



COLORADO

**Colorado Commission on
Higher Education**

Department of Higher Education

CCHE AGENDA

Hybrid Meeting

December 5, 2024

Location: College Invest Board Room, 1600 Broadway, Suite 2300, Denver
CO 80202

[ZOOM](#)

(Meeting ID: 848 0196 7109 / Passcode: 601811)

BUSINESS MEETING

1:00 pm - 4:00 pm

1600 Broadway, Suite 2200 • Denver, Colorado 80202 • (303) 862-3001



CCHE December Agenda Book

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Colorado Commission on Higher Education

Thursday, December 5, 2024

LOCATION: College Invest Board Room, 1600 Broadway, Suite 2300, Denver CO 80202

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(Meeting ID: 848 0196 7109 / Passcode: 601811)

11:30 am – 1:00 pm

COMMISSIONER & ADVISOR WORK SESSION

11:30 am – 12:30 pm CCHE: Where We Are and Where We Are Headed- *Jennifer Walmer, CCHE Chair and Dr. Angie Paccione, CCHE Executive Director*

12:30 pm – 1:00 pm Lunch Break

1:00 pm

BUSINESS MEETING

- I. **Opening Business (30 minutes)**
 - A. Attendance
 - B. Approval of the Minutes for the October 24, 2024, Commission Meeting
 - C. Reports
 1. Chair
 2. Vice Chair
 3. Commission Standing Committees
 - a. Student Success & Workforce Alignment
 - b. Finance, Performance & Accountability
 4. Commissioners
 5. Advisors
 - D. Executive Director Report
 - E. Public Comment



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II. Consent Items (5 minutes)

- A. Recommended Approval of Institutional Grants for the 2024-25 OER Grant Program – *Chealsye Bowley, Director of Open Education and Learning Innovation*
- B. Recommended Approval of New Mexico Reciprocity Agreement – *DeAnna Castaneda, Budget and Policy Analyst*
- C. Degree Authorization – Approval of Full Authorization for Rosalind Franklin University of Medicine & Science – *Heather DeLange*
- D. Degree Authorization – Renewal of Authorization for Harvest Bible College – *Heather DeLange*
- E. Capital Projects — Recommended Approval of Two-Year Capital Cash List Edits – Colorado Mesa University – *Kennedy Evans, Budget and Policy Analyst*

III. Action Items (40 minutes)

- A. Recommended Approval of Fiscal Year 2025-30 Capital Construction, Renewal, and IT Rubric – *Kennedy Evans, Budget and Policy Analyst*
- B. Recommend Approval of Fiscal Year 2025-26 Student Budget Parameters – *DeAnna Castaneda, Budget and Policy Analyst*

IV. Discussion Items (65 minutes)

- A. Legislative Update – *Rachel Fischer, CDHE Legislative Liaison*
- B. Fiscal Year 2025-26 Governor's Budget Request Overview – *Crystal L. Collins, CDHE Chief Financial Officer*
- C. Continued conversations on Colorado minimum value threshold and postsecondary value/ROI - *Michael Vente, CDHE Chief Performance Officer and Senior Director of Research and Data Governance*
- D. Updates on Colorado Statewide Longitudinal Data System (SLDS) - *Michael Vente, CDHE Chief Performance Officer and Senior Director of Research and Data Governance*



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Minutes of the Colorado Commission on Higher Education (CCHE) Meeting Virtual October 24, 2024

BUSINESS MEETING

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

I. Opening Business

A. Attendance

Commissioners attending: Chair Walmer, Vice Chair Gonzales, Commissioners Barkin, Harber, Hughes, Kostenbauer, Tucker, Walker Harvey, Executive Director Paccione

Advisors attending: Senator Zenzinger, Senator Marchman, Senator Baisley, Mark Cavanaugh, Dr. Michael Lightner, Mark Superka, Leilani Domingo, Jamie Viefhaus-Zak, Danielle Ongart, Dr. Melinda Piket-May,

- B. Approval of the Minutes for the September 5, 2024 Commission Meeting
Commissioner Tucker moved to approve the September minutes. Seconded by Vice Chair Gonzales. The motion was approved with no opposition.

C. Reports

1. Chair - Chair Walmer shared that on October 2nd there was a joint meeting with the CTN where Crystal Collins, CFO, CDHE, presented the funding formula. The recording for this meeting is available. She mentioned that they are developing a webpage for the formula review. Chair Walmer went on to share that they have been engaged in additional meetings related to feedback from the formula review. Chair Walmer then shared that she has requested a few quotes for the survey that the Commission discussed in September. She plans to come back to the commission for additional feedback as they move forward through these steps together.
Chair Walmer introduced Rachel Fischer, Legislative Liaison, CDHE. Rachel comes with a lot of higher education experience and we are lucky to have her!
Chair Walmer went on to remind the Commission that the Governor will release his budget on November 1st. She advised Commissioners that

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they can expect an invitation to the briefing following the release of the budget and encouraged them to participate.

Lastly, Chair Walmer thanked Senator Rachel Zenzinger for her incredible leadership on all issues related to education. Sen. Zenzinger has been an incredibly active advisor to the Commission and celebrated her warmly on this, her final CCHHE meeting. Sen Zenzinger responded thankfully and stated that the pleasure was all hers as the Commission has been her favorite assignment during her time in legislature.

2. Vice Chair - Vice Chair Gonzales echoed Chair Walmer's sentiments and gratitude for Sen. Zenzinger. She also gave kudos to and thanked Dr. Gillian McKnight Tutien, Chief Education Equity Officer, CDHE and her planning team. The Equity day of Action that Dr. G and the team planned was incredible Vice Chair Gonzales was honored to be present. She also congratulated Chancellor Joe Garcia, CCCS. He received the inaugural Equity Champion Legacy Award at the Equity Day of Action!
3. Commission Standing Committee
 - a. Student Success & Workforce Alignment - Commissioner Abramson could not attend today's meeting but he did send an update for Chair Walmer to share. She reported that the SS&WA Committee has been prioritizing a landscape inventory and gap analysis of the post-secondary pathways of all types especially those in demand career pathways. She also mentioned that Commissioner Abramson is working with staff and other agencies to ensure that efforts are leveraged rather than duplicated. This committee wanted the Commission to know that while there has been some interest raised for a fully-interactive platform here in Colorado, this will not be something that they will focus on. There may be some opportunity here for CDHE, workforce development and our philanthropic partners. For now, this Committee will focus on improving the existing platform that Colorado has and seeing where there is a need for more of a "heat map" to be developed.
 - b. Finance, Performance & Accountability - Commissioner Tucker reported that this Committee has met 3 times since the September CCHHE meeting and they have a moved a lot of items

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to the consent and action agendas today. This Committee will be presenting on several key items today that include, for profit institutions and state financial funding, the allocation formula, and the working group membership for the funding formula review process.

Commissioner Tucker also shared that this Committee has a discussion item for today regarding statutory requirements for the current budget and if that work will need to be repeated in the FY 2025. He encouraged the Commission to begin that work sooner than later.

4. Commissioners.

- a. Commissioner Harber thanked Sen. Zenzinger for her service to the students of Colorado, The Commission and the General Assembly! He said the State of Colorado has been really fortunate to have some like her at the Capitol. Sen. Zenzinger replied thankfully.

5. Advisors

- a. **Advisor** Dr. Piket-May thanked Tricia Johnson, Deputy Director, CDHE for speaking at the Colorado and Wyoming Network of Women Leaders in Vail, CO. Advisor Dr. Pikey-May said that Tricia did a fabulous job and it was extremely well received! Advisor Dr. Piket-May also shared a report from the Colorado Faculty Advisory Committee. A major focus for this group right now is AI and how that impacts how they teach and what they teach. They also have a focus on the lower credit requirements for different degrees and the impacts this could have on different institutions.

Advisor Zenzinger shared that there was a report in the newspaper about how the number of students attending higher education is down around the country. This is not the case for Colorado so we have a lot to be proud of. Overall higher education attendance in Colorado is up! She would like to see someone from the Commission submit a letter to the editor of that newspaper to comment that while that may be a national trend it is not the case in Colorado. Chair Walmer added that Advisor Zenzinger made a great suggestion.



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D. Executive Director Report

Executive Director Paccione - Executive Director Paccione began by acknowledging Chancellor Tony Frank who was present for the meeting. She then mentioned the Educational Equity Day of Action that took place last month and gave Kudos to Dr. G. and her team for their work on that event. Dr. Paccione also thanked the department for all of their hard work reconciling our SLRF programs. This has been quite a bit of work for all involved.

Executive Director Paccione went on the share that the Gen Ed Council met on Monday. That meeting was well attended by faculty from institutions all over the state. She reported that there is really good work being done by our faculty and institutions!

Dr. Paccione also reported that we had another successful Free Application Days. The word was out and students were waiting so they could submit multiple applications and save some money at the same time! She also mentioned that we have quite a few institutions in Colorado that are offering free applications all year around and CSU Fort Collins, MSU Denver and the Community Colleges are among them!

Dr. Paccione went on to share that she attended the Human Potential Summit last week and it was very inspirational. Much of the focus of the summit was to make sure that students have pathways that go beyond 4-year institutions. She mentioned that the Department and the Commission would like to give students many pathways to their selected careers.

Dr. Paccione informed the Commission of the multiple site visits that are coming up and invited them to join her. She will be visiting Jeffco Workforce Center as well as Regis University in the coming weeks. Executive Director Paccione also shared that there have been some enrollment increases that are notable. One being a 51% increase in African American student applications for CU Boulder. She called this the Prime Effect! She also mentioned that CSU Fort Collins had the second highest freshman class in its history and MSU Denver also had an increase in enrollment.

Finally, Dr. Paccione asked Sophia Laderman, Chief Policy and Data Officer for CDHE, to provide the Commission a summary of the new policy brief from the New American Organization.

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Sophia shared the brief that they released deconstructs the data behind the idea that college enrollment is declining or is stagnant because people are questioning the value of the college degree. While Americans may not trust some public institutions, Higher Education remains the fourth trusted public institution in the country. Additionally, they report that college enrollment has mostly declined due to broader demographic and economic trends, not necessarily concerns about the value of a degree or a credential. While most parents still want their children to go to college, there are concerns about whether it is affordable for them. Roughly 75 percent of the American public wants the government, both state and federal government to provide more funding to make college affordable.

E. Public Comment - No public comment

II. Consent Items (5 minutes)

- A. Degree Authorization - Approval of the Renewal of Authorization for Grand Canyon University - *Heather DeLange, Director Office of Private Postsecondary Education*
- B. Degree Authorization - Approval of the Renewal of Authorization for Denver College of Nursing - *Heather DeLange, Director Office of Private Postsecondary Education*
- C. Degree Authorization - Approval of the Renewal of Religious Training Institution Authorization - *Heather DeLange, Director Office of Private Postsecondary Education*
- D. Degree Authorization - Approval of Provisional Authorization for Concordia University, St. Paul - *Heather DeLange, Director Office of Private Postsecondary Education*
- E. Program Reauthorization – Approval of Educator Loan Program Reauthorization - *Corey Evans, Budget Director*
- F. Program Reauthorization – Approval of Educator Stipend Program Reauthorization - *Corey Evans, Budget Director*
- G. Capital Project Spending Authority – Approval of Expedited Cash Spending Authority for Colorado Mesa University Centennial Village Student Housing - *Kennedy Evans, Budget and Policy Analyst*
- H. Capital Projects Spending Authority – Approval of Cash Spending Authority for Colorado School of Mines Quantum Commons Existing Lab Building Renovations, Quantum Commons New Cleanroom Building - *Kennedy Evans, Budget and Policy Analyst*

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- I. Recommended Approval of a Regular Supplemental Request for Trinidad State College Freudenthal Library Renovation, Phase 1 and 2 - *Kennedy Evans, Budget and Policy Analyst*
- J. Capital Projects Spending Authority – Approval of Cash Spending Authority for Colorado State University, Fort Collins Don and Susie Law Engineering Future Technologies Building, Colorado State Forest Service Nursery Renovation - *Kennedy Evans, Budget and Policy Analyst*
- K. Capital Projects – Approval of Fiscal Year 2025-26 Capital Submission Program Plans - *Kennedy Evans, Budget and Policy Analyst*
- L. Capital Projects Spending Authority – Approval of Cash Spending Authority for Fort Lewis College Apartment Acquisition - *Kennedy Evans, Budget and Policy Analyst*

Commissioner Tucker motioned to approve the consent agenda and Vice Chair Gonzales second the motion. The consent agenda was approved with no opposition.

III. Action Items (60 minutes)

- A. Recommendation for Approval of For-Profit Institution to Receive State-Funded Financial Aid - *Corey Evans, Budget Director*

This request was for the approval of Intellitec College to receive state financial aid due to an ownership change. The last college to apply to and go through this process was Lincoln College of Technology in 2018. Chair Walmer requested department staff come back before March 2025 with recommendations of new policies for the process and to run Intellitec's request through the new process.

The Commission did not vote on this item today. This item is postponed until March 2025.

- B. Recommendation for Approval of the Funding Allocation Formula for Fiscal Year 2025-26 - *Crystal L. Collins, Chief Financial Officer*

Crystal Collins shared a presentation with the Commission and spoke briefly about the funding appropriations per FTE and Colorado's

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ranking nationally. Colorado has received the 3rd lowest appropriation support per FTE nationally. We were ranking 7th or 8th for the FY 22/23. This change is a testament to our own success here in Colorado. Crystal's presentation is available on the CCHE website for review.

Commissioner Tucker motioned to approve action item B and Commissioner Barkin second the motion. The action item was approved with no opposition.

C. Recommendation for Funding Formula Working Group Membership -
Crystal L. Collins, Chief Financial Officer

Crystal Collins reported that the FPA Committee held a special meeting on October 4th to discuss the development of a working group for reviewing the funding formula. The initial draft for this group includes 16 institutional representatives, 7 government representatives, and 3 agency representatives. This draft was sent out to get feedback from the CEOs and CFOs at the institutions. They did receive feedback from about half of those contacted. You can review Crystal's presentation on the CCHE website.

Commissioner Tucker motioned to approve action item C and Commissioner Hughes second the motion. The action item was approved with no opposition.

D. Approval of Proposed CCHE 2025 Meeting Dates — *Renee Patilla, Executive Assistant*

Chair Walmer explained that we have added dates and will meet each month in 2025 so that we can stay on the timeline set for the Funding Formula Review. Since the Commission does not usually meet 12 times in a year, there may be some light agendas for some of the meetings.

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Commissioner Hughes motioned to approve action item D and Vice Chair Gonzales second the motion. The action item was approved with a note that there is always an option to join the meeting virtually.

IV. Discussion Items (85 minutes)

- A. HLC - Reduced-Credit Bachelor's Programs - *Zach Waymer, HLC-Government Affairs Officer, Stephanie Kramer, HLC-Director of Accreditation Systems, Chris Rasmussen, Senior Director of Academic Pathways and Innovation*

Representatives of the Higher Learning Commission (HLC) shared information on a recently-launched process for institutions to propose “reduced-credit” bachelor’s degrees to HLC for approval. A “reduced-credit” bachelor’s degree is one that is below the standard 120-credit threshold but is at least 90 credits. Institutions have always had the latitude to propose degrees that depart from the generally accepted 120-credit minimum, but given movement in other states and regions the HLC board approved a quality assurance process specifically for reduced-credit bachelor’s degrees under the existing “substantive change” umbrella. Degrees would need to demonstrate comparable depth and breadth of knowledge delivery and student acquisition of competencies; the peer review and broader quality assurance process is oriented accordingly.

Dr. Rasmussen noted that a statutory change would be needed for public institutions in Colorado to award sub-baccalaureate degrees, given language that directs CCHE to develop standards for a 120-credit bachelor’s degree; this has been confirmed by representatives of the Colorado Office of the Attorney General. Dr. Rasmussen advised that a policy approach to reduced-credit bachelor’s degree should be focused first and foremost on advancing student opportunity and workforce success, and then to 2) meet employer needs; 3) minimize confusion in the marketplace on the substance and value of a bachelor’s degree; 4) facilitate institutional



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innovation; 5) prevent a “race to the bottom” in moving a critical mass of bachelor’s to the 90-credit level; and 6) establish reasonable guardrails that reflect commission priorities and minimize potential hazards.

B. Colorado’s Pathways Work - *Peter Fritz, Director of Student Transitions and Degree Completion Initiatives*

Mr. Fritz provided the Commission an overview of two projects related to creating stackable credential pathways in Colorado. The first project, under SB22-192, has been completed. This project was led by Dr. Ruthanne Orihuela and focused on the creation of 11 new stackable credential pathways in five industries: behavioral health, cyber security, early childhood education, health care and software development. The SB22-192 project also distributed about \$1.5 million to local district colleges, technical colleges and four-year universities that funded student access to non-degree credential programs in high demand industries. The project also provided over \$400,000 in technical assistance grants to Colorado IHEs to support the creation of new non-degree credentials and/or stackable credential pathways within those institutions.

The second project, under SB24-143, started in September, 2024. The source legislation states that “Colorado requires a system that brings quality assurance, clarity and order to the complex landscape of both non-degree and traditional degree credentials by employing a quality assurance framework and an internationally recognized standard classification system.” The legislation tasks the Department with assigning International Standard Classification of Education (ISCED codes) to the non-degree credentials that are part of the 11 stackable pathways created in the first project. The Department is also required to create a report for the legislature, by July 2025, with recommendations concerning the use of ISCED as Colorado’s standard framework for organizing and classifying all non-degree credentials. The Department will collaborate with a number of stakeholders and partners to complete this work including employers,

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industry associations, trade associations, CDLE, State Work Force Development Council and the Colorado Department of Education, learners and earners, and two-year and four-year institutions.

C. Colorado Opportunity Scholarship Initiative (COSI) Program Redesign Update - *Dr. Cynthia Armendariz, COSI Managing Director*

Dr. Armendariz provided a progress update of the [COSI program redesign](#). Over the last two years, COSI engaged with [Third Sector Capitol Partners](#) to lead this work. The goal of COSI's Program Redesign is to align the Matching Student Scholarship Program and Community Partner Postsecondary Program grants to ensure all students are equipped to succeed. The COSI students will receive both financial and student support services. The redesign is divided into four sections.

- Phase One: Exploration
 - In Phase one of the redesign process (October 2022- March 2023), Third Sector solicited and synthesized feedback from COSI grantees and board members and combined this qualitative data with best practices from the field and Third Sector's experience working with other programs across the country, to make recommendations to COSI.
- Phase Two: Planning (2024)
 - The feedback and planning phase focuses on stakeholder engagement, program development, staff structure, budget impact and forecasting, and evaluation plans.
- Phase Three: Application (2025)
 - The request for proposal will be released in early 2025. COSI will provide technical assistance throughout the year with the application will be due in September. The Board will review and vote on awards in November 2025.
- Phase Four: Launch (2026)

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- The COSI team will provide technical assistance to develop and implement the program with an official launch date of July 1, 2026, in time for fall 2026.

