



COLORADO

Colorado Commission on Higher Education

Department of Higher Education

CCHE AGENDA

April 7, 2023

Zoom Meeting

**BUSINESS
MEETING**

1:00pm - 4:00pm

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

DR. ANGIE PACCIONE, EXECUTIVE DIRECTOR



COLORADO

Colorado Commission on
Higher Education

Department of Higher Education

Sarah Kendall Hughes, Chair
Josh Scott, Vice-Chair
Berrick Abramson
Lisandra Gonzales
Aaron Harber
Teresa Kostenbauer
Steven Meyer
Ana Temu Otting
Eric Tucker
Jennifer Walmer
Jim Wilson

Colorado Commission on Higher Education

Friday, April 7, 2023

Virtual

[ZOOM](#)

(Meeting ID: 858 0890 1461 / Passcode: 297573)

11:30am – 12:30pm

COMMISSIONER & ADVISOR WORK SESSION

Continuing the Conversation: The Economic and Political Horizon
for Colorado's Postsecondary Ecosystem

1:00 – 4:00pm

BUSINESS MEETING

I. Opening Business

- A. Attendance
- B. Approval of the Minutes for the March 3, 2023, Commission Meeting
- C. Reports
 - Chair
 - Vice-Chair
 - Commission Standing Committees
 - Student Success & Workforce Alignment
 - Finance, Performance & Accountability
 - HB22-1349 Technical Workgroup Update
 - Commissioners
 - Advisors
- D. Executive Director Report
- E. Legislative Update
- F. Public Comment

II. Consent Items

- A. Approval of Initial Educator Preparation Programs at Colorado School of Mines—*Sam Fogleman, Interim Director of Educator Preparation Pathways*
- B. Approval of Initial Educator Preparation Programs at Emporia State University (KS)—*Sam Fogleman, Interim Director of Educator Preparation Pathways*



- C. Approval of Two-Year Cash Funded Capital List – Community College of Aurora –*Kennedy Evans, Lead Finance Analyst*
- D. Approval of Emergency Supplemental Request – Colorado Mesa University, Moss Performing Arts –*Kennedy Evans, Lead Finance Analyst*
- E. Approval of Emergency Supplemental Request – University of Northern Colorado, Gray Hall Mechanical Project –*Kennedy Evans, Lead Finance Analyst*
- F. Degree Authorization –Renewal of Authorization -Liberty University – *Heather DeLange, Director Office of Private Postsecondary Education*

III. Action Item

- A. Approval of Proposed Revisions to CCHE Policy I, Part F: Transfer Admission Standards Policy – *Carl Einhaus, Senior Director of Student Success & P20 Alignment*, and *Kim Poast, Chief Student Success & Academic Affairs Officer*





**Minutes of the Colorado Commission on Higher Education (CCHE) Meeting
Virtual
March 3, 2023**

BUSINESS MEETING

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

I. Opening Business

A. Attendance

Commissioners attending: Chair Hughes, Vice Chair Scott, Executive Director Paccione, Commissioners Abramson, Gonzales, Harber, Kostenbauer, Tucker, Wilson, Temu Otting

Advisors attending: Senator Janise Marchman, Mark Cavanaugh, Federico Chavez, Dr. Colleen O'Neil, Dr. Melinda Piket-May, Dr. Landon Pirius

B. Approval of the Minutes for the February 3, 2023 Commission Meeting

Commissioner Harber moved to approve the February 3rd meeting minutes. Seconded by Commissioner Abramson, the motion passed by consent.

C. Reports

• Chair

Chair Hughes thanked everyone who attended the work session and participated in the robust discussion about the economic forecasts and the challenges of TABOR and the political and economic challenges facing Colorado's higher ed ecosystem. Chair Hughes invited Commissioners Tucker and Abramson to think about the context of the conversation and the competing opportunities and challenges in their work as chairs. Chair Hughes acknowledged President Davidson and an event held at MSU Denver which several commissioners attended. Chair Hughes applauded the work that MSU Denver is doing and noted President Davidson's comments around the strategic plan and the desire for alignment and focus on student outcomes. Finally, she gave a heartfelt appreciation for Ben and his service, time and commitment, and friendship and support.

