Assembly on the postsecondary progress and success of recent high school graduating classes. The report is to be disaggregated by school district, ethnicity, gender, and financial aid status. Reports are available here: <https://highered.colorado.gov/Data/Districtataglace.html>

III. STAFF ANALYSIS

Staff will review key points of the report, show data tools and discuss plans for release.

IV. STAFF RECOMMENDATIONS

These reports are information items only; no formal action is required by the Commission.

V. STATUTORY AUTHORITY

C.R.S. §23-35-112

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

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

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

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

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

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

(f) The total tuition costs paid by local education providers to institutions of higher education in the previous school year on behalf of qualified students who participated in concurrent enrollment programs in the previous school year, including subtotals for each local education provider and each institution of higher education;

(g) The total number of qualified students designated by the department as ASCENT program participants in the previous school year;

(h) The postsecondary degree and certificate programs in which ASCENT program participants were concurrently enrolled in the previous school year, including subtotals indicating how many ASCENT program participants concurrently enrolled in each postsecondary degree and certificate program;

(i) Data indicating the total number and percentages of qualified students who failed to complete at least one course in which they concurrently enrolled;

(j) To the extent possible, data indicating the total number and percentage of qualified students who concurrently enrolled in college courses who have completed a postsecondary degree; and

(3) The reports described in subsection (2) of this section may include quantitative and qualitative analyses concerning student and administrator attitudes and behaviors, program costs and productivity, academic and administrative policies, program availability and variety, or any objectives of the ASCENT program described in section 22-35-108 (1), which studies may be prepared by a party other than the department or the department of higher education.

C.R.S. §23-1-113 (9) (a) Notwithstanding section 24-1-136 (11)(a)(I) to the contrary, on or before February 15, 2012, and on or before April 15 each year thereafter, the department of higher education shall submit to the state board of education, the department of education, and the education committees of the house of representatives and the senate, or any successor committees, a report, subject to available data, for the high school graduating classes of the preceding six academic years concerning:

(I) The need for additional supports for students to be successful in gateway courses in English and mathematics, the subject for which the students are identified as needing additional supports to be successful in gateway courses, and student success in gateway courses; (II) First-year college grades; and

(III) Types of academic certificates and degrees attained at all postsecondary institutions in Colorado and the United States.

(b) The department of higher education shall report the information disaggregated by high school and school district of graduation, to the extent practicable, and by ethnicity, gender, financial aid status, and any other characteristic deemed relevant by the commission. The department of higher education and the department of education shall also make the report available on their respective websites.

(10) On or before February 15, 2009, and on or before April 15 each year thereafter, the department of higher education shall submit to the department of education the unit records used for its reporting purposes under this section to enable the department of education to evaluate the effectiveness of the alignment of the preschool through postsecondary education systems in preparing students who demonstrate postsecondary and workforce readiness and subsequently succeed in postsecondary education and to enable the department of higher education to disseminate the unit records to the appropriate school districts.

COLORADO COMMISSION ON HIGHER EDUCATION - BYLAWS

Section 1. Organization and Meetings

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

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

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

Section 2. Duties and Responsibilities of Officers

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

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

Section 3. The Advisory Committee

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

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

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

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

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

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

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

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

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

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

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

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

Section 4. Change in Bylaws

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

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



COLORADO
Colorado Commission on
Higher Education
Department of Higher Education

Tom McGimpsey, Chair
Vanecia Kerr, Vice Chair
Paul Berrick Abramson
Mary Beth Buescher
Luis Colón
Cassie Gannett
Sarah Kendall Hughes
Charlotte Olena
Brittany Stich
Steven Trujillo
Eric Tucker

COLORADO COMMISSION ON HIGHER EDUCATION

- Chair Tom McGimpsey (*R-2nd Congressional District*) 1st term ends June 2021
- Vice Chair Vanecia Kerr (*D- 6th Congressional District*) 1st term ends June 2018
- Commissioner Paul Berrick Abramson (*U-7th Congressional District*) 1st term ends July 2023
- Commissioner Mary Beth Buescher (*D-3rd Congressional District*) 1st term ends June 2020
- Commissioner Luis Colón (*R-4th Congressional District*) 2nd term ends June 2021
- Commissioner Cassie Gannett (*U-5th Congressional District*) 1st term ends June 2020
- Commissioner Sarah Hughes (*D-3rd Congressional District*) 1st term ends July 2023
- Commissioner Charlotte Olena (*D-1st Congressional District*) 1st term ends July 2023
- Commissioner Brittany Stich (*D-1st Congressional District*) 1st term ends July 2022
- Commissioner Steven Trujillo (*D-3rd Congressional District*) 1st term ends July 2023
- Commissioner Eric Tucker (*U-5th Congressional District*) 1st term ends July 2023

ADVISORY COMMITTEE

Legislative Advisors

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

Subject Matter Advisors

- Mr. Wayne Artis, *Faculty Representative*
- Mark Cavanaugh, *IHEC Representative*
- Mr. Brad Baca, *Institutional Finance Representative*
- Dr. Rick Miranda, *Academic Council Representative*
- Ms. Misti Ruthven, *K-12 Representative*
- Ms. Christina Powell, *Parent Representative*
- Mr. David Olguin, *Student Representative*

Governor Jared Polis Dr. Angie Paccione, Executive Director

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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. Diana Doyle, President	Littleton
Colorado Northwestern CC	Ron Granger, President	Rangely
CC of Aurora	Dr. Betsy Oudenhoven, President	Aurora
CC of Denver	Dr. Everette Freeman, President	Denver
Front Range CC	Andy Dorsey, President	Westminster
Lamar CC	Dr. Linda Lujan, President	Lamar
Morgan CC	Dr. Curt Freed, President	Ft. Morgan
Northeastern JC	Jay Lee, President	Sterling
Otero JC	Dr. Timothy Alvarez, President	La Junta
Pikes Peak CC	Dr. Lance Bolton, President	Colorado Springs
Pueblo CC	Dr. Patty Erjavec, President	Pueblo
Red Rocks CC	Dr. Michele Haney, President	Lakewood
Trinidad State JC	Dr. Rhonda Epper, President	Trinidad
Colorado Mesa University	Tim Foster, President	Grand Junction
Colorado Mountain College	Dr. Carrie Besnette Hauser, President	Glenwood Springs
Colorado School of Mines	Paul Johnson, President	Golden
Colorado State System	Dr. Tony Frank, Chancellor	Denver
CSU-Ft Collins	Dr. Joyce McConnell, President	Fort Collins
CSU-Pueblo	Dr. Timothy Mottet, President	Pueblo
CSU-Global Campus	Dr. Becky Takeda-Tinker, President	Greenwood Village
CU System	Mark Kennedy, President	Denver
CU – Boulder	Dr. Philip DiStefano, Chancellor	Boulder
UCCS	Dr. Venkat Reddy, Chancellor	Colorado Springs
UCD	Dr. Dorothy Horrell, Chancellor	Denver
UC-Anschutz	Don Elliman, Chancellor	Aurora, Denver
Emily Griffith Technical College	Stephanie Donner, Executive Director	Denver
Ft. Lewis College	Dr. Tom Stritikus, President	Durango
Metropolitan State University of Denver	Janine Davidson, President	Denver



Pickens Technical College	Teina McConnell, Executive Director	Aurora
Technical College of the Rockies	Michael Klouser, Director	Delta
University of Northern Colorado	Dr. Andy Feinstein, President	Greeley
Western State Colorado University	Dr. Gregory Salsbury, President	Gunnison

Higher Education Glossary

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

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

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

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

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

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

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

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

COA - Cost of 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