D. Continued conversations on using Colorado's Minimum Value Threshold findings and collaborative conversations - *Michael Vente, Chief Performance Officer & Senior Director of Research and Data Governance*

Mr. Vente provided the Commission with updates related to on-going work that the Department has been engaged in around calculated the Colorado Minimum Value Threshold (MVT) for Colorado postsecondary education programs. He relayed special thanks to Education Strategy Group (ESG) for their support in facilitating conversations (and specifically Dr. Emily House, Dr. Gina Johnson and Disraeli Cruz). Department staff were working to finalize various summary documents on the MVT calculation process and would share those once completed.

Mr. Vente also shared continued analysis on the MVT calculation output by degree level. He noted that data suppression increases significantly when data are disaggregated by institution, completer cohort, degree level, and program. Due to these data suppression considerations, he suggested that rolling-up all institutional level data while still applying disaggregation by completer cohort, degree level, and program would reduce data suppression and support analysis of potential statewide trends.

Mr. Vente said that institution-specific MVT data were being updated and would be shared with their respective governing boards in the coming weeks. He asked the Commission if the MVT output with a roll-up of all institutions with disaggregation by completer cohort, degree level, and program could be shared with governing boards (for comparison between institution MVT data to statewide MVT data). Chair Walmer supported the sharing of those statewide MVT data with governing boards. Mr. Vente said that Department staff would share statewide MVT data with commissioners as well. Conversations



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around next steps for use of the MVT outputs would continue at the Commission's December meeting.

E. *Statewide Longitudinal Data System Update - Michael Vente, Chief Performance Officer & Senior Director of Research and Data Governance*

Mr. Vente provided the Commission with a brief update on conversations related to the Colorado Statewide Longitudinal Data System (SLDS) work led by the Office of Information Technology (OIT). Mr. Vente provided an overview of use cases that the advisory boards were considering with specific attention to reporting requirements outlined in HB24-1364. OIT will release a report in January with updates on this work to date. Mr. Vente will collaborate with OIT on that report and ensure that the Department aligns this work with goals around better longitudinal data outlined in HB22-1349.

TOPIC: Approval of Institutional Grants for the 2024-25 OER Grant Program

PREPARED BY: Chealsye Bowley, Director of Open Education and Learning Innovation

I. SUMMARY

This consent item recommends approval of grants identified through the comprehensive review process conducted by the Open Educational Resources (OER) Council and Department staff for the 2025-26 OER Grant Program award.

II. BACKGROUND

The OER grant program is presently in its sixth year. The first five years of the grant program have saved students \$42.1 million dollars – a 9.6 times return on investment. For the 2024 Cohort 7 grant cycle, the RFP was structured to encourage proposals ranging from professional exploration and development with a focus on OER to creation, adaptation, and/or adoption incentives of OER by faculty, staff or administrators. For this grant cycle, there are six types of grants:

- **Institutional Z-degree** up to \$100,000;
- **Collaborative Z-degree** up to \$100,000;
- **Collaborative** up to \$75,000;
- **General Incentive Fund** up to \$40,000;
- **Small group** up to \$25,000; and
- **Individual Course** up to \$10,000

Applicant Pool:

The September 2024 close of the request for proposals resulted in 21 submissions. The proposals were submitted by 14 lead public institutions with collaborative grants featuring Denver Public Schools, Aurora Science and Tech High School, Colorado College, and the Rural College Consortium as partners. Institutional z-degree initiatives made up one-third of proposals with projects focusing on nursing, mathematics, theatre, chemistry, business, and social work. Z-degrees provide students a pathway to complete their degree with zero textbook cost. Additionally, the highest number of collaborative proposals (4) in the history of the program were received. The variety of proposals received this year indicates continued growth and impact of this initiative throughout Colorado, and progress toward the OER Council's goal of 100% OER awareness across the state.

Among the 21 submitted proposals for this grant cycle, 38% (7) were from institutions for z-degrees, 29% (6) were from institutions for general incentive grants, 14% (3) were collaborative or partnership grants, and 18% (3) were for small group grants. One collaborative z-degree proposal was received between University of Colorado College of Nursing and Fort Lewis College to continue their development of a zero textbook cost degree for nursing.

The 21 proposals are collectively from 25 individual institutions, both urban and rural, and the community college system with two K-12 partners. The OER Council and staff completed a two-month comprehensive review. OER Council members recused themselves from proposals associated with their home institutions and systems. As a result of the review, the OER council and staff are recommending funding all 21 proposals – 7 institutional z-degree grants, 6 general incentive fund grants, 3 collaborative grants, 3 small group grants, 1 collaborative z-degree grant, and 1 individual grant. Additionally, 10 professional development grants are recommended to support OER professional development for rural institutions of higher education.

The proposals represent 14 public institutions of higher education. The department staff provided pre-notifications of shortlisted proposals to applicants in November 2024. This afforded institutions an opportunity for future planning and to provide revised budgets to CDHE based on the recommended funding with the understanding that final approval of their grant status would take place at the December 2024 CCHE meeting.

III. STAFF ANALYSIS

The application pool was innovative and demonstrates increasing interest in OER as a promising practice for addressing affordability and student success in higher education. The increase in z-degree development and receiving a record number of collaborative proposals during this grant cycle indicates growing state-wide participation. As articulated in previous Commission presentations, one of the goals of the OER Grant Program is to encourage as much participation throughout the state as possible. This is to strengthen the widescale potential and collective impact of OER work.

Additionally, professional development funding is being awarded to rural institutions as part of an initiative to further the awareness of OER and expertise at all institutions. This approach allows campuses to begin the work of selected proposals while providing further support for other institutions to receive needed professional development that will further catalyze the development of OER across the state. By awarding grants to institutions from across the state, as well as additional support for several to attend the statewide OER conference and national Open Education Conference in 2025, the next round of grant funding should help to continue the momentum toward the goals of student savings and success through OER.

This year, the CCHE and OER Council will award \$1,000,000 to campuses, educators, faculty and staff for their OER initiatives. The recommended projects are listed in Attachment A.

IV. STAFF RECOMMENDATIONS

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

V. STATUTORY AUTHORITY

Pursuant to HB 18-1331, the Commission shall award grants through the grant program and shall take into account, but is not bound by, the recommendations of the council and staff in doing so. SB 21-215 expanded and extended the grant program.

ATTACHMENT(S):

Attachment A: Colorado OER Grant Program Recommended Award Recipients OER Grantees -
Year 7



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Agenda Item IIA - Attachment A: Colorado OER Grant Program Recommended Award Recipients

OER Grantees - Year 7

| Institution | Grant Type | 2024 OER Grant Proposal Title | C7 Award |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------|
| University of Northern Colorado | General Incentive Grant | Roaring Ahead: Strengthening OER Engagement Among UNC Bears | \$41,160.33 |
| Metropolitan State University of Denver | General Incentive Grant | MSU Denver Open Roadrunners: OER incentives for widespread OER adoption in 2025-26 | \$40,582.00 |
| Arapahoe Community College | General Incentive Grant | Incentivizing OER Adoption at ACC | \$39,015.94 |
| Colorado School of Mines | General Incentive Grant | OERDiggers: Furthering OER Development at Colorado School of Mines | \$40,600.00 |
| Community College of Aurora | General Incentive Grant | General Education OER at CCA: Further Building of Z-Program Pathways | \$30,600.00 |
| Pikes Peak State College | General Incentive Grant | Enhancing OER Adoption and Implementation at Pikes Peak State College | \$37,446.00 |
| Colorado Community College System with Rural College Consortium | Collaborative | Open Horizons: Rural Innovation through CCCS and Open Education | \$18,825.00 |
| Metropolitan State University of Denver with Denver Public Schools | Collaborative | Building an OER video collection for pre-service and in-service teachers that highlights translanguaging possibilities in K-12 science learning environments | \$49,058.50 |
| University of Colorado Anschutz Medical Campus with University of Colorado Colorado Springs, University of Colorado Boulder, University of Colorado Denver, Colorado College, Colorado State University, Colorado | Collaborative | Development of the Colorado OER Anatomy Hub | \$76,200.00 |

| | | | |
|----------------------------------------------------------|--------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------|
| School of Mines, and Aurora Science and Tech High School | | | |
| University of Colorado College of Nursing | Collaborative Nursing Z-degree | Lowering textbook costs for undergraduate nursing students: A collaborative project between Fort Lewis College and the University of Colorado College of Nursing | \$85,600.00 |
| Fort Lewis College | Collaborative Nursing Z-degree | Lowering textbook costs for undergraduate nursing students: A collaborative project between Fort Lewis College and the University of Colorado College of Nursing | \$17,946.00 |
| Arapahoe Community College | Z-Degree | Early Childhood Education Zero Textbook Cost Project Part II | \$39,690.94 |
| Front Range Community College | Z-Degree | Continued Expansion of OER Major Coursework Z-Degree, Business for Creative Industries, BAS Degree Program and Initial Exploration Work for Z-Degree GenEd Certificate | \$26,203.00 |
| Metropolitan State University of Denver | Z-Degree | Open Roadrunners Year 7: Developing Zero Textbook Cost Degrees in 2025-26 | \$100,439.00 |
| Colorado Northwestern Community College | Z-Degree | CNCC: Expanding OER Options (Cohort 7) | \$78,504.00 |
| Red Rocks Community College | Z-Degree | Staging Success Part II: A ZTC-Degree Pathway for RRCC Theatre Studies | \$46,100.00 |
| University of Colorado Denver | Z-Degree | Mathematics and Data Science Z-degrees at CU Denver | \$63,413.00 |
| Aims Community College | Z-Degree | Aims Community College OER Cohort 7 Completion of a Z-degree | \$71,198.00 |
| Community College of Aurora | Small Group | Colorado History OER | \$10,000 |
| Red Rocks Community College | Small Group | Advancing Equity: OER Integration in Statistics and Calculus Education | \$25,000.00 |
| University of Northern Colorado | Small Group | Teaching Climate Change Across the Curriculum - Open Access Climate Resources for Higher Education. | \$25,000.00 |
| University of Northern Colorado | Individual | Preparing Highly Effective Teachers for Diverse Learners: Creating Equitable Access to Inclusive Instruction | \$10,000 |
| Adams State University | Professional Development | Rural Initiative OER Professional Development | \$2,603.29 |

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|----------------------------------|--------------------------|-----------------------------------------------|-----------------------|
| Colorado Mountain College | Professional Development | Rural Initiative OER Professional Development | \$2,535.00 |
| Colorado Mesa University | Professional Development | Rural Initiative OER Professional Development | \$3,342.00 |
| Lamar Community College | Professional Development | Rural Initiative OER Professional Development | \$2,616.00 |
| Morgan Community College | Professional Development | Rural Initiative OER Professional Development | \$2,024.00 |
| Northeastern Junior College | Professional Development | Rural Initiative OER Professional Development | \$2,200.00 |
| Otero College | Professional Development | Rural Initiative OER Professional Development | \$2,212.00 |
| Technical College of the Rockies | Professional Development | Rural Initiative OER Professional Development | \$3,472.00 |
| Trinidad State College | Professional Development | Rural Initiative OER Professional Development | \$3,228.00 |
| Western Colorado University | Professional Development | Rural Initiative OER Professional Development | \$3,186.00 |
| | | | |
| | | Total: | \$1,000,000.00 |

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cdhe.colorado.gov



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**Colorado Department of Higher Education (CDHE)
Colorado Open Educational Resources (OER) Grant 2024/25
Request for Proposals (RFP)**

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Request for Proposals

The Colorado Commission on Higher Education (CCHE) solicits proposals for grants designed to expand the use of open educational resources (OER) across public postsecondary institutions in the state. The deadline to submit a proposal for consideration is **Monday, September 16, 2024**.

Purpose

[Senate Bill 21-215](#) and the associated appropriation provide funding for expanding the use of open education resources (OER) in Colorado. The Colorado OER Council, established by legislation, advises the Department of Higher Education on expanding the use of OER in public institutions of higher education around the state, including through the awarding and tracking of grant funds to create, adapt, adopt, and promote the use of OER. Proposals are solicited for funding: from public institutions of higher education to support creation, adoption, adaptation, expansion, and promotion of the use of OER across the institution and among multiple institutions; and from faculty, instructors and/or staff of public institutions of higher education, individually or in collaborative groups, to support the creation, adoption, adaptation, expansion, and promotion of OER for specific courses, disciplines, or programs.

Grant Outcomes

The 2024-25 Cohort 7 Colorado OER Grant Program is anticipated to:

- Raise awareness of OER among faculty, staff, and students in the state of Colorado;
- Provide up to \$1,000,000 in funding to institutions, faculty, and staff to support and expand creation, adoption, adaptation, expansion, and promotion of the use of OER in the state of Colorado;
- Save students at Colorado's public institutions of higher education at least \$2 million in textbook costs in the academic year 2025-2026;
- Advance student learning through improved collaboration, engagement, responsiveness, and curricular relevancy;
- Create multiple new z-degree pathways or finish z-degrees already under development for Colorado students to complete their degree with zero textbook cost; and
- Demonstrate the evolution of Open Education in Colorado and evaluate the impact and benefit of Open Education to students and communities in terms of learning, culturally relevant resources and practices, and more.



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Process and Key Dates

Applications in response to the request for proposals (RFP) will be accepted beginning **August 16, 2024**. CDHE staff will host a series of webinars April - June 2024 with the opportunity for scheduled office hours until September 2024 to provide guidance on applications and answer questions about the requirements of this grant program. The deadline for proposals to be submitted is **September 16, 2024**.

Members of the Colorado OER Council and designees will review proposals and make recommendations to the CCHE by November 2024. CDHE staff will bring OER Council recommendations for review and approval from the Commission at the December 2024 CCHE meeting. Funds will be dispersed by the CDHE in January 2025. All funds must be expended by June 30, 2026.

Grantees must submit progress reports to CDHE in December 2025 and a final report by August 15, 2026. Unexpended funds are required to be returned to CDHE in August 2026.

Note: In order to avoid conflicts of interest, OER Council members will recuse themselves from reviewing and/or recommending proposals which they have written and/or those from their home institutions.

Instructions for Proposal Submission

All proposals should be emailed to **OER@dhe.state.co.us** as a **single attachment PDF by 5 p.m. MST on Monday, September 16, 2024**.

The proposal must be submitted as one PDF document and included as one attachment in the submission email, including any letters of support. Supplemental files will not be considered, but proposals may contain links to relevant information or examples. **Applicants should write their proposals toward [the rubric](#) in order to have a successful grant application. Proposals that do not address the rubric and do not utilize the supplied template will not be considered by the grant review committee.**

Additionally, all applicants must complete a [proposal contact form](#) to provide the name, title, institutional affiliation, and email of the project lead, and any additional grant contacts.

Grant Award Categories

The Colorado OER Grant Program will fund six types of grants with a total allocation of \$1,000,000 for the 2024/25 Cohort 7 grant cycle. The \$1 million in funding for the cycle 7 OER grants will be distributed to prioritize the funding of z-degrees and collaborative grants. **The Colorado OER Council aims to award at least \$500,000 in grant funding to z-degree and collaborative proposals.**



All grant categories, with the exception of general incentive fund proposals, must specify the grant's collaborators, courses, and/or committed instructors. All grant categories, with the exception of individual course grants, must show evidence of multiple instructors executing the grant projects. All proposals are evaluated individually, but the OER Council will take into consideration if other proposals are addressing the same courses, previously funded OER grant projects, and past grant/reporting performance of the institution.

1: Institutional Z-degree

"Z-degrees" provide students with a Zero Textbook Cost (ZTC) pathway to complete their degree from start to finish with zero textbook cost. Z-degree grants will be awarded to institutions to convert degree coursework to OER whether through adoption, adaptation, or creation of OER. Z-degree grants will be awarded:

- **up to \$100,000** for proposals that will undertake a full z-degree addressing lower-level and upper-level courses for a degree; or
- **up to \$75,000** for an Associates degree, certificates, upper-level major coursework for a Bachelors degree, or graduate degrees.

Z-degrees should offer students a realistic pathway to complete their degree with zero textbook cost. All required courses must regularly offer an OER or no-cost section, but it is not required that every course offered by a department use OER to be considered a z-degree for the grant program. Grant funds may be used to fund the time to adopt or develop OER or other open source resources, including textbooks, homework systems, videos, quizzes, simulations, and other ancillary materials. No-cost materials that are not openly licensed may be used in a z-degree, but grants may not be used for materials or activities that are not openly licensed.

Z-degree proposals should provide a detailed plan for the work that will be undertaken in 2025-2026 toward a z-degree. It is unlikely that a single year grant could be used to design and implement a z-degree unless significant work has already been undertaken previously. It is anticipated that grantees would submit proposals in subsequent years to complete the z-degree. Proposals should include an estimated timeline and courses in future phases, but are not required to have a detailed plan beyond the phase of the grant period.

2: Collaborative Z-degree up to \$100,000

A "z-degree" that is achieved through collaboration between two or more institutions (**K-12 and private institutions are eligible with a lead applicant that is a public institution of higher education**) to adopt, adapt, and create OER with the express goal of establishing z-degrees at each participating institution. Collaborative z-degree projects should result in a realistic pathway for students to complete their degree with zero textbook cost at each participating institution, such as sharing developed OER across



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participating institutions or providing a z-degree path from one institution to another to complete a program.

Proposals must outline specific courses and have evidence of commitment by collaborating institutions and instructors. Grant funds may be used to fund the time to adopt or develop OER or other open source resources, including textbooks, homework systems, videos, quizzes, simulations, and other ancillary materials. Proposals should provide a detailed plan for the work that will be undertaken in 2025-2026 toward a z-degree, and evidence of commitment by all participating institutions and applicable instructors. Proposals should include an estimated timeline and courses in any future phases, but are not required to have a detailed plan beyond the phase of the grant period.

3: Collaborative up to \$75,000

Grants awarded to two or more institutions (**K-12 and private institutions eligible with a lead applicant that is a public institution of higher education**) to adopt, adapt, and create OER for multiple courses with the plan to use the developed course materials at each other's institutions at the conclusion of the grant. Collaborative projects must provide a detailed plan with specific commitments from each institution, course, and instructors.

Examples of collaborative projects include multiple universities and community colleges working together to create course materials that will be utilized across multiple institutions at the conclusion of the grant, a collaborative effort for developing materials to be piloted at a different institution, and collaborating with students or K-12 educators to develop materials that will be implemented at a K-12 institution and/or materials designed for concurrent enrollment.