• Vice-Chair

Vice Chair Scott added that he also attended the Metro State University meeting and noted the intentional attention to actions that will reverse the downward trend in enrollment. He also mentioned the importance of supporting more Colorado learners and was excited to see that MSU is making intentional investments in that regard. He also expressed excitement about ways for the commission to support them in that work both directly and through advocacy with policymakers.



- **Commission Standing Committees**

- **Student Success & Workforce Alignment**

Commissioner Abramson reported that the Student Success & Workforce Alignment committee had spent time digging into issues coming before the full commission regarding program and degree reauthorization. The committee also discussed the role of the commission and where it has leverage, and they laid out a six-month plan for the committee. They looked at two issues through the lens of the strategic plan: first, where there is opportunity for real impact in the short term; and second, where there is a real need for ongoing long-term engagement. That led to robust conversation about stackable credentials. The committee is looking forward to making progress on the strategic plan goals.

- **Finance, Performance & Accountability**

Commissioner Tucker thanked the members of the financial performance and accountability committee. He also acknowledged the work being done by the department and thanked staff for their support. He mentioned there were small updates to the capital construction rubric to make sure that the boundary points were correctly identified before the new capital and IT submission process.

- **HB22-1349 Technical Workgroup Update**

No update.

- **Commissioners**

Commissioner Kostenbauer began by commending the Department and Angie on an excellent Trustee Convening. She also reported that she had had a chance to meet some CU Boulder students and was invited to attend an opera gala. She noted the impact that students have in their communities. She mentioned that on March 8th, the department was hosting a meeting with the state demographer and encouraged other commissioners to attend.

Commissioner Harber began with encouraging the commission to look at the concept of how institutions of higher education, the commission and the Department are making the case for higher education. He discussed the importance of data collection integrity, including how the institutions are collecting data. Commissioner Harber also cautioned against underestimating the importance of artificial intelligence. He encouraged institutions, the Department and possibly the commission to provide some leadership in this area. He recommended a recent article in the *Wall Street Journal* by Henry Kissinger and Eric Schmidt.

Commissioner Wilson acknowledged Chair Hughes and Vice Chair Scott for their testimony before the Senate Education committee. He mentioned that he gave an impromptu speech about CCHE and the strategic plan at a Rotary Club meeting. He recommended commissioners reach out within their communities to share about their work, the strategic plan, and how it will impact members of the community. Following his presentation, he was asked to write an article about CCHE and the strategic plan. Look for the article on the web under the title "What Happens to Old Legislators". Finally, he wished Ben Boggs good luck and kudos for his new position with Missouri.



Commissioner Temu-Otting reminded everyone that March 7th is COSI Day at the Capitol. She encouraged other commissioners to attend. She also mentioned that her new COSI colleague is Commissioner Gonzales and she will be joining her at the next COSI meeting on March 15th.

- **Advisors**

Senator Marchman introduced herself to the group. As a teacher and a former school board member, she understands the intricacies of the K-12 system and is excited to continue learning about the higher education community and ecosystem. She looks forward to being a voice in the Senate as a strong proponent of higher education. She highlighted a bill that aims to help adjunct professors by adding a multiplier to the hours that they've worked to better account for the actual hours that a professor works. She reported that AI is already transforming what is happening on the floor of the Senate. She agrees that the Commission should be and could be a very strong leader statewide on the issue.

D. Executive Director Report

With **Executive Director Dr. Paccione** occupied with a medical situation, **Deputy Director Dr. Ben Boggs** provided her written remarks. He thanked Chair Hughes and Commissioner Kostenbauer for their reference to the February 24th Trustee Convening. That annual gathering – specified in state statute – drew more than 60 participants representing all governing boards of the state's public institutions. The meeting reviewed fiduciary responsibilities (as required in statute) with robust discussions of major trends facing institutions and major initiatives underway at the department. Dr. Boggs noted that Dr. Paccione will be returning to her onsite campus visits in April. As those are organized, the department will extend invitations to commission members and advisors to join those visits. He also informed the participants that **Mr. Mark Cavanaugh** has agreed to join the department as Acting Chief Financial Officer on a part-time basis for several weeks. Mark is well-known across Colorado postsecondary education and his willingness to serve is warmly welcomed. In closing, Dr. Boggs noted that Dr. Paccione's remarks included kind statements about his leaving the department to accept the position of Commissioner of Higher Education for the state of Missouri. He thanked Angie in absentia for her support and encouragement as the opportunity developed, and to the commission for the shared work and experiences that equipped him for this next professional step. He also thanked his department colleagues, with special thanks to **Renee Patilla, Erin McDonnell**, and previously **Katrina Weitzel** for their sustained efforts to ensure the commission was well-prepared for its work.

E. Legislative Update

Ms. Chloe Figg reported from the Capitol, noting that the 2023 legislative session was nearing its halfway mark. The department is focused on the budget as figure-setting will occur in a week. Dr. Paccione and Ms. Figg had met with Joint Budget Committee members to underscore the commitment to affordability, COSI, and the need for additional dollars for strategic department staffing. She updated the commission on [HB 23-1114](#) that now included an amendment to charge the commission to work with the institutions to include retention and attainment metrics as part of the designation. However, she emphasized that the current overall legislative priority is the budget. She will keep the commission informed of further developments via email.



F. Public Comment

No public comment.

II. Consent Items

A. Approval of Institutional Grants for the 2022-23 OER Grant Program – *Chealsye Bowley, Director of Open Education and Learning Innovation*

B. Reauthorization of Educator Preparation Programs at University of Colorado Boulder – *Sam Fogleman, Interim Director of Educator Preparation Pathways*

C. Reauthorization of Educator Preparation Programs at Relay Graduate School of Education – *Sam Fogleman, Interim Director of Educator Preparation Pathways*

D. Degree Authorization: Recommendation for the Renewal of Provisional Authorization of Arizona College of Nursing, Aurora – *Heather DeLange, Director of Private Postsecondary Education*

E. Degree Authorization: Recommendation for the Renewal of Provisional Authorization of Concorde Career College – *Heather DeLange, Director of Private Postsecondary Education*

Commissioner Harber moved to approve the consent items. Seconded by **Commissioner Abramson**, the motion passed by consent.

III. Action Items

A. Conditional Reauthorization of Select Educator Preparation Program at University of Colorado Boulder – *Sam Fogleman, Interim Director of Educator Preparation Pathways*

Commissioner Harber shared that the revised background he had received addressed the issues that were raised and that he supported the adoption of the conditional reauthorization of the University of Colorado Boulder's School Speech Language Pathology program.

Commissioner Abramson moved to approve the consent items. Seconded by **Commissioner Wilson**, the motion passed by consent.

Meeting adjourned at 1:42 pm.



TOPIC: APPROVAL OF INITIAL EDUCATOR PREPARATION PROGRAMS AT COLORADO SCHOOL OF MINES

PREPARED BY: SAM FOGLEMAN, INTERIM DIRECTOR OF EDUCATOR PREPARATION PATHWAYS

I. SUMMARY

This consent item recommends approval of the following Educator Preparation Programs at Colorado School of Mines (CSM):

- **Computer Science (K-12)**
- **Middle School Mathematics (6-8)**
- **Mathematics (7-12)**
- **Science (7-12)**

II. BACKGROUND

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

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

- The Colorado Department of Education (CDE) conducts a review of the program to ensure that its content is designed and implemented in a manner that will enable a candidate to meet the requirements for licensure in Colorado (C.R.S. §22-60.5).
- Following that review, CDE makes a recommendation to the State Board of Education for consideration.
- If the State Board of Education approves the application, the approval is forwarded to DHE.
- Upon receiving an approval from the State Board of Education, CDHE reviews the proposed program for alignment to the statutorily required performance-based standards. [C.R.S. §23-1-121(2)]
- CDHE presents a recommendation to CCHE for action.

III. STAFF ANALYSIS

At its March 8, 2023 meeting, the Colorado State Board of Education considered and approved the content of CSM's educator preparation programs with a vote to authorize the programs. CDE staff transmitted the Board's decision and recommendations to CDHE.

CDHE staff have analyzed the relevant programs at CSM to the statutory performance-based standards set forth in C.R.S. §23-1-121(2) and confirmed the criteria are met as outlined in the areas below.