4: General Incentive Fund up to \$40,000

Grants that will fund a general incentive or stipend grant program to be distributed by the institution to provide funds to educators to adopt, adapt, or create OER for two or more courses at the institution. Proposals can contain a list of determined courses, or simply a plan for which departments will be the focus on outreach initiatives.

General incentive fund grants are limited to a single institution. Proposals must follow the project funding activities outlined in the funding guidelines section for their incentive structures. **This is the only category permitted to include a general incentive fund structure, or commonly referred to as "mini grants" at many institutions.**

Institutions with **institution-wide** automatic textbook billing programs **are not eligible** for the general incentive fund grants during this cycle.



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5: Small group up to \$25,000

Grants run by a small group of committed faculty at a single institution to adopt, adapt, or create OER for multiple courses. Small group grants must include at least two faculty, instructors or staff, but are not limited to a single department. Small group projects may include working across departments at an institution, piloting OER work in a discipline as a potential z-degree, and projects outside credit-bearing courses.

6: Individual Course up to \$10,000

Grants that will adopt, adapt, or create OER and/or ancillary materials for a single course. Individual projects must follow the project funding levels outlined in the funding guidelines section. The full amount of funding will only be awarded to individual courses that will undertake significant individual projects that combine multiple funding levels into their project, such as review and development of ancillary materials in addition to authoring or adapting OER. All courses from concurrent enrollment and undergraduate courses to specialized graduate level courses may be included in individual course grants.

If you have questions about the correct type of grant for your project, please contact OER@dhe.state.co.us prior to submitting the proposal.

Eligibility

Eligibility for the grant program is as follows:

- Grants are open to any public postsecondary institution in the state of Colorado as defined in C.R.S. Title 23, which is inclusive of institutional systems;
- Any faculty, instructor, or staff member employed by a public institution of higher education in the state of Colorado may be the lead-PI;
- Private institutions, or regional campus collaborations, and local K-12 school districts may be partners on a multi-institution collaborative grant with public institutions of higher education as the lead applicant that will directly receive funds.
- Returning grantees that were not in compliance with reporting requirements in the 2023/24 cohort 5 grant are not eligible to submit a proposal in this cycle.
- Institutions with institution-wide automatic textbook billing programs, often referred to as inclusive access and equitable access programs, are not eligible for general incentive fund grants. Institutions that exempt OER or other no-cost courses permanently from flat-fee automatic textbook billing programs, with evidence such as a negotiated contract with the automatic textbook billing program vendor, may contact CDHE at OER@dhe.state.co.us for the OER Council to consider reinstating their eligibility.

If you have questions about eligibility, please contact OER@dhe.state.co.us prior to submitting the proposal.



Funding Guidelines

- Grants will provide a single year of funding that must be spent by June 30, 2026.
- Grant funding will not be allocated to cover full funding of full-time employee salaries, technology equipment, e-book subscriptions, access codes, the purchase of any books, printing, or indirect costs.
- Grants may fund temporary part-time positions, stipends for instructors or staff, and/or salary percentages. Proposals should follow the guidance for funding by project type and may structure payment methods based on project preferences or institutional guidelines.
- Successful proposals, particularly z-degree initiatives, that would continue to build upon the grant work may have the opportunity to submit a streamlined proposal for the next OER grant cycle.
- Professional development requests will be considered, but proposals must provide specific details and justification.
- Proposals that do not include a budget narrative will be returned.

If you have questions whether your proposal or a budget item is within funding guidelines, please contact OER@dhe.state.co.us prior to submitting the proposal.

Selection Criteria

In making recommendations and awarding grants, the OER Council and the Commission will consider whether the proposed grant-supported activity:

(i) affects courses with high student enrollment or high textbook or materials costs and/or advances the state's progress toward Zero Textbook Cost (ZTC) programs such as the creation of z-degrees, programs, certificates, pathways, courses, or sequences aimed at saving students money;

(ii) affects high-impact courses such as core courses, Guaranteed Transfer (GT) Pathways/General Education courses, courses within statewide transfer agreements, or courses included in concurrent enrollment agreements;

(iii) supports adoption, adaptation and/or development of open educational resources by teams of faculty, librarians, and instructional designers within a public institution of higher education or across multiple institutions, making it more likely that the resources will be used in multiple courses or sections;

(iv) includes a demonstrated commitment to and plan for accessibility and diversity of materials;

(v) aligns with departmental, institutional and/or state mission, goals, or strategic initiatives;



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(vi) aligns with the current needs of higher education such as responsiveness to online education, anti-racist curriculum, advancing diversity, equity and inclusion, or COVID-19/other current events; and

(vii) advances existing institutional OER programs and sustainable initiatives.

Proposal

Please submit all required sections of the proposal in **one document, not to exceed ten pages** (letters of support are not included in the ten page limit, but must be included at the end of the document). A completed cover sheet, completed Colorado OER agreement, narrative, timeline, and budget are required. The proposal narrative must be followed, but it is permitted to propose an alternative budget format. The agreement and templates are available in the [RFP public folder](#). Additionally, all applicants must complete a [proposal contact form](#) to provide the name and full contact details for the proposed project.

Proposal Criteria

All OER grant proposals will be evaluated on the following criteria and all proposals should include all applicable points in their proposal. **These criteria will be considered by the grant reviewers in evaluating and scoring your proposal. Omission of any of these points will lower your final score and affect the funding of your proposal.** In order to aid in successful proposals, the following list corresponds to the rubric items with denoted letters. Please write to [the rubric](#) to ensure the most successful proposal and explicitly address the following items:

- a completed cover sheet that includes the project title, institutional affiliation, and contacts, and a completed Colorado OER Grant agreement **[a]**;
- project description that includes a clear overview of the OER project, the target population for the materials, the courses intended to be covered by the scope of the grant, and its team and/or project partners **[b]**;
- a description of how the proposed project will positively impact student success **[c]**;
- a plan to evaluate the grant that includes the number of students who are affected and the cost savings to students as a result of the open educational resources developed using the grant and/or the impact on student success, such as DFW rates, assessment of student learning outcomes, enrollment, impact on retention and persistence, costs of resources replaced, survey data on student performance, student success or satisfaction with the OER, etc. **[c, k]**;
- description of how the proposed work will lower student costs **[d]**;



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- description of how the proposed work impacts courses with high student enrollment or high textbook or materials costs and/or advances the state's progress toward Zero Textbook Cost (ZTC) programs such as the creation of Z-degrees, programs, certificates, pathways, courses, or sequences aimed at saving students money **[e]**;
- identification of any library, instructional design, information technology, instructional, or administrative staffing, including project partners, to support the open educational resources initiative for which a grant is requested **[f]**;
- evidence of the existence of an open educational resources committee, whether formal or informal, or list of the personnel who will be involved in the proposed project **[f]**;
- demonstrated support from departmental or institutional leadership, which may be submitted in the form of official letters of support **[f]**;
- a realistic and detailed timeline for the project that includes creating OER content, implementing the OER materials, and evaluation of the effectiveness of the project **[g]**;
- a plan for expanding the adoption, adaptation and/or creation of open educational resources across the campus(es) or institution(s) that receive(s) the grant, which may include awarding grants to faculty members, staff or faculty training and/or support, reducing a faculty member's required teaching hours, and/or providing other incentives to faculty for adapting and developing open educational resources **[g]**;
- the manner in which the courses that use open educational resources will be identified for students prior to the time of course registration, which may include identification in the schedule of classes **[g]**;
- the plan for ensuring that open educational resources that are adapted or developed using the grant money are discoverable, publicized, and made available to other faculty, staff, and students within the public institution of higher education and other public institutions of higher education in Colorado including a description of any open licensing, which is detailed in the Colorado OER agreement page **[g]**;
- a plan for and commitment to sustaining the open educational resources initiative after the grant is completed **[g]**;
- specific identification of the ways in which the project supports or advances diversity, equity and inclusion **[h]**;
- a demonstrated commitment to and plan for accessibility and diversity of materials **[h, i]**;
- a plan for commitment to accessibility in compliance with the Americans with Disabilities Act of 1990, 42 U.S.C. sec. 12101 et seq., as amended, to enable persons with disabilities to access to the open educational resources developed or adapted using the grant **[i]**;



- a specific plan for how the OER initiative will be sustained after grant completion, including sufficient staffing, storage of materials, publicization of OER, and how the OER will be made publicly available [j];
- a description of the manner in which the grant recipient will evaluate the use of the open educational resources developed using the grant, including a plan for the collection of relevant data, e.g. number of students affected, costs of resources replaced, survey data on student performance and/or satisfaction with the OER, support used in parts of the project, etc. [k];
- identification of institutional research partners that will assist with evaluation [f,k];
- a detailed budget plan describing utilization of grant funds [n];
- evidence of institutional or department support, such as in-kind funds, library, and/or staff time contributions [n];
- and letters of support.

Please refer to [the rubric](#) for more details on the selection criteria. The letter at the end of each required section and criteria (ex: [a]) corresponds to the selection criteria in the rubric for this grant cycle to aid in successful grant proposals.

Project Funding Activity Ranges

To ensure fair and consistent funding levels across projects, proposals in any category should use the funding ranges suggested here or should have a clear justification why the proposed project requires a higher level of funding. These ranges should be used whether the institution uses stipends, a percentage of an employee's salary, course release, or some other method of compensation. However, an institution may propose a different funding structure with specific justifications. The budget narrative in the proposal template requires specifying the amount of each funding component. Proposals may create their own alternative budget, but should follow a similar breakdown of requested funding. Proposals may contain multiple funding components, including funding for personnel not specified in the list below.

Activity 0: Training attendance (\$100 - \$1,000)

Funding to incentivize instructors to participate in open education trainings, such as an introductory training on OER, a series of workshops, or a faculty learning community. The amount specified in this range should reflect time commitment from the instructor with lower amounts being utilized for a short training and higher amounts used for semester-long commitments. Food for trainings may be requested on a separate budget line.

Activity 1: Review (\$250 - \$2,000)

Funding for institutional instructors, outside reviewers, students, and/or community members to review, test, or otherwise provide feedback about an OER. Funds may be requested for multiple reviews. Peer or student reviewers will most commonly be



awarded in the range of \$250 - \$500 with higher amounts awarded for community reviews to address the DEI in created OER. Proposals should justify the need for multiple reviews, types of reviews, and the requested amount. Budgeted amounts for review should reflect the role of the reviewer and time commitment for the type of review.

Activity 2: Adopt as-is (\$1,000 - \$1,250)

Funding for an instructor to revise a syllabus, update assignments, etc. when adopting as-is an existing open educational resource for use in their course.

Activity 3: Minor Update (\$1,250 - \$1,750)

Funding for an instructor to add minor updates to an existing open educational resource that they are not already using in their course, such as adding more inclusive language, inserting regional examples that are more relevant to Colorado students, or updating OER with more current information. Funding also covers revising their syllabus, updating assignments, etc. when adopting the updated resource.

Activity 4: Maintenance of currently used OER (\$1,000 - \$2,000)

Funding for an instructor to update the existing OER that they are already using in their course. This may apply to OER they adopted as-is or originally authored. Maintenance is most likely to apply for OER that needs updates to remain current due to new developments in the discipline, and may include funding to update course assignments in line with the OER maintenance. The requested funding amount should reflect the depth of maintenance.

Activity 5: Remix existing OER (\$1,750 - \$3,500)

Funding to remix multiple OER or adding major revisions to an existing OER. Remix projects may take the form of splicing together chapters from multiple existing open textbooks or adding original content into an existing OER. The resulting OER is custom course content that better meets the learning objectives of a course. Projects that do not add original content to the remix should be funded on the lower end of the range. The requested funding amount should reflect the depth of remixing needed, the amount of any original contributions, and any updates required to the syllabus or assignments.

Activity 6: Author new OER (\$3,000 - \$6,000)

Funding to create a new open textbook or similar substantial open educational resource. Proposals that include creation must demonstrate that authors have reviewed the available OER and that there are not quality OER currently available for the course content and/or to meet learning objectives. The requested funding amount should reflect the depth of work required to author a new open educational resource with detailed justifications. New open textbooks may include multiple authors, but proposals should provide justification and the requested amount reflect individual contributions. Publishing is available at no-cost to authors through the [Colorado Pressbooks Network](#).



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Activity 7: Develop ancillary materials (\$2,000 - \$10,000)

Funding for the development of open source supplemental materials, such as homework systems, quizzes, simulations, virtual labs, etc. All open source ancillary materials must be developed for courses that are using OER or have other no-cost materials to students. Development of ancillary materials will not be supported for instructors that will be using the open source ancillary materials alongside a commercial textbook. The funding range is structured to accommodate projects of varying complexity and scale. At the lower end of the range, projects are likely to require development time and resources, and contribute to the enhancement of course content and student engagement. At the higher end of the funding spectrum, projects likely involve extensive research, development, and testing phases, as well as collaboration with subject matter experts or developers to ensure high quality and effectiveness of the materials.

Proposal Templates

Proposals should follow the provided template and be submitted in a single PDF. The following templates are available in the [Colorado OER Grant 2024 RFP public folder](#):

- [OER Grant Proposal Template \[Google Doc\]](#)
- [OER Grant Proposal Template \[Word file\]](#)
- [Budget Template \[Google Sheet\]](#)
- [Budget Template \[Excel Sheet\]](#)

You may use whichever file format you prefer to draft the proposal, but it **must be submitted as a single PDF**. Proposals that do not utilize the template, are not submitted as a PDF, or include multiple attachments will be returned. Additionally, the public folder contains [the rubric](#) used to evaluate grants, informational webinars for the grants, glossary of terms, and sample OER grants that were previously successful.

Reporting and Evaluation Requirements

All successful grants must provide a progress and final report during the grant period. Applicants should plan for how they will evaluate the use of open educational resources developed as a result of the grant. This should include estimates for the number of students who are affected and the cost savings to students as a result of the open educational resources developed using the grant. In addition to cost savings, other grant evaluation criteria may include the impact of using OER on student success. These can include, but are not limited to, DFW rates, assessment of student learning outcomes and student satisfaction, impact on retention and persistence or other student success measures.



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Grant recipients are expected to participate in:

- reporting of selected data elements to CDHE to enable compliance with statutory requirements on reporting and evaluation,
- internal reporting and engagement with OER Council surveys,
- ongoing efforts to make sure the supported activities are accessible, and
- participation in virtual and annual convenings arranged by the OER Council and CDHE.

All institutional proposals must plan ahead to provide requested data and collaborate with institutional partners to provide institutional level data, such as enrollment numbers, pass rates, and number of OER courses. Grantees that do not satisfactorily complete data reporting requirements may result in their institution being ineligible to receive grant funds in future cycles.

Funds awarded that have not been spent by June 30, 2026 must be returned to CDHE.

Grant Timeline

| | |
|---------------------------|------------------------------------------|
| April 2024: | RFP Release |
| April - May 2024: | Grant informational webinars |
| September 16 2024: | OER grant proposals due |
| Fall 2024: | Review of grant proposals |
| November 2024: | Recommendations for grant awards to CCHE |
| December 2024: | Award notifications |
| February 2025: | Funds to be disbursed by CDHE |
| December 2025: | Progress report due |
| June 30 2026: | All grant funds must be spent down |
| July 2026: | Remaining funds return to CDHE |
| August 15 2026: | Final reports due |

Note: the timeline above includes some approximations.

For additional information, questions, or to schedule office hours to consult on a proposal, please contact: Chealsye Bowley, Director of Open Education and Learning Innovation, Department of Higher Education at OER@dhe.state.co.us

COLORADO OER GRANT REVIEW RUBRIC – YEAR 7

| Selection Criteria | Expectations | Possible Points |
|-------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------|
| a. Cover page and agreement | Proposal includes a completed cover page that includes the project title, institutional affiliation, and contacts; and a completed OER agreement. | Proposals without a completed cover page and agreement will be returned. |
| b. Project Description | Proposal includes a brief but detailed description that clearly describes the project, the course(s) involved, the institution, the target population for the materials, and the project team including relevant campus or project partners (such as the institutional research office, the library, or instructional technology) to support the open educational resources initiative for which a grant is requested. | 10 points |
| c. Student Success | Proposal describes how the project will impact student success, the learning experience of students enrolled in the courses, and/or DFW and retention rates. | 5 points |
| d. Cost Impact | Project describes replacing high textbook or material costs, and the evaluation plan includes how to evaluate the cost impact. | 5 points |
| e. High Impact | Proposal describes how the project will have high impact, such as use in: core, GT Pathways, concurrent enrollment, high enrollment courses, multiple courses, across institutions, and/or in a zero textbook cost degree initiative. | 10 points |
| f. Institutional Support | Proposal provides evidence of OER council or committee at the institution, a complete list of the personnel who will be involved in the proposed project, names of committed instructors, and/or demonstrated support from departmental or institutional leadership. Letters of support may supplement the proposal to provide additional evidence. | 5 points |
| j. Diversity, Equity and Inclusion | Proposal must identify how the project specifically will address diversity, equity, and inclusion, such as: - addressing needs of diverse students or faculty groups, - how equity will be addressed in how the grant is administered, - how OER addresses equity in the institutional context beyond cost savings, - and/or adapting or creating resources that are | 5 points |

| | | |
|--------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------|
| | more inclusive than currently used resources. | |
| k. ADA and Accessibility | Proposal must specify a plan that includes: - how the grant will comply with the Americans with Disabilities Act of 1990, - how each component of the project will be accessible to all students, - and identifying staffing that will ensure accessibility standards are met in the project. | 5 points |
| I. Sustainability and Scaling | Proposal must address how the project will be sustained during and after the grant, including: A) a concrete plan for sustaining the OER initiative after the grant is completed and sufficient staffing to support the continuation and expansion of the project. B) a detailed plan for the storage of materials created, including specifying an online library or archive either institutional or online vendor (e.g. OER Commons, Pressbooks). C) a plan for how OER will be publicized and made available to other instructors and students within institution and beyond. | 10 points |
| h. Implementation Plan | Proposal MUST include: A) realistic and detailed timeline for the project which may include milestones for selection of OER content, writing unique OER materials, implementation of OER content, and evaluation of the effectiveness of the project. B) a description of the courses that will use OER and/or a process for selecting those courses C) a description of how the OER course(s) will be identified for students prior to the time of course registration, e.g. course markers D) describes the plan for ensuring that the content produced meets both federal and state accessibility guidelines. E) a description of any Creative Commons licensing (CC-BY, CC-BY-SA, CC-BY-NC, CC-BY-NC-SA, or CC0, with CC-BY strongly preferred) or any open source license approved by the Open Source Initiative (such as the GNU Public License (GPL), Lesser GNU Public License (LGPL), Apache License, MIT License, with the GPL and LGPL strongly preferred). Proposal should include a description of any staff or faculty training and/or support required to support the adoption of the open educational | 15 points |

| | | |
|------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------|
| | resources. Any items in the implementation plan that affect the budget must be addressed in the budget. | |
| m. Evaluation and Reporting | <p>Proposal must describe:</p> <p>A) how the grantees will evaluate the success of OER project, including a plan for the collection of relevant data, e.g. number of students affected, costs of resources replaced, survey data on student performance and/or satisfaction with the OER, support (such as IT) used in parts of the project, etc.</p> <p>B) how the savings to students will be quantified</p> <p>C) how required reporting data will be gathered, which includes the enrollment numbers for OER and non-OER courses by semester, specific course ID information, pass rates for both OER and comparison non-OER courses,</p> <p>D) identify institutional partners for data reporting (e.g. the library, institutional research office)</p> <p><i>Final reporting materials may change in the next cycle, but the 2024 OER grant final reporting materials are an example of what grantees will be expected to provide at the end of the grant.</i></p> | 15 points |
| n. Budget | Proposal includes a detailed project budget and corresponding narrative that clearly identifies anticipated expenses and resources needed, including evidence of institutional or departmental support. | 15 points |
| Total points | | 100 points |

TOPIC: Recommend Renewal of Colorado-New Mexico Tuition Reciprocity Agreement

PREPARED BY: DeAnna Castañeda, Budget and Policy Analyst

I. SUMMARY

This consent item recommends the renewal of Colorado’s reciprocity agreement with New Mexico for two academic years through June 30, 2026. This item also proposes the Commission approve a continuation of the current 550 student full-time equivalent (SFTE) enrollment cap.