1. **Program Design:** The Colorado School of Mines program is intentionally designed to build on the institution's already strong STEM base to produce math and science (CDE-identified shortage areas) and computer science teachers for Colorado schools. It will allow students who are strong in their content area the opportunity to experience teaching in a safe environment before they decide to enter the pedagogy part of the program, then move them into methods courses that combine with diverse field experiences. The program objectives were a result of faculty collaboration using multiple sets of standards for course alignment.
2. **Educator Knowledge and Competencies:** Combined with the strong basis for STEM area content knowledge that the School of Mines presents to its students, its teaching program is also grounding its pedagogical focus in research-based learning and focused methods courses for each of its proposed subject areas. The Teacher Quality Standards (TQS) are fully embedded and candidate analysis has an intentional focus through multiple observations and evaluations by mentors and supervisors.
3. **Clinical Experiences:** Candidates will take part in multiple field experiences as part of their preparation up to and including their student teaching semester. The program strives to place candidates with at least one mentor who is a teacher of color and takes care in selecting qualified educators to serve in those mentor roles. Clinical experiences are expected to be fully participatory and give candidates opportunities to work with small groups up to full classrooms of students.
4. **Program Impact and Continuous Improvement:** The School of Mines has a robust data gathering infrastructure in place that is ready for this next step in their progression toward becoming an approved educator preparation program. There are formal feedback mechanisms to glean insights from stakeholders that are part of an annual review and continuous improvement process. Additionally, since grants support some of the university's work, annual reports are and will be a common tool for reporting outcomes.

Pursuant to Colorado Revised Statutes §23-5-129(6)(b), department staff find the educator preparation programs at Colorado School of Mines are consistent with the institution's statutory role and mission and meet the educator preparation requirements in §23-1-121, C.R.S. Upon the Commission's approval, these programs will be reviewed in approximately 18 months and then reevaluated during the institution's regularly scheduled reauthorization, which generally occurs within 5-7 years.

IV. STAFF RECOMMENDATION

Staff recommend approval of authorization of the following educator preparation programs at Colorado School of Mines:

- **Computer Science (K-12)**
- **Middle School Mathematics (6-8)**
- **Mathematics (7-12)**
- **Science (7-12)**

V. STATUTORY AUTHORITY

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

...

(2) The commission shall adopt policies establishing the requirements for educator preparation programs that include:

(a) Program design around a shared vision of candidate proficiency and professionalism that supports decision-making about partnerships and the integration of curricula, learners, and course work and clinical experiences;

(b) Mapping, planning, development, assessment, and support of candidate proficiencies, including candidates' deep understanding of content knowledge, pedagogical knowledge, the content knowledge required for educating, and the dispositions and professional qualities necessary to be successful;

(c) With regard to teacher and principal preparation programs, courses that provide content knowledge as described in part 10 of article 7 of title 22, specifically in teaching to the state preschool through elementary and secondary education standards adopted pursuant to section 22-7-1005;

...

(d) Intentional clinical experience, early and throughout preparation, relating to predetermined state content standards, which experiences afford candidates multiple, intentional experiences to learn from practice. Clinical experiences must be aligned with program curricula so that candidates develop pedagogical skills and pedagogical content knowledge. Teacher preparation candidates must complete a minimum of eight hundred hours, and principal and administrator candidates must complete a minimum of three hundred hours of clinical practice. A teacher candidate must complete the hours of clinical practice while enrolled in an approved educator preparation program; except that a program, after review, may accept clinical practice hours completed before enrolling in the program. A majority of the clinical practice hours must be completed through a continuous placement. For every additional endorsement or advanced degree, a candidate must complete an appropriate period of supervised field experiences that relate to predetermined standards, including best practices and relevant national norms related to the candidate's endorsements.

...

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

(f) A requirement that preparation program faculty, to improve their work, must engage in continuous evidence-based cycles of self-reflection and review regarding the impact of their programs on their candidates' development throughout the programs. These cycles must include data on current candidates throughout the program and available data on program completers.

...