II. BACKGROUND

Since academic year 1981-1982, Colorado and New Mexico have had a reciprocity agreement to provide enhanced educational opportunities for students of both states. The agreement extends opportunities to a specific number of SFTE students from New Mexico to attend participating institutions in Colorado at the Colorado institutions’ resident tuition rates. Likewise, the same number of SFTE Colorado students may attend specified New Mexico institutions at the resident rate of those New Mexico institutions. As the program is reciprocal, no state funds are exchanged between the two states.

Colorado statute and CCHE policy limits the participation of Colorado institutions based on the application of the *closest college concept*, which is defined as “a postsecondary education institution that is located the shortest distance by passable road from the student's place of residence and that offers the program desired by the student.”

The Commission gives each participating institution in Colorado an SFTE allocation from the total available SFTEs. Allocations are modified annually to accommodate changing demand among participants. Currently, Colorado has eight participating institutions: Adams State University; Colorado Mesa University; Colorado State University-Pueblo; Fort Lewis College; Lamar Community College; Otero College; Pueblo Community College; and Trinidad State College. Three institutions—Adams State University, Fort Lewis College, and Trinidad State Junior College—historically have accounted for most of the overall enrollments. All New Mexico’s Public Colleges and Universities are participants with the exception of New Mexico’s School of Medicine and Law and the New Mexico Military Institute.

III. STAFF ANALYSIS

The current New Mexico-Colorado Tuition Reciprocity agreement expired on June 30, 2023. The program appears to have proceeded without interruption in the absence of a formal contract, however a formal renewal is required. A draft of the proposed contract renewal is attached.

IV. STAFF RECOMMENDATIONS

Staff recommends the Commission renewal of the New Mexico-Colorado tuition reciprocity agreement for two academic years, (2024-25 and 2025-26) terminating on June 30, 2026.

V. STATUTORY AUTHORITY

23-1-112 C.R.S.: "...the commission shall identify those circumstances where the waiving of the nonresident differential in tuition rates, on a reciprocal basis with other states, would enhance educational opportunities for Colorado residents... Agreements negotiated between Colorado and other states shall provide for an equal number of resident and nonresident students to be exchanged between the states... The commission shall establish regulations for the administration of this section, based on the application of the closest college concept, and for the reporting to the general assembly of the numbers of students to whom the waivers are given."

ATTACHMENTS: Colorado New Mexico Tuition Reciprocity 2024 Agreement



COLORADO

Department of
Higher Education

Budget and Finance

1600 Broadway, Suite 2200

Denver, CO 80202

New Mexico-Colorado Tuition Reciprocity Agreement

THIS AGREEMENT is made by and between the New Mexico Higher Education Department (hereinafter referred to as the HED), an “agency” of the State of New Mexico and the Colorado Department of Higher Education (hereinafter referred to as the CDHE), an “agency” of the State of Colorado. The purpose of this Agreement is to establish a tuition reciprocity program (hereinafter referred to as the Program) to enable selected students from the State of New Mexico to enroll at designated institutions of higher education in the State of Colorado with authorization to pay Colorado resident tuition rates, and to enable an equal number of selected students from the State of Colorado to enroll at selected institutions in New Mexico with authorization to pay New Mexico resident tuition rates.

Statement of Purpose

- A. In order to improve educational opportunities for the students in their respective states, the HED and the CDHE have identified circumstances in which students from each state would have authorization to pay resident tuition rates.
- B. HED is authorized to enter into this Agreement pursuant to Section 21-1-6, NMSA, 1978, and the CDHE is authorized to enter into this Agreement pursuant to §23-1-112, C.R.S.

Agreement

In consideration of the mutual promises contained herein, the HED and the CDHE agree to the following:

1. The term of this agreement shall be for two academic years, commencing on November 15, 2024, and will terminate on June 30, 2026. If a new Agreement has not been completed prior to that date, this Agreement may be extended if mutually acceptable to both states. An annual performance review by the HED and the CDHE shall be conducted at the end of each year. During each annual review, either agency may request amendments to the Agreement or terminate the Agreement at any time, provided that a minimum of ninety (90) days prior notice is given.

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2. Selected Colorado residents attending accredited public colleges in New Mexico and selected New Mexico residents attending accredited public colleges in Colorado that offer the program of study desired by the resident, will be granted a waiver of the non-resident tuition differential, and will be charged the in-state tuition rate at the college in which they enroll. For New Mexico participants, preference will be given to New Mexico residents attending the college in Colorado that is the shortest distance by passable road from the resident's place of residence and that offers the program desired by the student.
 - a. The selected Colorado residents attending New Mexico colleges must be residents of Colorado; and must be enrolled in or have applied to a program of study that leads to a certificate, associates, baccalaureate, or graduate degree program, and must meet other criteria established by the HED and the CDHE.
 - b. The selected New Mexico students who attend designated Colorado institutions under terms of this agreement, must be New Mexico residents, and must be enrolled in, or have applied to a program of study that leads to a certificate, associate, or a baccalaureate degree, and must meet such other criteria established by the HED and the CDHE.
3. Designated institutions in New Mexico are state supported postsecondary education institutions except for New Mexico Military Institute (NMMI), the University of New Mexico School of Law, and the University of New Mexico School of Medicine. These institutions are specifically excluded from this Program.
4. Designated institutions from Colorado are: Adams State University, Colorado Mesa University, Colorado State University-Pueblo, Fort Lewis College, Lamar Community College, Otero Junior College, Pueblo Community College, and Trinidad State Junior College.

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5. The State of New Mexico will accept up to five hundred and fifty (550) FTE students and the State of Colorado will accept up to five hundred and fifty (550) FTE students. An FTE student shall mean enrollment of 30 semester hours or 45 quarter hours of credit during the academic year and preceding summer. Designated institutions may divide FTE allocations to accommodate less than full-time students. For example, one 30-credit hour FTE may be divided into two 15-credit hour FTEs to accommodate two part-time enrolled students.
6. No money shall be paid by either state to the other state in exchange for the waiver of the non-resident tuition differential.
7. An official designated by the HED and the CDHE will annually review the Program and this agreement and recommend desirable changes to the HED and the CDHE.
8. The HED and the CDHE, each, will fulfill the following requirements:
 - a. Designate an official to be responsible for communication about and reporting for the Program;
 - b. Determine the eligibility and selection criteria to be used in determining which residents living in their own state may participate in the Program;
 - c. Develop such rules for selection of students for participation, as it may desire subject to the requirements that the procedures make it possible to limit the number of participants;
 - d. Inform each other and designated institutions in each state of Program requirements in a timely manner;
 - e. Refrain from discrimination on the basis of disability, race, creed, color, sex, sexual orientation, transgender status, religion, age, national origin, or ancestry in the administration of the Program;
 - f. Designate an official from each participating higher education institution with the responsibility to:

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- i. Accurately evaluate students' eligibility for the Program, according to the criteria specified in the Rules of this Program;
- ii. Limit the number of participants to the specified level;
- iii. Charge the selected participants the in-state tuition rate of the institution they are attending;
- iv. Maintain records of the program/residents at their higher education institution; and
- v. Provide the HED and the CDHE the following information on or before October 15 of each year:
 1. Number of total credit hours by institution completed each academic year by all student participants; and
 2. Headcount of student participants by institution enrolled each academic year.

The HED and the CDHE will cooperate to the greatest extent possible to effectively manage the Program.

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IN WITNESS WHEREOF, the parties have entered into this Agreement as of the x day of
month, 2024.

By: _____
Stephanie Rodriguez, Cabinet Secretary
New Mexico Higher Education Department

By: _____
Dr. Angie Paccione, Executive Director
Colorado Department of Higher Education

Students who wish to attend one of the schools listed in this agreement should contact that school directly. Individuals who have questions about this agreement may contact:

- Colorado Department of Higher Education at 303-866-2723
or <http://highered.colorado.gov/>
- New Mexico Higher Education Department at 505-476-8400
or <http://www.hed.state.nm.us/>

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www.highered.colorado.gov

TOPIC: Degree Authorization: Rosalind Franklin University of Medicine and Science – Approval of Full Authorization

PREPARED BY: Heather DeLange, Office of Private Postsecondary Education

I. SUMMARY

This agenda item recommends Full Authorization for Rosalind Franklin University of Medicine and Science (RFUMS) to operate in Colorado pursuant to the Degree Authorization Act (§23-2-101 et seq.).

II. BACKGROUND

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

The DAA outlines the Department’s jurisdiction over private education programs available to the residents of the state of Colorado. The DAA establishes standards to (1) prevent misrepresentation, fraud, and collusion in offering educational programs to the public and (2) protect, preserve, foster, and encourage the educational programs offered by private educational institutions, which meet generally recognized criteria of quality and effectiveness as determined through voluntary accreditation.

Provisional authorization is the authorization level for institutions, new or new to Colorado, which have been evaluated by Department staff under Commission procedures and authorized by the Commission to enroll students, offer instruction, graduate students, and award degrees under the condition that the institution is continuously seeking and is making satisfactory progress toward accreditation at the local site. Institutions with provisional authorization are required to renew annually and must receive accreditation at the Colorado site within three years of initial authorization.

Rosalind Franklin University of Medicine and Science is non-profit university with a campus located in North Chicago, IL. The university is institutionally accredited by the Higher Learning Commission since 1980 and will undergo its next reaffirmation of accreditation in 2028-2029. RFUMS is a predominantly graduate health professions university that offers degrees at the bachelor, master, professional doctorate, and doctoral levels in various healthcare and biomedical fields.

Under its provisional authorization, RFUMS has been offering its Doctor of Nursing Practice – Anesthesia (DNP-NA) program. RFUMS’ program is approved by the Council on Accreditation of Nurse Anesthesia Educational Programs (COACRNA), a programmatic accrediting agency.

The University offers the DNP-NA as a hybrid educational program in Colorado to a subset of the approved cohort (up to 10 students out of 40) per academic year. 27% of the curriculum will be provided face to face in Colorado, through an agreement with the University of Colorado, Colorado Springs. A memorandum of understanding between the universities was provided as part of the initial proposal for authorization.

III. STAFF ANALYSIS

RFUMS submitted the required documents to move from provisional authorization to full authorization.

The proposal to establish a location in Colorado seeks to address a gap in Colorado program offerings in a highly needed field, stating “There are currently 128 COACRNA-accredited nurse anesthesia programs in the U.S., with none based in Colorado.” RFUMS has programmatic accreditation through 2032 for the DNP-NA degree through the COACRNA, which is the sole U.S. Department of Education recognized accreditor for Nurse Anesthesia programs. The Higher Learning Commission has acknowledged this institution’s additional location in Colorado.

IV. STAFF RECOMMENDATIONS

Staff recommends the Commission approve full authorization for Rosalind Franklin University of Medicine and Sciences to offer its nursing program in Colorado under the Degree Authorization Act.

STATUTORY AUTHORITY

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

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

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

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

Topic: Degree Authorization - Renewal of Authorization for Harvest Bible College

Prepared By: Heather DeLange, Office of Private Postsecondary Education

I. Summary

This agenda item concerns renewal for Harvest Bible College which is currently authorized as a Religious Training Institution/Seminary under the Degree Authorization Act.

II. Background

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

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

- An updated list of program offerings;
- Confirmation of non-profit status;
- Confirmation of property (real or personal) exemption pursuant to Colorado State Law;
- Updated contact information; and
- Submission of the required renewal fee.

III Staff Analysis

Based on review of required documentation submitted by institutions, staff recommends renewal for Harvest Bible College through November 30, 2027. Harvest Bible College continues to comply with the applicable statute and policy regulations to operate as a bona fide postsecondary educational institution in Colorado.

III. Staff Recommendation

Staff recommends approval of continued authorization of the Harvest Bible College as a Religious Training Institution under the Degree Authorization Act.

Statutory Authority

§23-2-103.3 C.R.S.

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

TOPIC: Approval Of Two-Year Cash-Funded Capital List for Colorado Mesa University

PREPARED BY: Kennedy Evans, Budget & Policy Analyst

I. SUMMARY

This consent item amends the Two-Year Cash Funded Capital Program List for Colorado Mesa University. The amended list reflects the addition of the Colorado Mesa University Formation District Dining Hall project.

II. BACKGROUND

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

III. STAFF ANALYSIS

Formation District Dining Hall Project

Table 1 displays the cost of the Formation District Dining Hall project.

Table 1: Two-Year Cash Funded Capital Program, Formation District Dining Hall project.

FY 2023-24 Through FY 2024-25 List

| | |
|----------------------|--------------|
| Cash Funds | \$53,646,606 |
| Federal Funds | \$0 |
| Total Funds | \$53,646,606 |

Project Description: Colorado Mesa University requests \$22,500,000 in spending authority for the Formation District Dining Hall project. CMU anticipates 30-year interest rates at 4.5%. Anticipated annual debt service payments of ±\$1,381,310 will be paid with meal plans and cash sales in the new dining hall.

Colorado Mesa University welcomed the largest freshman class in its history in August 2024. The 35% increase added approximately 600 new students. In addition, this fall we experienced a 4% increase in retention, from 75% to 79%, increasing our continuing student population. These positive changes have increased demand for on-campus dining that was already close to capacity. Our single dining hall was renovated in 2011-12 and again in 2021-22 and has reached its maximum physical footprint. Though CMU has made numerous short-term changes to direct students out of the dining hall into supplemental dining options including Starbucks, Chick-Fil-A, Einstein Bros. Bagels, and Qdoba, current capacity stress has nevertheless resulted in long lines and crowded tables in the dining hall.

CMU is planning for a student housing project that will provide an additional 300-320 on-campus beds (the cash-funded project approved by CCHHE and CDC in October). The project will be sited on the western edge of campus, while, notably, our existing dining hall and supplemental dining outlets are on the eastern edge of campus.

With Fall 2025 applications already exceeding Fall 2024 applications, we are anticipating a cumulative effect by Fall 2026 of 1400 more undergraduate students than we had a year ago. More than 60% of new freshmen, and almost that many new sophomores, choose a meal plan. Additionally, upper-classmen, faculty and staff also eat at our single dining hall and supplemental dining each day.

To adequately serve our growing campus population, notably with an expected increase of 400-600 meal plans over the next two years, CMU needs a new dining facility on the western side of campus. Based on initial planning and the desired location, we anticipate that this dining facility will be a “food hall” that not only serves students, but also is accessible to the broader Grand Junction community. Therefore, we are planning for a 20,000-sf facility. CMU needs to move quickly to design and construct the Formation District Dining Hall project to meet current and anticipated demand, ideally prior to the start of the fall semester 2026. Housing students in local hotels and feeding students in off-campus venues is an option CMU hopes to not have to exercise in the future.

IV. STAFF RECOMMENDATIONS

Staff recommends that the amended Two-Year Cash Funded Capital Program List for Colorado Mesa University be approved and that the decision be forwarded to the Capital Development Committee and the Office of State Planning and Budgeting.

V. STATUTORY AUTHORITY

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

(5) (a) The commission shall approve plans for any capital construction or capital renewal project at any state institution of higher education regardless of the source of funds; except that the commission need not approve plans for any capital construction or capital

renewal project at a local district college or area technical college or for any capital construction or capital renewal project described in subsection (9) of this section.

(b) The commission may except from the requirements for program and physical planning any project that requires two million dollars or less if the capital construction project is for new construction and funded solely from cash funds held by the institution or the project is funded through the higher education revenue bond intercept program established pursuant to section 235-139, or ten million dollars or less if the project is not for new construction and is funded solely from cash funds held by the institution.

(7)(c)(I)(B) The commission annually shall prepare a unified, two-year report for capital construction projects for new acquisitions of real property or for new construction, described in subsection (10) of this section, estimated to require total project expenditures exceeding two million dollars, coordinated with education plans. The commission shall transmit the report to the office of state planning and budgeting, the governor, the capital development committee, and the joint budget committee, consistent with the executive budget timetable. (II)(A) The commission shall submit the two-year projections prepared by each state institution of higher education for each two-year period to the office of state planning and budgeting and the capital development committee. The capital development committee shall conduct a hearing in each regular legislative session on the projections and either approve the projections or return the projections to the state institution of higher education for modification. The commission and the office of state planning and budgeting shall provide the capital development committee with comments concerning each projection.

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

session. The capital development committee shall either approve the projections or return the projections to the state institution of higher education for modification. The commission and the office of state planning and budgeting shall provide the capital development committee with comments concerning each amendment.

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

ATTACHMENT(S):

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

ATTACHMENT B: Cash Funded Capital Construction Request FY 24-25 – Colorado Mesa University

CC-C2: CCHE Cash Funded Capital Construction Request FY 2025-26

CCHE Cash Project Request Narrative

This form serves as the narrative template for all institutional cash project requests. Please complete all the informational fields below.

1. Summary information

- Institution name: Colorado Mesa University
- Project name: Formation District Dining Hall
- Please select the project type: New Construction
- Total general square footage and actual square footage: 20,000 GSF, 14,000 ASF

2. Summary of the capital project

Please provide 3-4 sentences for each question.

- Describe the objective and purpose of the project:
 - Colorado Mesa University welcomed the largest freshman class in its history in August 2024. The 35% increase added approximately 600 new students. In addition, this fall we experienced a 4% increase in retention, from 75% to 79%, increasing our continuing student population. These positive changes have increased demand for on-campus dining that was already close to capacity. Our single dining hall was renovated in 2011-12 and again in 2021-22 and has reached its maximum physical footprint. Though CMU has made numerous short-term changes to direct students out of the dining hall into supplemental dining options including Starbucks, Chick-Fil-A, Einstein Bros. Bagels, and Qdoba, current capacity stress has nevertheless resulted in long lines and crowded tables in the dining hall. CMU is planning for a student housing project that will provide an additional 300-320 on-campus beds (the cash-funded project approved by CCHE and CDC in October). The project will be sited on the western edge of campus, while, notably, our existing dining hall and supplemental dining outlets are on the eastern edge of campus. With Fall 2025 applications already exceeding Fall 2024 applications, we are anticipating a cumulative effect by Fall 2026 of 1400 more undergraduate students than we had a year ago. More than 60% of new freshmen, and almost that many new sophomores, choose a meal plan. Additionally, upper-classmen, faculty and staff also eat at our single dining hall and supplemental dining each day. To adequately serve our growing campus population, notably with an expected increase of 400-600 meal plans over the next two years, CMU needs a new dining facility on the western side of campus. Based on initial planning and the desired location, we anticipate that this dining facility will be a "food hall" that not only serves students, but also is accessible to the broader Grand Junction community. Therefore, we are planning for a 20,000-sf facility.
- Describe the spending authority requested and how the cash funds will be provided or the expected bond terms and how the bond will be repaid:
 - CMU requests \$22,500,000 in spending authority for the Formation District Dining Hall project. CMU anticipates 30-year interest rates at 4.5%. Anticipated annual debt service payments of ±\$1,381,310 will be paid with meal plans and cash sales in the new dining hall.

CC-C2: CCHE Cash Funded Capital Construction Request FY 2025-26

- Describe the campus programs and/or populations impacted by this project:
 - Campus housing and dining options benefit all campus programs and student populations by providing affordable options for current and future students. On campus housing and dining options are available for all CMU students, including students attending classes on our main and CMU Tech campuses.
- Identify the target LEED level and costs associated with HPCP compliance. If unknown, explain why:
 - N/A

3. Additional information

Provide any additional information you feel is important for the CCHE to know.

CMU needs to move quickly to design and construct the Formation District Dining Hall project to meet current and anticipated demand, ideally prior to the start of the fall semester 2026. Housing students in local hotels and feeding students in off-campus venues is an option CMU hopes to not have to exercise in the future.

CC-C2: CCHE Cash Funded Capital Construction Request FY 2025-26

CCHE Cash Project Request Cost Summary

1. Institutional information:

- Institution name: Colorado Mesa University
- Project name: Formation District Dining Hall
- Prepared by: Kent Marsh
- Phone #: 970-778-7409
- Email:kmarsh3@coloradomesa.edu

2. Project information:

- Project type: Capital Construction
- Is this an intercept program?Yes
- Does this project have a CDHE approved program plan?No
 - If yes, please list the approval date:Click or tap here to enter text.
- Project category: New Construction
- Estimated start date: January 2025
- Estimated completion date: August 2026
- Funding method: Debt

3. Project cost breakdown:

| Funding Source: | Amount: |
|------------------------|----------------|
| Cash Funds | \$22,500,000 |
| Federal Funds | \$0 |
| Project Total | \$22,500,000 |

**TOPIC: Recommend Approval of Revised CCHE Capital Construction / Renewal and
Capital Information Technology Scoring Criteria**

PREPARED BY: Kennedy Evans, Budget & Policy Analyst

I. SUMMARY

This action item recommends the approval of revised CCHE capital construction and capital renewal scoring criteria, and revised CCHE capital information technology criteria. These criteria are used to prioritize capital construction and renewal requests submitted to CDHE/CCHE for state funding.

II. BACKGROUND

Under C.R.S. 23-1-106, the Colorado Commission on Higher Education (CCHE) must submit a list of prioritized capital construction and renewal projects to the Capital Development Committee (CDC) on or before November 1st of each year. CCHE does not recommend a specific funding level. Instead, it prioritizes projects submitted by institutions requesting state funding using a commission-created rubric. Using a rubric to prioritize capital requests is optional and not required by statute. CCHE approved the current iteration of the rubric four years ago. The rubric is updated on a five-year timeline to keep the capital process current and reflect the commission's values, mission, and goals.

The review process started in January 2024, when an initial survey was sent to capital construction liaisons at the institutions. This survey collected initial information on what institutions liked, disliked, and would hope to change in the current iteration of the rubric. The results of this survey were presented to the FPA during its March 8th meeting. A copy of the

survey can be found in attachment C. After the initial survey results were presented to FPA, requests for volunteers to join the capital rubric review working group were sent to the institutions. Ten of the eleven institutions/systems were represented in these meetings. Representatives included architects, facility managers, CIOs, budget representatives, and CDHE's capital analyst. The working group completed a comprehensive review of the current capital scoring criteria and explored potential revisions. Once a base rubric was decided on, it was presented to FPA for initial thoughts during their August and September meetings. Afterward, a second survey was shared with the institutions to collect initial thoughts and feedback on the new rubric. Additional discussions regarding proposed changes to the institutional cash contribution section were held in the department's September, October, and November Chief Financial Officer meetings. At the November 19th CFO meeting, the group approved the proposed changes.

On November 15, 2024, CDHE staff presented information on the new rubric to the FPA Committee. However, the presentation could not be finished, and members decided to forward it to the full Commission for further discussion and vote.

III. STAFF ANALYSIS

This review aimed to ensure that the commission's priorities were updated and reflected in the capital scoring. Many elements of the current rubric inspired or remained the same in the proposed rubric. The review aimed to focus on equitability between institutions, create an inclusive and collaborative process, and create a rubric focusing on all campus users.

IV. STAFF RECOMMENDATIONS

Staff recommend the approval of the revised CCHE capital construction and renewal scoring criteria and revised CCHE capital information technology criteria.

V. STATUTORY AUTHORITY

C.R.S. 23-1-106 (7)(A) "...The commission shall annually transmit the recommended priority of funding of capital construction or capital renewal projects to the capital development committee no later than November 1 of each year."

ATTACHMENT(S):

ATTACHMENT A: Existing Capital Scoring Criteria

ATTACHMENT B: Proposed Capital Scoring Criteria for FY2025-2030

ATTACHMENT C: Process Overview and Timeline

Appendix C: CCHE Capital Construction / Renewal Scoring Criteria

#1 Health and Safety

| ALL INSTITUTIONS | |
|--------------------------------------------------------------|--------------------------------------------------|
| Health and Safety | Points |
| Predominantly new GSF. ¹ | N/A - points would not be applied to denominator |
| Less than 20 years since last major renovation. ² | 4 |
| 20-30 years since last major renovation. | 6 |
| 31-40 years since last major renovation. | 8 |
| Greater than 40 years since last major renovation. | 10 |
| TOTAL | /10 |

Bonus Points:

| | |
|-------------------------------------------------------------------------------------|-----------|
| Office of the State Architect deems project is level 2 capital renewal ³ | +1 |
| Office of the State Architect deems project is level 1 capital renewal ⁴ | +2 |
| TOTAL | /0 |

¹More than 50% of impacted GSF is new GSF.

²Major renovation is defined as a renovation costing at least 25% of the insured value of the building at the time of renovation.

³Level 2: Request is predominantly based on operational disruptions/energy inefficiencies/environmental contamination.

⁴Level 1: Request is predominantly based on life safety/loss of use or is a mandated or a continuation project.

#2 Reduction of Deferred Maintenance

| ALL INSTITUTIONS | |
|----------------------------------------------------------------------------------------|---------------|
| Reduction of Deferred Maintenance¹ | Points |
| Does not address deferred maintenance backlog. | 0 |
| 1-5% of project budget dedicated to reducing related deferred maintenance. | 1 |
| 6-10% of project budget dedicated to reducing related deferred maintenance. | 2 |
| 11-25% of project budget dedicated to reducing related deferred maintenance. | 3 |
| 26-50% of project budget dedicated to reducing related deferred maintenance. | 4 |
| Greater than 50% of project budget dedicated to reducing related deferred maintenance. | 5 |
| TOTAL | /5 |

¹Institution must describe and quantify deferred maintenance being addressed in request narrative or reference a controlled maintenance request.

#3 Other Fund Sources^{1,3,4,5}

| GROUP 1: ASU, CSU-P, FLC, UNC, WCU | |
|----------------------------------------------------------|---------------|
| Cash Contribution of Total Funds Requested | Points |
| Less than or equal to 2% | 2 |
| Less than or equal to 3% | 4 |
| Less than or equal to 4% | 6 |
| Greater than 4% | 8 |
| GROUP 2: CCCS Urban/Suburban Campuses² | |
| Less than or equal to 3% | 2 |
| Less than or equal to 6% | 4 |
| Less than or equal to 8% | 6 |
| Greater than 8% | 8 |
| GROUP 3: CMU, MSU | |
| Less than or equal to 4% | 2 |
| Less than or equal to 7% | 4 |
| Less than or equal to 10% | 6 |
| Greater than 10% | 8 |
| GROUP 4: CSM, CSU-FC, CU | |
| Less than or equal to 8% | 2 |
| Less than or equal to 16% | 4 |
| Less than or equal to 25% | 6 |
| Greater than 25% | 8 |
| Other Fund Sources Total | /8 |

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

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

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

⁴Student fees are discounted at 75%.

⁵The following prior cash contributions may be counted toward this criterion at 75%: (1) Program plan development, (2) Purchase of land made less than five years prior to request submission deadline. If such land has been used for revenue generating purposes in the meantime, the value of that revenue must be deducted. Please include past cash contributions in your narrative write up, not the cost detail form.

#4 Space Needs Analysis

| ALL INSTITUTIONS | |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------|
| Space Needs | Points |
| No Space Needs/Capital Renewal. | N/A - points would not be applied to denominator |
| Programmatic space needs, not necessarily a shortage of space. | 5 |
| Space need alleviated. | 7 |
| Space need alleviated and impacts course/program waitlists, capped programs for which there is excess demand, or new programs that cannot be reasonably located elsewhere. | 9 |
| Impacts one of the top 10 occupations with the highest projected openings at the relevant education level (associate's/postsecondary nondegree award; bachelor's; master's/doctoral/professional) in the most recent Bureau of Labor Statistics projections. ¹ | +1 |
| TOTAL | /10 |

¹ Lists of the top 10 occupations with the highest projected openings at the relevant education levels will be sent out by CDHE annually.

#5 Achieves Strategic Plan Goals

| ALL INSTITUTIONS | |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------|
| Achieves Goals | Points |
| Articulates request's alignment with one or more of the strategic goals in the Colorado Higher Education Strategic Plan, <i>Building Skills in an Evolving Economy</i> . ¹ | 5 |
| TOTAL | /5 |

¹ <https://cdhe.colorado.gov/about-us/cche/strategic-plan>

#6 Governing Board Priority¹

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

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

Appendix D: CCHE Capital IT Scoring Criteria

#1 IT Health, Security and Industry Standards

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

Clarifications:

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

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

#2 Other Fund Sources^{1,3,4,5}

| GROUP 1: ASU, CSU-P, FLC, UNC, WCU | |
|----------------------------------------------------|--------|
| Cash Contribution of Total Funds Requested | Points |
| Less than or equal to 2% | 2 |
| Less than or equal to 3% | 4 |
| Less than or equal to 4% | 6 |
| Greater than 4% | 8 |
| GROUP 2: CCCS Urban/Suburban Campuses ² | |
| Less than or equal to 3% | 2 |
| Less than or equal to 6% | 4 |
| Less than or equal to 8% | 6 |
| Greater than 8% | 8 |
| GROUP 3: CMU, MSU | |
| Less than or equal to 4% | 2 |
| Less than or equal to 7% | 4 |
| Less than or equal to 10% | 6 |
| Greater than 10% | 8 |
| GROUP 4: CSM, CSU-FC, CU | |
| Less than or equal to 8% | 2 |
| Less than or equal to 16% | 4 |
| Less than or equal to 25% | 6 |
| Greater than 25% | 8 |
| Other Fund Sources Total | /8 |

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

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

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

#3 Quality of Planning/Proposal

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

#4 Achieves Strategic Plan Goals

| ALL INSTITUTIONS | |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------|
| Achieves Goals | Points |
| Articulates request's alignment with one or more of the strategic goals in the Colorado Higher Education Strategic Plan, <i>Building Skills in an Evolving Economy</i> . ¹ | 5 |
| TOTAL | /5 |

¹<https://cdhe.colorado.gov/about-us/cche/strategic-plan>

#5 Governing Board Priority¹

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

Bonus Points:

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

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

²Multiple institution bonus points apply only to collaboration across separate, distinct institutions. This includes multiple community colleges within CCCS and AHEC.

Proposed CCHE Capital Construction, Renewal, and IT Rubric Changes

Updated 11/15/2024

*Note: CCHE has not yet approved the proposed changes. This document is still subject to edits and is not finalized.

DRAFT

#1 – Last Major Renovation

| Last Major Renovation | Points |
|--------------------------------------------------------------|--------------------------------------------|
| Predominantly new GSF. ¹ | N/A – no points applied to the denominator |
| Less than 20 years since last major renovation. ² | 4 |
| 20-30 years since last major renovation. | 6 |
| 31-40 years since last major renovation. | 8 |
| Greater than 40 years since last major renovation. | 10 |
| TOTAL | /10 |

¹More than 50% of impacted GSF is new

²Major renovation is defined as a renovation costing at least 25% of the building's current replacement value at the time of renovation.

Bonus Points:

| | |
|----------------------------------------------------------------------------------------|-----------|
| 1-25% of project budget dedicated to reducing related deferred maintenance. | +1 |
| 26-50% of project budget dedicated to reducing related deferred maintenance. | +2 |
| Greater than 50% of project budget dedicated to reducing related deferred maintenance. | +3 |
| TOTAL | /0 |

³Institution must describe and quantify deferred maintenance being addressed in the request narrative or reference a controlled maintenance request.

#2 – Improving User Experience

| Improving User Experience | Points |
|--------------------------------------------------------------------------|------------|
| Does the request address/fix energy inefficiencies? | /2 |
| Does the request address/fix environmental contamination? ¹ | /2 |
| Does the request address/fix operational disruptions or loss of use? | /2 |
| Does the request address/fix life safety issues? | /2 |
| CAPITAL RENEWAL ONLY: | |
| Does the request address/fix ADA compliance issues? | /2 |
| CAPITAL CONSTRUCTION ONLY: | |
| Does the request follow the principles of universal design? ² | /2 |
| TOTAL | /10 |

¹Examples of environmental contamination include asbestos, lead, and radon.

²“Universal Design is the design and composition of an environment so that it can be accessed, understood and used to the greatest extent possible by all people regardless of age, size, ability or disability.” (National Disability Authority)

Recommended resources on universal design: <https://universaldesign.ie/about-universal-design> (Webpage)
[Building for Everyone: Introduction to Universal Design in the Built Environment](#) (Video Webinar, 2024)

For further resources related to universal design, please visit: <https://universaldesign.ie/about-universal-design/the-7-principles> (Webpage)
<https://universaldesign.ie/built-environment/building-for-everyone> (PDF Guides)

#3 – Other Fund Sources^{1,3,4,5}

| GROUP 1: WCU, PCC, ASU, CCA, RRCC, CCD, ACC, CSU Pueblo, FLC | |
|---------------------------------------------------------------------|---------------|
| Cash Contribution of Total Funds Requested | Points |
| Less than or equal to 1% | 2 |
| Less than or equal to 2% | 4 |
| Less than or equal to 3% | 6 |
| Greater than 3% | 8 |
| GROUP 2: PPSC, CMU, FRCC, UNC | |
| Less than or equal to 2% | 2 |
| Less than or equal to 4% | 4 |
| Less than or equal to 6% | 6 |
| Greater than 6% | 8 |
| GROUP 3: UCCS, MSUD, UCD, Mines | |
| Less than or equal to 4% | 2 |
| Less than or equal to 8% | 4 |
| Less than or equal to 11% | 6 |
| Greater than 11% | 8 |
| GROUP 4: CU Anschutz, CU Boulder, CSU Fort Collins | |
| Less than or equal to 12% | 2 |
| Less than or equal to 24% | 4 |
| Less than or equal to 35% | 6 |
| Greater than 35% | 8 |
| Other Fund Sources Total | /8 |

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

² Pledged cash contributions may not be changed after initial submission for scoring purposes unless there is documented proof of a late gift or award that was not final at the time of initial submittal but became available before the final CCHE Finance Performance and Audit Committee (FPA) prioritization vote. Supporting materials must be submitted to the CDHE and FPA at least one day before the August FPA meeting. If non-gift additional funds become available, an increase in cash spending authority may be requested without scoring impact.

³ Student fees are discounted at 75%.

⁴ The following prior cash contributions may be counted toward this criterion: (1) Program plan development, (2) Purchase of land made less than five years before the request submission deadline (unless the submission has been requested for longer than five years), and/or identified in the institutional strategic plan as future development sites. If such land has been used for revenue-generating purposes, the value of that revenue must be deducted.

#4 – Space Needs Analysis

| Space Needs Analysis | Points |
|------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------|
| Capital Renewal | N/A – points would not be applied to denominator |
| Describes the alternatives analyzed and why this option was the best choice | /1 |
| Modernizes space to support 21st-century teaching and learning pedagogies. | /1 |
| Embraces flexible and adaptable environments that enhance productivity, engagement, collaboration, and educational outcomes. | /1 |
| Addresses space needs due to enrollment/programmatic growth | /1 |
| Impacts one of the top jobs as reported in the yearly Colorado Talent Pipeline Report ¹ | +1 |
| TOTAL | /5 |

¹ <https://cwdc.colorado.gov/resources/colorado-talent-pipeline-report>

Bonus Point:

| | |
|-------------------------------------------------------------------------------------------------------------|-----------|
| Project aligns with published institutional space use guidelines designed to increase space use efficiency. | +1 |
| TOTAL | /0 |

#5 – Achieves Strategic Plan Goals

| Achieves Goals | Points |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------|
| Articulates the request's alignment with one or more of the strategic goals in the Colorado Higher Education Strategic Plan, <i>Building Skills in an Evolving Economy</i> . ¹ | 5 |
| TOTAL | /5 |

¹ <https://cdhe.colorado.gov/about-us/cche/strategic-plan>

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#6 - Governing Board Priority¹

| INDIVIDUAL INSTITUTIONS NOT IN A SYSTEM & AHEC | |
|---------------------------------------------------------------------------------------|-----------------------|
| 37 points to distribute across all projects, with a maximum of 20 points per project. | Points 0-20 |
| COLORADO STATE UNIVERSITY SYSTEM | |
| 52 points to distribute across all projects, with a maximum of 20 points per project. | 0-20 |
| UNIVERSITY OF COLORADO SYSTEM | |
| 64 points to distribute across all projects, with a maximum of 20 points per project. | 0-20 |
| COLORADO COMMUNITY COLLEGE SYSTEM | |
| 96 points to distribute across all projects, with a maximum of 20 points per project. | 0-20 |
| TOTAL | /20 |

¹ Governing board priority order may only be changed before the governing board submission due date or during the official appeals process. If a governing board withdraws a project from consideration, any projects prioritized below the withdrawn project will move up one rank in priority level and be rescored accordingly, so long as the withdrawal happens before the appeals window is closed, before the August FPA meeting.