TOPIC: APPROVAL OF INITIAL EDUCATOR PREPARATION PROGRAMS AT EMPORIA STATE UNIVERSITY (KS)

PREPARED BY: SAM FOGLEMAN, INTERIM DIRECTOR OF EDUCATOR PREPARATION PATHWAYS

I. SUMMARY

This consent item recommends approval of the following Educator Preparation Programs at **Emporia State University (ESU)**:

- **Teacher Librarian (K-12)**

II. BACKGROUND

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

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

- Emporia State University participates in the State Authorization Reciprocity Agreement (SARA); through this agreement the institution is authorized to enroll Colorado students into their degree programs (C.R.S. §23-2-103.1(4)).
- The Colorado Department of Education (CDE) conducts a review of the program to ensure that its content is designed and implemented in a manner that will enable a candidate to meet the requirements for licensure in Colorado (C.R.S. §22-60.5).
- Following that review, CDE makes a recommendation to the State Board of Education for consideration.
- If the State Board of Education approves the application, the approval is forwarded to DHE.
- Upon receiving an approval from the State Board of Education, CDHE reviews the proposed program for alignment to the statutorily required performance-based standards. [C.R.S. §23-1-121(2)]
- CDHE presents a recommendation to CCHE for action.

III. STAFF ANALYSIS

At its March 8, 2023, meeting, the Colorado State Board of Education considered and approved the content of ESU's educator preparation program with a vote to authorize the program. CDE staff transmitted the Board's decision and recommendations to CDHE. Emporia State University is a public institution located in Emporia, Kansas. All coursework will be offered to students through an online modality. There are currently two Colorado institutions that offer a Teacher Librarian endorsement program, the University of Denver (in-person at the master's level) and the University of Colorado Denver (online as a post-baccalaureate added endorsement and at the master's level).

This added endorsement trains individuals who are usually serving as classroom teachers and want to expand their professional knowledge into information literacy, research methods, and the integration into the curriculum of various types of resources. In combination with their pedagogical and content knowledge, they often take on further leadership roles such as instructional coaching or program coordination. School librarians often work in partnership with classroom teachers to share their expertise with students and assist in providing supplementary materials to strengthen classroom learning.

CDHE staff have analyzed the relevant programs at ESU to the statutory performance-based standards set forth in C.R.S. §23-1-121(2) and confirmed the criteria are met as outlined in the areas below.

1. **Program Design:** The ESU Teacher Librarian program is purposefully designed to align with various sets of standards, most importantly those of Colorado, in order to fully prepare candidates to serve where they earn licensure. The curriculum of the courses that make up the endorsement stress not only content knowledge but also personal and professional values in service to students. Candidates have multiple advisors devoted to this program to provide them with specific guidance on their pathway.
2. **Educator Knowledge and Competencies:** The Teacher Librarian endorsement courses are fully aligned with national standards and are regularly evaluated to ensure that alignment changes as needed. Beyond content knowledge, the program also includes a focus on equity in practice so that all students who are served by these candidates experience full access to materials and services. Candidate dispositions are deeply evaluated a number of times throughout the program in order to determine if someone is making adequate progress and to allow for reflection and growth.
3. **Clinical Experiences:** Candidates will take part in a full practicum that will require them to serve in multiple grade levels to ensure experience across the full grade range of their endorsement area. Placements are requested by students and then vetted by ESU staff. During these experiences, candidates will work with a cooperating librarian and also a classroom teacher in support of their curriculum. Through evaluations by mentors and teachers, lesson plans, and a cumulative portfolio, candidates will go through a number of thresholds to determine if they have achieved proficiency or mastery in their work before completion.
4. **Program Impact and Continuous Improvement:** ESU employs a number of review committees for its programs that include institutional, faculty, and practitioner stakeholders in order to examine programs for any needed changes. These groups meet throughout the year and make recommendations based on feedback tools distributed by the program. This provides a good basis for program evaluation and a cycle of continuous improvement.

Pursuant to Colorado Revised Statutes §23-5-129(6)(b), department staff find the educator preparation programs at Emporia State University are consistent with the institution's statutory role and mission and meet the educator preparation requirements in §23-1-121, C.R.S. Upon the

Commission's approval, these programs will be reviewed in approximately 18 months and then reevaluated during the institution's regularly scheduled reauthorization, which generally occurs within 5-7 years.

IV. STAFF RECOMMENDATION

Staff recommend approval of authorization of the following educator preparation programs at Emporia State University:

- **Teacher Librarian (K-12)**

V. STATUTORY AUTHORITY

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

...

(2) The commission shall adopt policies establishing the requirements for educator preparation programs that include:

(a) Program design around a shared vision of candidate proficiency and professionalism that supports decision-making about partnerships and the integration of curricula, learners, and course work and clinical experiences;

(b) Mapping, planning, development, assessment, and support of candidate proficiencies, including candidates' deep understanding of content knowledge, pedagogical knowledge, the content knowledge required for educating, and the dispositions and professional qualities necessary to be successful;

(c) With regard to teacher and principal preparation programs, courses that provide content knowledge as described in part 10 of article 7 of title 22, specifically in teaching to the state preschool through elementary and secondary education standards adopted pursuant to section 22-7-1005;

...

(d) Intentional clinical experience, early and throughout preparation, relating to predetermined state content standards, which experiences afford candidates multiple, intentional experiences to learn from practice. Clinical experiences must be aligned with program curricula so that candidates develop pedagogical skills and pedagogical content knowledge. Teacher preparation candidates must complete a minimum of eight hundred hours, and principal and administrator candidates must complete a minimum of three hundred hours, of clinical practice. A teacher candidate must complete the hours of clinical practice while enrolled in an approved educator preparation program; except that a program, after review, may accept clinical practice hours completed before enrolling in the program. A majority of the clinical practice hours must be completed through a continuous placement. For every additional endorsement or advanced degree, a candidate must complete an appropriate period of supervised field experiences that relate to predetermined standards, including best practices and relevant national norms related to the candidate's endorsements.

...

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

(f) A requirement that preparation program faculty, to improve their work, must engage in continuous evidence-based cycles of self-reflection and review regarding the impact of their programs on their candidates' development throughout the programs. These cycles must include data on current candidates throughout the program and available data on program completers.

...

TOPIC: APPROVAL OF TWO-YEAR CASH-FUNDED CAPITAL LIST –
COMMUNITY COLLEGE OF AURORA

PREPARED BY: KENNEDY EVANS, LEAD FINANCE ANALYST

I. SUMMARY

This consent item amends the Two-Year Cash Funded Capital Program List for the Community College of Aurora. The amended list reflects the addition of the Center for STEM, Power Mechanics, and Applied Technology to CCA’s Centretex campus.

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

Center for STEM, Power Mechanics, and Applied Technology- Building Addition

Table 1 displays the cost of the Center for STEM, Power Mechanics, and Applied Technology Building Addition

Table 1: Two-Year Cash Funded Capital Program, Center for STEM, Power Mechanics, and Applied Technology Building Addition

FY 2022-23 Through FY 2023-24 List	
Cash Funds	\$20,998,115
Federal Funds	\$0
Total Funds	\$20,998,115

Project Description: The Community College of Aurora requests \$20,998,115 in cash spending authority for the construction of a new 29,409 GSF Center for STEM, Power Mechanics, and Applied Technology Building Addition. To fund this request, the College will use a combination of fundraising, financing, and college cash funds. CCA is looking to finance \$16 million to \$18 million of the project, depending on interest rates. These bonds will be repaid using rent and

operational savings from the buildings currently rented at Lowry campus, annual operational funds freed up from paying off an energy performance bond in the near future, and rent earned from partnerships from Buildstrong and APS. Total combined savings and rent earned is estimated to be \$1.2 million annually, which current projections show as enough to cover annual debt service in the proposed financing range. If final bond payments are beyond this amount, CCA will dedicate General Fund operating funds to cover the gap.

This request is a stand-alone project constructed as an addition to the Diesel Power Technology and Construction facility scheduled for construction in the late spring of 2023. The purpose of the project is to move STEM classrooms from their current location at the Lowry Campus to the CCA's Centretch campus to avoid renovation and growing upkeep expenses, allow for more efficient use of current classrooms, and provide new, state-of-the-art, space to allow for FTE growth in the STEM curriculums.

The building will co-locate the following program and support areas: Biology, Chemistry, Physics/Astronomy, Mathematics, Engineering, Computer and Digital Technologies, Innovation Lab, Offices, and Academic Support Services. Relocating these courses from Lowry to CentreTech would provide operational efficiencies and student benefits not currently realized with having these course offerings on the Lowry campus. Based on pre-pandemic enrollment trajectory, CCA will work to improve student headcount totals by 3%.