CCHE Capital IT Scoring Criteria

#1 IT Health, Security and Industry Standards

| IT Health, Security and Industry Standards | Points |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------|
| The project improves the institution's cybersecurity or enhances the organization's capability to identify, detect, protect, respond, or recover from cybersecurity threats and vulnerabilities. | /2 |
| The project updates/replaces systems or technologies with obsolete/inefficient hardware or software technology. | /2 |
| This project improves user experience | /2 |
| Project mitigates urgent/serious IT risk (e.g. imminent risk of system failure or serious security IT risk (e.g. imminent risk of system failure or serious security vulnerability) | /2 |
| Project has life safety function ¹ | /2 |
| TOTAL | /10 |

Clarifications:

¹Examples of life safety functions would be security cameras, emergency alert systems, etc.

#2 – Other Fund Sources^{1,3,4,5}

| GROUP 1: WCU, PCC, ASU, CCA, RRCC, CCD, ACC, CSU Pueblo, FLC | |
|---------------------------------------------------------------------|---------------|
| Cash Contribution of Total Funds Requested | Points |
| Less than or equal to 1% | 2 |
| Less than or equal to 2% | 4 |
| Less than or equal to 3% | 6 |
| Greater than 3% | 8 |
| GROUP 2: PPSC, CMU, FRCC, UNC | |
| Less than or equal to 2% | 2 |
| Less than or equal to 4% | 4 |
| Less than or equal to 6% | 6 |
| Greater than 6% | 8 |
| GROUP 3: UCCS, MSUD, UCD, Mines | |
| Less than or equal to 4% | 2 |
| Less than or equal to 8% | 4 |
| Less than or equal to 11% | 6 |
| Greater than 11% | 8 |
| GROUP 4: CU Anschutz, CU Boulder, CSU Fort Collins | |
| Less than or equal to 12% | 2 |
| Less than or equal to 24% | 4 |
| Less than or equal to 35% | 6 |
| Greater than 35% | 8 |
| Other Fund Sources Total | /8 |

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

² Pledged cash contributions may not be changed after initial submission for scoring purposes unless there is documented proof of a late gift or award that was not final at the time of initial submittal but became available before the final CCHE Finance Performance and Audit Committee (FPA) prioritization vote. Supporting materials must be submitted to the CDHE and FPA at least one day before the August FPA meeting. If non-gift additional funds become available, an increase in cash spending authority may be requested without scoring impact.

³ Student fees are discounted at 75%.

⁴ The following prior cash contributions may be counted toward this criterion: (1) Program plan development, (2) Purchase of land made less than five years before the request submission deadline (unless the submission has been requested for longer than five years), and/or identified in the institutional strategic plan as future development sites. If such land has been used

for revenue-generating purposes, the value of that revenue must be deducted.

DRAFT

#3 – Quality of Planning/Proposal

| Quality of Planning/Proposal | Points |
|------------------------------------------------------------------------------------------|------------|
| Describes the full benefits/positive return on investment of the project | /2 |
| Describes the project timing importance ¹ | /2 |
| Describes the alternatives analyzed and why this option was the best choice | /2 |
| Describes the measures in place to prevent time and cost overruns | /2 |
| The proposed project is cohesive and is not a combination of smaller, unrelated projects | /2 |
| TOTAL | /10 |

¹Descriptions of timing importance:

- **Immediate:** if not funded, there is greater than a 25% chance that significant risk/adverse impacts will be realized over the annum, or the project addresses critical existing vulnerabilities/weaknesses or relieves major impacts on current resources and service delivery.
- **Short-term:** if not funded, there is less than a 25% chance that significant risk/adverse impacts will be realized over the annum, or the project addresses significant existing vulnerabilities/weaknesses or relieves significant impacts on current resources.
- **Mid-term:** if not funded, there is less than a 10% chance that significant risk/adverse impacts will be realized over the annum.
- **Long-term:** if not funded, there is less than a 5% chance that significant risk/adverse impacts will be realized over the annum.

<https://dir.texas.gov/strategic-digital-services/initiatives/prioritization-cybersecurity-and-legacy-systems-projects>

#4 – Achieves Strategic Plan Goals

| Achieves Goals | Points |
|------------------------------------------------------------------------------|--------|
| Articulates how the project fits within the institutional strategic IT plan. | 5 |
| TOTAL | /5 |

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#5 - Governing Board Priority¹

| INDIVIDUAL INSTITUTIONS NOT IN A SYSTEM & AHEC | |
|---------------------------------------------------------------------------------------|-----------------------|
| 37 points to distribute across all projects, with a maximum of 20 points per project. | Points 0-20 |
| COLORADO STATE UNIVERSITY SYSTEM | |
| 52 points to distribute across all projects, with a maximum of 20 points per project. | 0-20 |
| UNIVERSITY OF COLORADO SYSTEM | |
| 64 points to distribute across all projects, with a maximum of 20 points per project. | 0-20 |
| COLORADO COMMUNITY COLLEGE SYSTEM | |
| 96 points to distribute across all projects, with a maximum of 20 points per project. | 0-20 |
| TOTAL | /20 |

Bonus Points:

| | |
|-------------------------------------------------------------------------------------------------------------|-----------|
| The project involves multiple institutions, all of which award the project the full 20 points. ² | +2 |
| TOTAL | /0 |

¹ Governing board priority order may only be changed before the governing board submission due date or during the official appeals process. If a governing board withdraws a project from consideration, any projects prioritized below the withdrawn project will move up one rank in priority level and be rescored accordingly, so long as the withdrawal happens before the appeals window is closed, before the August FPA meeting.

² Multiple institution bonus points apply only to collaboration across separate, distinct institutions. This includes multiple community colleges within CCCS and AHEC.

CDHE Capital Rubric Review

January 2024: CCHE Capital Rubric Feedback – Round #1

Capital Construction/Renewal:

1. Question: What aspects of the rubric do you like or would like to keep?

a. Answers:

- i. "Currently rubric numbers 3, 4, 5, and 6 seem to be working well and appear to be a fair way of distributing these points. Rubric #2, reduction of Deferred Maintenance is a good idea, but this is hard to prove and quantify."
- ii. "CCCS would like to keep the cash fund exemption in criterion #3 for the Lowry and CCCS rural campuses. We would also like to keep the current point system for criterion #6 that gives 96 points to CCCS with the ability to give up to 20 points for each project."
- iii. "No comment at this time. Still learning. Thank you."
- iv. "Reduction of Deferred Maintenance -- Good to keep the focus on this key priority. Other fund Sources -- Fair point distribution for cash contribution between institution types. Governing Board Priority -- Fair point distribution between institution types."
- v. "Other fund sources, space needs analysis, Governing board priority, health, Life Safety and code issues"
- vi. "We like the rubric as is."
- vii. "The format of the rubric works well. "

2. Question: What aspect of the rubric do you dislike or would like changed?

a. Answers:

- i. "Rubric #1 is worth ten points, this may be high for this category, it carries a lot of weight."
- ii. "CCCS would like to see the percentages for our urban/suburban campuses under criterion #3 be closer to those in Group 1 rather than in Group 2. Our urban/suburban campuses do not have substantially more resources to contribute than universities like UNC and CSU-P. In addition, under criterion #4, we feel the language should read, "Space need alleviated, or conversion of existing space to match programs in Colorado's most in-demand workforce sectors." "
- iii. "No comment at this time. Still learning. Thank you."
- iv. "Consider linking bonus point for "top jobs" to Colorado Talent Pipeline report so it's Colorado-specific, vs. BLS data, which isn't specific to Colorado. Should the weighting for "space needs" be reduced in favor of something else? (Especially in light of declining enrollments.)"

- v. "Reduction of deferred maintenance--very difficult to calculate. "
- vi. "Leave alone"
- vii. "The existing rubric works for me."

3. Question: What would you like the commission to take into consideration while creating their next capital construction/renewal rubric?

a. Answers:

- i. "What type of projects does CCHE wish to support and advance? Is it infrastructure, renovations, new buildings, certain programs over others, high impact projects, sustainable projects, landscape/public realm projects, etc.?"
- ii. "The above additions and changes to the criteria as well as a recognition that CCCS colleges do not have the resources that our university partners do."
- iii. "No comment at this time. Still learning. Thank you."
- iv. "The rubric works to showcase the importance the commission and the state place on maintaining and improving what we own. Could energy improvements or sustainability be added as a new category? (e.g., reduce space needs to 5 points and add a 5-point category for energy improvements/sustainability?)"
- v. "It would be nice if student facility fees were not penalized as a source of funding. "
- vi. "Leave alone"
- vii. "The cost to purchase property, to allow construction of future academic buildings, should be considered as a cash contribution. CMU routinely purchases properties as the market allows, well in advance of seeking capital construction funding. "

Capital IT:

1. Question: What aspects of the rubric do you like or would like to keep?

a. Answers:

- i. "CCCS would like to keep the cash fund exemption in criterion #3 for the Lowry and CCCS rural campuses. We would also like to keep the current point system for criterion #6 that gives 96 points to CCCS with the ability to give up to 20 points for each project."
- ii. "The rubric is clear and creates a framework for us to submit our requests "
- iii. "Overall, the rubric is structured well."
- iv. "The categories are clear and relatively straightforward to answer. "
- v. "The evaluation criteria seem OK as is"
- vi. "The format of the rubric works well for me."
- vii. "I think it's fair to continue applying points for things like strategic alignment, cash contribution, and thoroughness of proposal"

2. Question: What aspect of the rubric do you dislike or would like changed?

a. Answers:

- i. "CCCS would like to see the percentages for our urban/suburban campuses under criterion #3 be closer to those in Group 1 rather than in Group 2. Our urban/suburban campuses do not have substantially more resources to contribute than universities like UNC and CSU-P. In addition, under criterion #1, we feel the second line should read, "Security or cybersecurity of IT systems/devices...""
- ii. "None"
- iii. "The rubric's focus seems to be for "new" projects, or additions to existing programs. In IT, not all projects are "new" in nature and the request is necessary for equipment "life-cycle" replacements that provide the opportunity to keep existing programs running."
- iv. "It does not address the shift from capital projects (on-premise) to Software as a Service (SaaS). This is a problem as future projects will not be capital-intensive, but they will be expense-based. "
- v. "NA"
- vi. "No changes are needed."
- vii. "I feel like the alignment with colorado master plan element feels a little forced, and doesnt contribute to the overall proposal quality."

3. Question: What would you like the commission to take into consideration while creating their next capital construction/renewal rubric?

a. Answers:

- i. The above additions and changes to the criteria as well as a recognition that CCCS colleges do not have the resources that our university partners do."
- ii. "Seems to be working fine"
- iii. "Are there opportunities to simplify the Capital IT Request process for the replacement of existing systems that have reached the end of their usable life cycle, vs. entirely new projects and program additions."
- iv. "Add clear requirements for SaaS."
- v. "NA"
- vi. "No comments"
- vii. "I think the two areas that could be considered are breadth of impact (whether that's in total number of students, total number of Coloradans, etc), and financial position of the requesting organization - namely, if an institution has a strong cash reserve and a large endowment, I would prefer to see them rely on their own resources rather than pull funds out of the pool that could be used by a smaller regional university or a community college with less financial flexibility."

Capital Rubric Working Group – Meeting Dates and Members

Group Members

| Name | Institution | Title |
|--------------------|------------------------------------------|--------------------------------------------------------------------------|
| Alex Staneski | Metropolitan State University of Denver | Campus Planner |
| Bruce DelTondo | Adams State University | Capital Advisor |
| Carl Meese | Auraria Higher Education Center | Director of Campus Planning |
| David Herman | Colorado State University – Pueblo | Senior Director of Facilities, Physical Plant Management |
| Frank Johnson | Colorado State University – Pueblo | Budget Analyst I |
| Heather Heersink | Adams State University | Chief Financial Officer |
| Jered Minter | Colorado School of Mines | University Architect |
| Jonni Valdez Silva | Colorado State University – Pueblo | Facilities Office Manager |
| Kent Marsh | Colorado Mesa University | Vice President for Capital Planning Sustainability & Campus Operations |
| Kori Donaldson | University of Colorado System | Assistant Vice President for Budget, Planning, and Capital |
| Kyler Cooper | Adams State University | Senior Construction Project Manager |
| Patrick Brodhead | Colorado Community College System | Director of Budgets |
| Phillip Wyperd | University of Northern Colorado | Chief Information Officer |
| Sharon Lorince | Metropolitan State University of Denver | Director of Operations and Maintenance |
| Shelly Carroll | Colorado State University – Fort Collins | Capital Development Approval Manager |
| Sherry Ford | Western Colorado University | AVP of Campus Operations and Construction Purchasing Office - Operations |

Meeting Dates

- Monday, May 20th, 2:00pm-3:00pm
- Monday, June 17th, 2:00pm-3:00pm
- Monday, August 19th, 2:00pm-3:00pm
- Monday, October 21st – Meeting canceled; final written feedback requested in place of meeting.

September 2024: CCHE Capital Rubric Feedback – Round #2

This survey was sent with photos of each rubric category's proposed changes. Below are the responses from individuals after reviewing the proposed changes.

Capital Construction/Renewal:

1. Category 1: Last Major Renovation

a. Answers:

- i. Bonus Points work well to help progressive institutions gain more points.
- ii. Looks good to me. The scoring reflects the need to concentrate funds on DM, where possible, and to allow older facilities a leg up when requesting renovation dollars.
- iii. I like that you are maintaining the Last Major Renovation category. For footnote #2, consider replacing "insured value" with "current replacement value". I appreciate the bonus point category.

2. Category 2: Improving User Experience

a. Answers:

- i. I believe this is a relevant new category.
- ii. Not sure what universal design means. My guess is to design spaces that can be used by a broader swath of the campus community rather than for one particular department or program. Nonetheless, I like the proposed changes.
- iii. Good addition to the rubric.

3. Category 3: Other Fund Sources

- a. Note: This category is still being worked on and will be discussed further in the upcoming CFO meeting before finalizing it. No answer is needed for this section.

4. Category 4: Space Needs Analysis

a. Answers:

- i. Original wording seemed okay.
- ii. I like it, a lot!
- iii. Should the points be shown as /1 (like the points are shown for Category 2)? Can 1 point be earned for each listed item, but earning points doesn't have to be sequential? Good changes to this category.

5. Category 5: Achieves Strategic Plan Goals

a. Answers:

- i. Good

6. Category 5: Achieves Strategic Plan Goals

a. Answers:

- i. Good
- ii. Good. Please maintain as is.

7. Question 7: Are there any additional comments you'd like to provide?

a. Answers:

- i. No
- ii. Nope
- iii. I appreciate how collaborative this process has been. Kennedy has done a great job of encouraging participation and taking feedback from the IHE community.

Capital IT:

1. Category 1: IT Health, Security and Industry Standards

a. Answers:

- i. We could add points for projects that address changes to software packages needed for IT accessibility.

2. Category 2: Other Fund Sources

- a.** Note: This category is still being worked on and will be discussed further in the upcoming CFO meeting before finalizing it. No answer is needed for this section.

3. Category 3: Quality of Planning/Proposal

- a.** No responses received.

4. Category 4: Achieves Strategic Plan Goals

- a.** No responses received.

5. Category 5: Governing Board Priority

- a.** No responses received.

6. Question 6: Are there any additional comments you'd like to provide?

- a.** No responses received.

Finance, Performance, and Accountability Subcommittee – Presentations re: Capital Rubric

- Friday, January 19th, 2024: Overview of Capital Review Process
- Friday, March 8th, 2024: Overview of Capital Review Process Institutional Feedback. (Survey #1 results.)
- Friday, April 19th, 2024: Capital Review Process Staff Recommendations
- Friday, May 17th, 2024: Capital Review Process Staff Recommendations Part 2
- Friday, August 16th, 2024: Overview of Proposed Capital Rubric Review
- Friday, September 20th, 2024: Update on Capital Review Process
- Friday, November 15th, 2024: Recommend approval of 2025-2030 Capital Construction, Renewal, and IT Rubric

Chief Financial Officers Monthly Department Convening – Presentations re: Capital Rubric

- Tuesday, September 17th
- Tuesday, October 15th
- Tuesday, November 19th

TOPIC: Recommendation for Approval of FY2025-26 Student Budget Parameters

PREPARED BY: DeAnna Castañeda, Budget and Policy Analyst & Kelly Perry-Cochran,
Budget and Policy Analyst

I. SUMMARY

This item recommends approval of the Fiscal Year 2025-26 Student Budget Parameters.

II. BACKGROUND

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

Institutional financial aid administrators conduct a need analysis for students, estimating the amount of assistance needed after accounting for the expected family contributions from that student as calculated using the Free Application for Federal Student Aid (FAFSA) or Colorado Application for State Financial Aid (CASFA). The need analysis has two basic components: (1) the student's cost of attendance (COA), which is a reasonable estimate of what it will cost the student to attend a given institution for a given period of time; and (2) an estimate of the student aid index contribution (SAI), which is calculated by a federally-approved formula that accounts for income, assets, and other information. The difference between the COA and the SAI minus other financial aid (OFA) determines the eligible amount of need-based financial aid an eligible student can be awarded. The FAFSA Simplification Act implemented changes to the methodology used to determine aid which included a new need analysis formula; the SAI does not include the number of family members attending college in the algorithm.

Annually, the Commission recommends guidelines for student budget parameters to be used by financial aid administrators in determining COA at their respective institutions. The Department's recommended guidelines use quantitative data methods from various reputable data sources to generate forecasting. The U.S. Department of Housing and Urban Development (HUD) Fiscal Year 2025 Fair Market Rent (FMR's) were applied for housing expenses, energy services were calculated based on the 2023 Consumer Expenditure Survey. Broadband Service was also included in housing costs, using Colorado Broadband Office, provided by Governor's Office of Information Technology. Food costs are based on the U.S. Bureau of Labor Statistics' September 2023 Consumer Expenditure Survey and the USDA 2020–2025 Dietary Guidelines for Americans. September's Colorado Office of State Planning and Budgeting (OSPB) inflation forecast for 2024

and 2025 respectively was then applied. Transportation expenses were sourced from Regional Transportation District’s (RTD) fare structure implemented January 1, 2024. Personal expenses were calculated using the U.S. Bureau of Labor Statistics’ September 2023 Consumer Expenditure Survey and incorporating OSPB inflation September 2025 forecast. Book costs are derived using the guidelines from College Board. Childcare costs were sourced from the 2022 Colorado Child Care Market Rate Study then adjusted for inflation for infants, and a representative school district before/aftercare program for school aged children. Medical expenses were calculated using the Plan Finder Connect for Health Colorado.

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

III. STAFF ANALYSIS

The Department researches each student budget area annually to ensure that student budgets remain reasonable. The following tables summarize the recommended guidelines for Fiscal Year 2025-26 with further information provided below.

Table 1 shows the Student Budget Base for Fiscal Year 2025-26 for Student Living with Parents, Students Living on Campus, and Students Living off Campus. The student monthly budget base includes monthly costs typically incurred by all students.

Table 1: Student Monthly Budget Base for FY 2025-26

| | Students Living with Parents | Students Living on Campus | Students Living off Campus |
|----------------------|------------------------------|---------------------------|----------------------------|
| Housing | \$1042 | Actual | \$1463 |
| Food | \$315 | Actual | \$499 |
| Local Transportation | \$168 | Actual | \$168 |
| Personal Expenses | \$181 | \$192 | \$192 |
| Total | \$1706 | Actuals + \$192 | \$2,322 |

Note: the total for students living on campus does not include housing and food costs, since actuals are determined by the institution.
 Totals rounded to the nearest dollar.

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

Table 2: Supplemental Student Budget Expenses for FY 2025-26

| | Lower Range | | Upper Range |
|-------------------------------|----------------------------------|-------------------------------------|-------------|
| Book & Supplies (per year) | No lower limit | | \$1,470* |
| Child Care (per month) | \$716 | | \$1,812 |
| Non-local Transportation | Amount determined by Institution | | |
| Computer Allowance (per year) | \$500 | | \$2,000 |
| Medical (per month) | \$300 | Actual cost at campus health center | \$350 |

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

The recommended Fiscal Year 2025-26 student budget guidelines are described in more detail below.

Housing Costs

Housing budget guidelines vary for three groups of students.

- *On-Campus:* For students living in residence halls, the housing budget is the actual room expense that the campus charges students.
- *Off-Campus:* The Department’s student budget parameters define the housing budget for students living off campus as 50% of the average rent and utility costs for a two-bedroom apartment. The Fiscal Year 2024-25 student budget guideline for housing was \$1,393. According to the Fiscal Year 2025 Fair Market Rent Documentation System¹, the average rent for a two-bedroom, one-bathroom apartment in Summit County is \$2,291. This is the highest cost area in Colorado and therefore, was used to calculate the minimum range. Outside of Summit County, housing costs are lower, but still remain elevated due to the residential renters market in various counties. The Department used the following methodology to align with OSPB’s September forecast. Considering the residential renters market price values continue to increase reflecting an upward trend in 2025,² Department staff used FY 2024-25 maximum range and added the 5% average annual price increase to develop the maximum range for housing in FY2025-26. Utility costs decreased marginally. The Department’s suggested cost was calculated using the 2023 Consumer

¹ https://www.huduser.gov/portal/datasets/fmr/fmrs/FY2025_code/2025state_summary.odn

² <https://drive.google.com/file/d/1Yr6MvUScSDyBxzWAUHX1b-CR8uwnt13h/view>

Expenditure Survey³, which includes gas, electricity and water; broadband was included utilizing the Governor's Office of Information Technology.

In total, Staff recommend setting the monthly housing budget maximum at \$1,463, a \$70 increase from the FY 2024-25 maximum of \$1,393. This amount is meant to cover half of the rent for a two-bedroom, one-bathroom apartment in Summit County and minimally decreases the amount for utilities from \$138 to \$137. In Fiscal Year 2025-26, staff also recommend keeping the monthly budget for internet at \$36. This amount is equal to roughly half of the average monthly internet cost in Colorado per the Broadband Office of the Governor's Office of Information Technology.⁴

- *With Parents*: For students living with parents, the Fiscal Year 2025-26 maximum housing budget guideline increased from \$936 to \$1042. This is based on splitting the cost of three-bedroom apartment three ways using the Fair Market Rent Documentation System.

Food Expenses:

Food budgets vary for three groups of students:

- *On-Campus*: For students living in residence halls, the food budget guideline is the actual cost of board.
- *Off-Campus*: For students living off campus, staff used current quantitative data available from trusted data sources and adjusted to include inflation. The average annual expenditure for food in the Bureau of Labor Statistics' 2023 Consumer Expenditure Survey was \$5,668 for one person.⁵ In conjunction with the Bureau of Labor Statics' 2023 Consumer Expenditure Survey, the Department utilized the USDA 2020–2025 Dietary Guidelines for Americans⁶ which reflects a healthy dietary pattern consists of a 2,000-calorie diet per day. The calorie intake is based on the nutritional needs of most adults and used for meal planning purposes according to the 2020-2025 Dietary Guidelines. Given, the average American eats three meals per day, we can confirm the amount in the parameters covers three meals per day.

The Department then adjusted for inflation for 2024 and 2025 from September's OSPB Colorado Inflation Forecast of 2.5% and 3.0% respectively. Department staff recommend the Fiscal Year 2025-26 budget guideline reflect the increase from \$472 to \$499, a \$27

³ [Tables : U.S. Bureau of Labor Statistics \(bls.gov\)](#)

⁴ <https://broadband.colorado.gov/learning-center/broadband-101/choosing-broadband-service>

⁵ <https://www.bls.gov/cex/tables.htm>, Size of CU

⁶ https://www.dietaryguidelines.gov/sites/default/files/2020-12/Dietary_Guidelines_for_Americans_2020-2025.pdf

increase. The U.S. Bureau of Labor Statistics' September 2023 Consumer Expenditure Survey reflects an increase in food costs from 2022.

- *With Parents:* For students who live with their parents, the Department's student budget parameters assume that food is a shared cost across the household. The Fiscal Year 2024-25 student budget guideline was set at \$307 per month. Applying the same metrics used for students living Off-Campus, staff recommend the Fiscal Year 2025-26 budget guideline reflect a slight increase of \$8, bringing the monthly total allowance to \$315.

Local Transportation Expenses Excluding Non-Local Transportation:

The student budget parameters define local transportation expenses as the cost of using public transportation or sharing the operation of an automobile. For Fiscal Year 2025-26, the Department recommends decreasing the monthly local transportation guideline from \$172 to \$168, a \$4 decrease. This adjustment is based on the new RTD fare structure which was implemented January 2024 reducing the monthly annual pass from \$114 to \$88 monthly.⁷ The reduced cost continues to incorporate an additional budget for recreation, or the approximate cost of a monthly parking pass at campus which includes parking up three times per week. The Department analyzed the monthly parking rates at seven institutions across the state then calculated the average total. The Department recommends institutions without RTD access to utilize actual costs for Students Living on Campus.

Personal Expenses:

The student budget parameters define personal expenses to include the costs of laundry, dry cleaning, toiletries, and clothing. In Fiscal Year 2024-25, the monthly budget was \$173 for students living at home and \$194 for all other students. Utilizing the 2023 Consumer Expenditure Survey staff recommend for Fiscal Year 2025-26 budget parameters reflect the 2.5% inflation for 2024 and 3.0% 2025 inflationary increases based on OSPB's September 2024 forecast. As such, the Fiscal Year 2025-26 monthly budget for students living at home is \$181 and \$192 for all other students. The primary cost differential between the two groups is students living at home do not typically incur laundry expenses.

Books and Supplies:

For books and supplies, Department staff recommend the upper budget limit for Fiscal Year 2025-26 be set at \$1,470, a slight increase from the FY 2024-25 limit. The average amount spent on textbooks nationally varies by sector. According to the 2023 Trends in College Pricing Report, published annually by College Board, the high range of textbook costs is \$1,470.⁸ The book allowance at each institution may vary depending on course of study. The Department will continue to abstain from recommending a minimum amount for books in Fiscal Year 2025-26.

⁷ <https://www.rtd-denver.com/fares-passes/fares>

⁸ [Trends in College Pricing 2023 \(collegeboard.org\)](https://collegeboard.org/trends-in-college-pricing-2023), page 11

There are more affordable options for textbooks than purchasing all books. Students may choose to rent textbooks, borrow, or utilize open educational resources.

Childcare:

Childcare in Colorado continues to remain costly. Colorado ranks ninth in the country for the highest childcare costs. Imperative to note, costs vary significantly depending upon location and the age of the child. Based on recommendations from Finance Performance and Accountability committee, the Department used the 2024 Colorado Children's Campaign⁹ report to conduct analysis and respectively applied September's Colorado Office of State Planning and Budgeting (OSPB) inflation actuals for 2023, and inflation forecasts for 2024 and 2025.

The statewide annual rates for childcare in Colorado for infant children equate to \$19,573 for toddlers 18 months to 36 months the total annual rates equal \$16,307 whereas children 36 months and older (up to six years old) can cost on average \$13,809 annually. After school program care for children 6–12 years of age is \$7,736.

Department staff incorporated 5.2% inflation rate for 2023, 2.5% inflation rate for 2024 and 3.0% for 2025 based on OSPB's September forecast. The FY2025-26 budget parameters including inflation are \$21,739 for infants, and for toddlers 18 months to 36 months the total annual rates equal \$18,111, whereas children 36 months and older (up to six years old) can cost on average \$15,337 annually. After school program care for children 6–12 years of age is \$8,592.

The Department recommends utilizing the highest annual rate of \$21,739 for infants as the upper range and after school programs for children 6-12 years of age, \$8,592 as the lowest range. This represents an increase of \$182 per month for infants, and a decrease of \$143 per month for children 6-12 years of age. Therefore, the FY 2025-26 childcare budget guideline is based on the range of the estimated cost of care per child per month, from \$716 up to a maximum of \$1,812 per child.

Medical Expenses:

For institutions that do not have health insurance or medical care funded through student fees, the Department recommends a maximum health expense guideline of \$350 per month or to use the actual costs at campuses that offer campus-based insurance plans. The minimum health expense guideline is set at \$300. Both limits are established based on a review for individual plans on Colorado's health insurance exchange, Connect for Health Colorado.¹⁰ The lower limit includes low to moderate use plans for a 20-year-old student who does not smoke. The upper limit is based on data for an older, higher-risk population with a higher use plan. The amounts account for some differences in population traits.

⁹ chrome-extension://efaidnbnmnnibpcajpcglcfindmkaj/https://www.coloradokids.org/wp-content/uploads/2024/08/2024-KC-Report-8.12.24-LOW-RES.pdf page 41

¹⁰ <https://planfinder.connectforhealthco.com/plan-results>

Non-local Transportation:

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

Computer Allowance:

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

Institutions may include this cost in their student budget for determining eligibility for state financial aid. With the decrease in hardware prices, few students rent computers. For Fiscal Year 2025-26, the proposed parameter price range for computers remains flat at \$2,000, reflecting no increase in the upper range. The Department increased technology costs in FY2024-25 to accommodate increased enrollment to STEM fields and the associated cost with technology based on recommendations from Offices of Information Technology (OIT) departments at various institutions.

Summary of Changes

Table 1: Student Monthly Budget Base, Changes from FY 2024-25 to FY 2025-26

| | FY 24-25 | FY 25-26 | FY 24-25 | FY 25-26 | FY 24-25 | FY 25-26 |
|----------------------|------------------------------|-----------------|---------------------------|------------------------|----------------------------|-----------------|
| | Students Living with Parents | | Students Living on Campus | | Students Living Off Campus | |
| Housing | \$936 | \$1042 | Actual | Actual | \$1,393 | \$1463 |
| Food | \$307 | \$315 | Actual | Actual | \$472 | \$499 |
| Local Transportation | \$172 | \$168 | Actual | Actual | \$172 | \$168 |
| Personal Expenses | \$173 | \$181 | \$194 | \$192 | \$194 | \$192 |
| Total | \$1,588 | \$1,706 | Actuals + \$194 | Actuals + \$192 | \$2,231 | \$2,322 |

Note: The total for students living on campus does not include housing and food costs, since actuals are determined by the institution.

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

Table 2: Supplemental Student Budget Expenses, Changes from FY 2024-24 to 2025-26

| | Lower Range FY 24-25 | Lower Range FY 25-26 | | Upper Range FY 24-25 | Upper Range FY 25-26 |
|-------------------------------|-------------------------------------|-------------------------------------|-------------------------------------|-------------------------------------|-------------------------------------|
| Books & Supplies (per year) | No lower limit | No lower limit | | \$1,460* | \$1,470* |
| Child Care (per month) | \$859 | \$716 | | \$1,630* | \$1,812* |
| Non-local Transportation | Amount determined by institution | | | | |
| Computer Allowance (per year) | \$500 | \$500 | | \$1,800 | \$2,000 |
| Medical (per month) | \$300 | \$300 | Actual cost at campus health center | \$350 | \$350 |

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

IV. STAFF RECOMMENDATIONS

Staff recommend approval of the FY 2025-26 Student Budget Parameters.

V. STATUTORY AUTHORITY

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

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

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

C.R.S. 23-3.3-102 (1)

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

2025 Legislative Session: CDHE Priorities

Rachel Fischer, Legislative Liaison

Legislative Process Team



Legislative
Liaison

Lobbyist & Advocate



Budget & Policy
Analyst

Policy Analyst &
Support Advocate



Legislative
Intern

Legislation Tracker &
Support Advocate

Colorado State Government Layout



Legislative Branch:

100 seats in total

Senate holds 35 seats with 23 Democrats and 12 Republicans

House of Representatives holds 65 seats with 46 Democrats and 19 Republicans



Leadership:

Senate President James Coleman (D)

Senate Minority Leader Paul Lundeen (R)

Speaker Julie McCluskie (D)

House Minority Leader Rose Pugliese (R)



Joint Budget Committee:

Chair Senator Jeff Bridges (D)

Senator Judy Amabile (D)

Senator Barbara Kirkmeyer (R)

Representative Shannon Bird (D)

Representative Emily Sirota (D)

Representative Rick Taggart (R)

What bills we are working on this year:

1

Higher
Education
Statute
Modernization

2

Technical
Changes to
HB24-1340
Colorado
Promise

3

Work-Based
Learning
Consortium

4

Creation of a
Statewide
Transfer
Website

Budget request bills that need legislation

**R
01**

Operating and
Financial Aid

**R
04**

Leg Reduce IHE
Operating to
not fund
Students Taking
Longer to
Complete

**R
05**

PSEP Roll Off

**R
06**

DTAP Program
Realignment

**R
07**

Discontinue
SB18-086 and
other IHE
Operating
Backdoor
Funding

**R
08**

Create General
Fund Exempt
Reserve
account

Budget request bills that need legislation continued

**R
12**

CUSOM
Funding
Reduction

**R
13**

Enterprise AHEC

FY 2025-26 Governor's Budget Request – Higher Education

December 5, 2024

109

R-01 State Operating Support & Tuition Spending Authority

| | FY2025-26 Base Request | FY2025-26 Incremental Change | FY2026-27 Incremental Change |
|----------------------|---------------------------|---------------------------------|---------------------------------|
| Total Funds | \$5,418,693,432 | \$86,336,238 | \$86,336,238 |
| General Funds | \$1,124,462,422 | \$12,099,999 | \$12,099,999 |
| Cash Funds | \$3,075,476,931 | \$64,832,156 | \$64,832,156 |
| Reappropriated Funds | \$1,218,754,079 | \$9,404,083 | \$9,404,083 |
| Federal Funds | \$0 | \$0 | \$0 |
| FTE | 27,028 FTE | 0 FTE | 0 FTE |

- **2.5% increase** in operating support split between GF and CF
- **2.3% increase** in resident undergraduate tuition
- **2.4% increase** in nonresident undergrad and resident and nonresident grad tuition
- Increased financial transparency

- **FY2024-25 Base of \$1.26B in General Fund Support**
- **\$12.1M increase** in General Fund support
- **\$7.8M GF for GBs + \$1.6M for SEPs + \$400K for LDCs/ATCs**
- Additional **\$2.3M GF increase** for Financial Aid
- Annualizes out **\$7.3M** provided through Step 1 in FY2024-25

R-02 Fort Lewis Native American Tuition Waiver

| | FY2025-26 Base Request | FY2025-26 Incremental Change | FY2026-27 Incremental Change |
|----------------------|---------------------------|---------------------------------|---------------------------------|
| Total Funds | \$22,028,890 | (\$189,037) | (\$189,037) |
| General Funds | \$22,028,890 | (\$189,037) | (\$189,037) |
| Cash Funds | \$0 | \$0 | \$0 |
| Reappropriated Funds | \$0 | \$0 | \$0 |
| Federal Funds | \$0 | \$0 | \$0 |
| FTE | 0 FTE | 0 FTE | 0 FTE |

- General funding support provided in arrears
- This funding request is to provide support for tuition waivers provided to eligible students in FY 2024-25.

R-03 Financial Aid FTE Request

| | FY2025-26 Base Request | FY2025-26 Incremental Change | FY2026-27 Incremental Change |
|----------------------|---------------------------|---------------------------------|---------------------------------|
| Total Funds | \$6,263,072 | \$175,109 | \$177,224 |
| General Funds | \$5,521,534 | \$175,109 | \$177,224 |
| Cash Funds | \$417,087 | \$0 | \$0 |
| Reappropriated Funds | \$111,646 | \$0 | \$0 |
| Federal Funds | \$212,805 | \$0 | \$0 |
| FTE | 40.3 FTE | 2 FTE | 2 FTE |

- DHE currently has **2 positions** dedicated to ensuring timely and effective completion of the FAFSA and CASFA.
- These positions support students, parents, and institutions with the complicated process of applying for state and federal financial aid.
- General fund for these positions set to **annualize June 30, 2024**
- DHE is requesting **on-going funding for these existing positions** to continue this vital work.

R-04 College Opportunity Fund (COF) Statute Realignment

| | FY2025-26 Base Request | FY2025-26 Incremental Change | FY2026-27 Incremental Change |
|----------------------|---------------------------|---------------------------------|---------------------------------|
| Total Funds | \$4,675,821,031 | (\$8,019,185) | (\$8,019,185) |
| General Funds | \$387,022,451 | (\$4,009,595) | (\$4,009,595) |
| Cash Funds | \$3,071,321,783 | \$0 | \$0 |
| Reappropriated Funds | \$1,217,476,797 | (\$4,009,595) | (\$4,009,595) |
| Federal Funds | \$0 | \$0 | \$0 |
| FTE | 0 FTE | 0 FTE | 0 FTE |

- Proposal submitted as part of a balanced budget package.
- Want to ensure that students are set up for success and on-time completion.
- Addresses statutory provisions that do not align with on-time completion.
- **Reduces lifetime learning credit of 145 SCH** to better align with on-time completion.
 - **140 SCH for current students**
 - **135 SCH for new students**
- Removes support for 30 addl hours after 1st UG degree.
- Centralizes waiver process at Commission.

R-05 Professional Student Exchange Program (PSEP) Rolloff

| | FY2025-26 Base Request | FY2025-26 Incremental Change | FY2026-27 Incremental Change |
|----------------------|---------------------------|---------------------------------|---------------------------------|
| Total Funds | \$385,500 | (\$84,850) | (\$228,696) |
| General Funds | \$0 | \$0 | \$0 |
| Cash Funds | \$0 | \$0 | \$0 |
| Reappropriated Funds | \$385,500 | (\$84,850) | (\$228,696) |
| Federal Funds | \$0 | \$0 | \$0 |
| FTE | 0 FTE | 0 FTE | 0 FTE |

- Proposal submitted as part of a balanced budget package.
- Program provides forgivable loans to students who complete Optometry programs at participating out of state institutions.
- Loans forgiven if student returns to Colorado to practice.
- 1/3 students not returning; CO no longer short optometrists.
- Eliminate participation in the program through a step-down.
- Ensure that current students are not negatively impacted.
- Current students will complete by FY 2027-28.
- Full savings to reappropriated funds from statewide indirect cost recoveries.

R-06 Dependent Tuition Assistance Program (DTAP) Realignment

| | FY2025-26 Base Request | FY2025-26 Incremental Change | FY2026-27 Incremental Change |
|----------------------|---------------------------|---------------------------------|---------------------------------|
| Total Funds | \$1,643,700 | \$0 | \$0 |
| General Funds | \$1,643,700 | \$0 | \$0 |
| Cash Funds | \$0 | \$0 | \$0 |
| Reappropriated Funds | \$0 | \$0 | \$0 |
| Federal Funds | \$0 | \$0 | \$0 |
| FTE | 0 FTE | 0 FTE | 0 FTE |

- Recommend program statutory and implementation realignment to better reflect higher education landscape.
- Program changes include limiting support to **resident students** attending **in-state** institutions, eliminating study abroad funding, and **requiring FAFSA/CASFA** completion.
- Current students **held harmless** from impacts.
- Difficult to calculate impacts on program costs though Department does believe that program changes will result in general fund savings in future years of the program.

R-07 Reduction of Limited Purpose Fee For Service (LPFFS) Funding

| | FY2025-26 Base Request | FY2025-26 Incremental Change | FY2026-27 Incremental Change |
|----------------------|---------------------------|---------------------------------|---------------------------------|
| Total Funds | \$3,740,670,616 | (\$15,802,530) | (\$15,802,530) |
| General Funds | \$9,357,772 | (\$7,901,265) | (\$7,901,265) |
| Cash Funds | \$2,666,290,844 | \$0 | \$0 |
| Reappropriated Funds | \$1,065,022,000 | (\$7,901,265) | (\$7,901,265) |
| Federal Funds | \$0 | \$0 | \$0 |
| FTE | 23,818 FTE | 0 FTE | 0 FTE |

- Proposal submitted as part of a balanced budget package.
- Most LPFFS programs have minimal transparency about the activities and successes of this funding.
- This item requests discontinuing funding for some programs and increasing transparency for others.
- Requesting discontinuing funding for six programs totaling \$7.9M in GF support.
- Remaining LPFFS programs are requested to receive their own Long Bill line-item and addition of sunset timeframes.
- About \$2.4 million in LPFFS funding for continuing programs.

R-08 New Cash Fund for IHE Capital Expenses

| | FY2025-26 Base Request | FY2025-26 Incremental Change | FY2026-27 Incremental Change |
|----------------------|---------------------------|---------------------------------|---------------------------------|
| Total Funds | \$0 | \$20,000,000 | \$20,000,000 |
| General Funds | \$0 | \$0 | \$0 |
| Cash Funds | \$0 | \$20,000,000 | \$20,000,000 |
| Reappropriated Funds | \$0 | \$0 | \$0 |
| Federal Funds | \$0 | \$0 | \$0 |
| FTE | 0 FTE | 0 FTE | 0 FTE |

- Proposal submitted to ensure continued investment as part of a balanced budget package.
- Requires legislation to allow for funds to be returned if necessary and establishes sunset in 5 years.
- Returns would be used to support CM projects for IHEs.
- State loans **\$500M from General Fund reserve** to new exempt trust cash fund.
- Assuming 4% interest rate, resulting in **\$20M annually** in returns.
- Would supplant not supplement current GF investment.

R-09 Discontinue Limited Gaming Fund Support of CHECRA

| | FY2025-26 Base Request | FY2025-26 Incremental Change | FY2026-27 Incremental Change |
|----------------------|---------------------------|---------------------------------|---------------------------------|
| Total Funds | \$2,800,000 | \$0 | \$0 |
| General Funds | \$0 | \$0 | \$0 |
| Cash Funds | \$2,800,000 | \$0 | \$0 |
| Reappropriated Funds | \$0 | \$0 | \$0 |
| Federal Funds | \$0 | \$0 | \$0 |
| FTE | 0 FTE | 0 FTE | 0 FTE |

- Proposal submitted to ensure continued investment as part of a balanced budget package.
- CHECRA currently receives \$2.1M annually in GF support from Limited Gaming fund.
- State matching funds for federal grant opportunities.
- Discontinue \$2.1M in GF support from limited gaming fund.
- DHE requests \$2.8M in spending authority to remain to allow CHECRA to solicit and receive gifts, grants, and donations.
- CHECRA statute remains active, and the research initiative can continue to operate using other funding sources.

R-10 Inclusive Higher Education Grant Program Reduction

| | FY2025-26 Base Request | FY2025-26 Incremental Change | FY2026-27 Incremental Change |
|----------------------|---------------------------|---------------------------------|---------------------------------|
| Total Funds | \$450,000 | (\$450,000) | (\$450,000) |
| General Funds | \$450,000 | (\$450,000) | (\$450,000) |
| Cash Funds | \$0 | \$0 | \$0 |
| Reappropriated Funds | \$0 | \$0 | \$0 |
| Federal Funds | \$0 | \$0 | \$0 |
| FTE | 0 FTE | 0 FTE | 0 FTE |

- Proposal submitted as part of a balanced budget package.
- Program provides grants to institutions to assist in creation of inclusive education for developmentally and intellectually disabled Coloradans.
- Program set to **sunset in FY2026-27**.
- Discontinue **\$0.45M in GF** support of the grant program.
- Existing grants will continue to provide support for inclusive education opportunities.
- **Colorado Disability Opportunity Office** offers grants that might be available to replace this funding source.

R-11 Reduce Teacher Mentor Grant Funding

| | FY2025-26 Base Request | FY2025-26 Incremental Change | FY2026-27 Incremental Change |
|----------------------|---------------------------|---------------------------------|---------------------------------|
| Total Funds | \$648,477 | (\$300,000) | (\$300,000) |
| General Funds | \$648,477 | (\$300,000) | (\$300,000) |
| Cash Funds | \$0 | \$0 | \$0 |
| Reappropriated Funds | \$0 | \$0 | \$0 |
| Federal Funds | \$0 | \$0 | \$0 |
| FTE | 0.5 FTE | 0 FTE | 0 FTE |

- Proposal submitted as part of a balanced budget package.
- Program provides funding to EPPs to train current educators to provide mentorship to student and early-career teachers.
- Impacts Growing Great Teachers Act (SB19-190) and Expand Teacher Mentorships (HB24-1376).
- Discontinue **\$0.3M in GF** support of the grant program.
- Over **200 mentors** already trained and available to continue to provide mentorship opportunities to student and early-career teachers.
- **\$300,000 for grants** + personal costs requested to remain.

R-12 University of Colorado School of Medicine Refinance

| | FY2025-26 Base Request | FY2025-26 Incremental Change | FY2026-27 Incremental Change |
|----------------------|---------------------------|---------------------------------|---------------------------------|
| Total Funds | \$1,979,265,605 | (\$40,000,000) | (\$40,000,000) |
| General Funds | \$206,638,540 | (\$20,000,000) | (\$20,000,000) |
| Cash Funds | \$1,421,221,064 | \$0 | \$0 |
| Reappropriated Funds | \$351,506,001 | (\$20,000,000) | (\$20,000,000) |
| Federal Funds | \$0 | \$0 | \$0 |
| FTE | 10,153.5 FTE | 0 FTE | 0 FTE |

- Proposal submitted as part of a balanced budget package.
- CU School of Medicine currently receives funding through Special Education Program support that is paid to HCPF on their behalf to allow for HCPF to draw down federal Medicaid match.
- Reduce SEP funding by **\$20M in GF** support to SEPs and \$20M RF to the University of Colorado.
- Legislation needed to allow CUSOM to transfer non-GF support to HCPF through CHASE fee payment to support continued draw down of federal Medicaid funds.

R-13 Enterprise Auraria Higher Education Center (AHEC)

| | FY2025-26 Base Request | FY2025-26 Incremental Change | FY2026-27 Incremental Change |
|----------------------|---------------------------|---------------------------------|---------------------------------|
| Total Funds | \$31,435,042 | (\$31,435,042) | (\$31,435,042) |
| General Funds | \$0 | \$0 | \$0 |
| Cash Funds | \$0 | \$0 | \$0 |
| Reappropriated Funds | \$31,435,042 | (\$31,435,042) | (\$31,435,042) |
| Federal Funds | \$0 | \$0 | \$0 |
| FTE | 226.7 FTE | (226.7) FTE | (226.7) FTE |

- Proposal submitted as part of a balanced budget package.
- Currently MSU, UCD, and CCD provide RF to AHEC for services rendered.
- Since AHEC is not an enterprise, these payments are non-exempt revenue and impact the state budget.
- Request to either create new enterprise or expand existing auxiliary enterprises to include AHEC.
- Reduce **\$31.4M** in TABOR non-exempt revenue from the state budget.

Additional Governor's Budget Request Changes

1. **NP-01 DNR R-10 Severance Tax Restructure** – transfers funding for Colorado Geological Society housed at School of Mines to 100% General Fund support.
2. **NP-02 DNR R-11 CSFS Move** – transfers the supporting agency for the Colorado State Forestry Service located at CSU from DHE to DNR.
3. **NP-03 MTCF Reduction** – reduces funding to University of Colorado from the Marijuana Tax Credit Fund by \$1M.

FY 2025-26 Governor's Budget Request Summary – Higher Education

- 1. State Operating Support and Tuition Spending Authority**
- 2. Fort Lewis College Native American Tuition Waiver**
- 3. Financial Aid FTE Staffing Needs**
- 4. College Opportunity Fund (COF) Statute Realignment**
- 5. Professional Student Exchange Program (PSEP) Rolloff**
- 6. Dependent Tuition Assistance Program (DTAP) Realignment**
- 7. Reduction of Limited Purpose Fee For Service (LPFFS) Funding**
- 8. New Cash Fund for IHE Capital Expenses**
- 9. Discontinue Limited Gaming Fund Support of CHECRA**
- 10. Inclusive Higher Education Grant Program Reduction**
- 11. Reduce Teacher Mentor Grant Funding**
- 12. University of Colorado School of Medicine (CUSOM) Refinance**
- 13. Enterprise Auraria Higher Education Center (AHEC)**

Questions

FY2025-26 Governor's Budget Request – Higher Education

December 5, 2024



COLORADO COMMISSION ON HIGHER EDUCATION - BYLAWS

Section 1. Organization and Meetings

1.1 Organization: Pursuant to C.R.S. §23-1-102, the Commission shall consist of eleven members appointed by the Governor with the consent of the Senate. The members of the Commission are selected on the basis of their knowledge of and interest in higher education and shall serve for four-year terms. No member of the Commission may serve more than two consecutive full four-year terms.

1.2 Officers: Pursuant to C.R.S. §23-1-110, the officers of the Commission shall be the Chair and Vice Chair. The Secretary shall be the Executive Director of the Commission and the Department and is a non-voting member of the Commission. The Governor appoints, with the consent of the Senate, the Executive Director to serve as the executive officer of the Commission and the Department.

1.3 All officers shall be elected at the May meeting of the Commission to serve a term of one year, except the Secretary whose term shall be coterminous with his or her term as Executive Director. Any member may nominate themselves or another member to be chair or vice-chair. Members will vote on each position; if there is more than one nomination the vote will be conducted by private ballot to be counted by the Secretary. Officers shall be limited to two consecutive terms, unless an exception is approved by a vote of more than 60 percent of the Commission. When possible, a Commissioner is encouraged to serve as vice-chair prior to becoming chair.

1.4 Regular Meetings of the Commission: The Commission shall adopt at the October Commission meeting a schedule of regular meetings of the Commission for the following calendar year.

1.3 Notice of Meetings: Any meetings at which the adoption of any proposed policy, position, resolution, rule, regulation, or formal action occurs or at which a majority or quorum of the body is in attendance, or is expected to be in attendance, shall be held only after full and timely notice to the public. In addition to any other means selected by the Commission for giving notice to the public, the Commission shall post notice of its meetings at the office of the Colorado Department of Higher Education located at 1560 Broadway, Suite 1600, Denver, Colorado 80202 and on the Colorado Department of Higher Education website. Notices shall be posted no less than two days prior to the holding of the meeting. The posting shall include specific agenda information where possible.

1.4 Special Meetings: Special meetings of the Commission may be held at the call of the Chair on two days' notice, or at the request of five members of the Commission who may petition the Chair to call such a meeting. Notice of special meetings shall be made electronically or by telephone and posted at the office and on the website of the Colorado Department of Higher Education no less than two days prior to the meeting date.

1.5 Conduct of Meetings: The Chair shall preside at all meetings at which he or she is present. In the Chair's absence, the Vice Chair shall preside, and in the event both are absent, those present shall elect a presiding officer. All meetings shall be conducted in accordance with all State laws and regulations. The parliamentary rules contained in Robert's Rules of Order, latest revision, shall govern in all cases to which they are applicable, except as modified herein.

1.6 Attendance at Meetings: The term of any member of the Commission who misses more than two consecutive regular Commission meetings without good cause, as determined by the Chair, shall be terminated and his successor appointed in the manner provided for appointments under C.R.S. §23-1-102.

1.7 Preparation of Agenda: Meeting agendas shall be prepared by the Executive Director of the Department. A monthly agenda call will be scheduled with the Chair, Vice Chair, and Executive Director, or his or her designee, to discuss and approve the proposed agenda. At a regular or special meeting, an item of business may be considered for addition to the agenda by a majority vote of the Commissioners present.

1.8 Minutes of the Commission: The Secretary shall maintain an accurate set of minutes of Commission meetings, which shall include a complete record of all actions taken by the Commission. Such minutes shall constitute a permanent record. After the minutes of each meeting are completed they shall be reviewed by the Commission and, after approval, posted on the CCHE website and made available to the public for inspection upon written request.

1.9 Standing Committees: The Commission may create standing or ad hoc committees comprised of Commissioners to research and make recommendations on specific issues for the full Commission to consider and act on.

Section 2. Duties and Responsibilities of Officers

2.1 Chair of the Commission: The Chair of the Commission shall preside at meetings of the Commission at which he or she is in attendance.

2.2 Vice Chair of the Commission: The Vice Chair shall perform all duties of the Chair in the Chair's absence.

2.3 The Secretary/Executive Director of the Commission: In addition to performing those duties established by law, the Executive Director of the Commission and Department shall: (a) serve as the Secretary of the Commission, (b) meet with the officers and staff of institutions of higher learning as the needs dictate for a mutual discussion of the matters affecting the responsibilities of the Commission, (c) meet with appropriate state and federal groups and/or officials on matters pertaining to the Commission, (d) meet with appropriate committees of the General Assembly on matters pertaining to the

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

Section 3. The Advisory Committee

3.1 There is hereby established an advisory committee pursuant to C.R.S. §23-1- 103).
Advisory Committee Members: The advisory committee shall consist of not less than thirteen members, to be designated as follows:

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

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

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

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

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

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

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

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

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

3.2 Notice and Agendas: All members of the advisory committee shall receive agendas and background material and be notified of all public meetings of the Commission and shall be invited to attend for the purpose of suggesting solutions for the problems and needs of higher education and maintaining liaison with the general assembly.

3.3 Recommendations of the Advisory Committee: The members of the advisory committee shall have full opportunity to present their views on any matter before the Commission.

Section 4. Change in Bylaws

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

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



1600 Broadway, Suite 2200
 Denver, CO 80202

Institution & System Leaders

| Institution | CEO | Location |
|----------------------------------|-------------------------------------|------------------|
| Adams State University | David Tanberg, President | Alamosa |
| Aims Community College | Dr. Leah Bornstein, President | Greeley |
| Community College System | Joe Garcia, Chancellor | Denver |
| Arapahoe CC | President, Dr. Stephanie Fuji | Littleton |
| Colorado Northwestern CC | President, Dr. Lisa Jones | Rangely |
| CC of Aurora | President, Mordecai Brownlee | Aurora |
| CC of Denver | President, Marielena DeSanctis | Denver |
| Front Range CC | President, Colleen Simpson | Westminster |
| Lamar CC | President, Dr. Linda Lujan | Lamar |
| Morgan CC | President, Dr. Curt Freed | Fort Morgan |
| Northeastern JC | President, Michael White | Sterling |
| Otero JC | President, Dr. Timothy Alvarez | La Junta |
| Pikes Peak CC | President, Dr. Lance Bolton | CO Springs |
| Pueblo CC | President, Dr. Patty Erjavec | Pueblo |
| Red Rocks CC | President, Dr. Landon Pirius | Lakewood |
| Trinidad JC | President, Dr. Rhonda Epper | Trinidad |
| Colorado Mesa University | John Marshall, President | Grand Junction |
| Colorado Mountain College | Dr. Matt Gianneschi, President | Glenwood Springs |
| Colorado School of Mines | Paul Johnson, President | Aurora |
| CU System | Todd Saliman, President | Denver |
| CU- Boulder | Dr. Phillip DiStefano, Chancellor | Boulder |
| UCCS | Jennifer Sobanet, Chancellor | CO Springs |
| UCD | Michelle Marks, Chancellor | Denver |
| UC- Anschutz | Don Elliman, Chancellor | Aurora |
| Emily Griffin Technical College | Randy Johnson, Executive Director | Denver |
| Ft. Lewis College | Steven Schwartz, President | Durango |
| Metro State University | Janine Davidson, President | Denver |
| Pickens Technical College | Dr. Teina McConnell, Executive Dir. | Aurora |
| Technical College of the Rockies | Randall Palmer, Director | Delta |
| University of Northern CO | Dr. Andy Feinstein, President | Greeley |
| Western CO University | Brad Baca, President | Gunnison |

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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