IV. STAFF RECOMMENDATIONS

Staff recommends approval of the amended Two-Year Cash Funded Capital Program List for Community College of Aurora and the forwarding of the decision to the Capital Development Committee and the Office of State Planning and Budgeting.

V. STATUTORY AUTHORITY

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

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

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

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

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

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

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

ATTACHMENTS:

ATTACHMENT A: Amended Two-Year Cash Funded Capital Program List – Community College of Aurora

ATTACHMENT B: Cash Funded Capital Construction Request FY 23-24 – Community College of Aurora

CC-C2: CASH FUNDED CAPITAL CONSTRUCTION REQUEST FY 2023-24

1. SUMMARY INFORMATION	Complete Every Row in this Column
a. Agency or Institution Name:	Community College of Aurora
b. Project Name:	Center for STEM, Power Mechanics, and Applied Technology-Building Addition
c. New construction, modification, or acquisition?	<input checked="" type="checkbox"/> New Construction <input type="checkbox"/> Modification <input type="checkbox"/> Acquisition <input type="checkbox"/> Capital Renewal
d. Total Square Footage	<u>29,208</u> GSF <u>24,340</u> ASF

2. BRIEF SUMMARY OF CAPITAL PROJECT	Enter summary below, this column
a. In 3-4 sentences summarize the objective and purpose of the project.	This request is a stand-alone project constructed as an addition to the Diesel Power Technology and Construction facility scheduled for construction in the late spring of 2023. The purpose of the project is to move STEM classrooms from their current location at the Lowry Campus to the CCA's Centretch campus to avoid renovation and growing upkeep expenses, allow for more efficient use of current classrooms, and provide new, state-of-the-art, space to allow for FTE growth in the STEM curriculums.
b. In 3-4 sentences explain what spending authority is requested, and how the cash funds will be provided, or the expected bond terms and how the bond will be repaid.	The Community College of Aurora is requesting spending authority of \$20,998,115. To fund this request, the College will use a combination of fundraising, financing, and college cash funds. CCA is looking to finance \$16 million to \$18 million of the project, depending on interest rates. These bonds will be repaid using rent and operational savings from the buildings currently rented at Lowry campus, annual operational funds freed up from paying off an energy performance bond in the near future, and rent earned from partnerships from Buildstrong and APS. Total combined savings and rent earned is estimated to be \$1.2 million annually, which current projections show as enough to cover annual debt service in the proposed financing range. If final bond payments are beyond this amount, CCA will dedicate General Fund operating funds cover the gap.
c. In 3-4 sentences identify the campus programs and/or populations impacted by this project.	The building will collocate the following program and support areas: Biology, Chemistry, Physics/Astronomy, Mathematics, Engineering, Computer and Digital Technologies, Innovation Lab, Offices, and Academic Support Services. Relocating these courses from Lowry to CentreTech would provide operational efficiencies and student benefits not currently realize with having these course offerings on the Lowry campus. Based on pre-pandemic enrollment trajectory, CCA will work to improve student headcount totals by 3%.
d. Identify the target LEED level and costs associated with HPCP compliance. If unknown explain why.	Target LEED is Gold with an identified 68 possible points in early designs. Cost of HPCP is not fully known until more clear design decisions are made. A calculated cost of achieving LEED Silver could be 5% of total project cost. LEED Gold is projected to add approximately 10% to the total project cost.

3. ADDITIONAL INFORMATION

Provide any additional information that is deemed important.

For years, CCA students have dealt with to traveling between two separate locations to receive a comprehensive education. Students without their own transportation must take a 35-minute bus ride between campuses, not counting the now 15-minute walk to the bus stop since the recent reduction in direct bus line service to CentreTech campus.

With CCA's institutional vision to "be a college where every student can succeed" the approval of this building addition would enable CCA to do the following:

- Become a more equitable institution by providing equitable student access.
- Improve headcount and full-time equivalent enrollment by removing dual location hardship for STEM-related general education courses.
- Allow for enrollment growth through Concurrent Enrollment with the expansion of PTECH program with Aurora Public Schools and Construction Management partnerships.

Projected timeline of this project is as follows.

- Detailed Programming - 2 weeks = [7/3/23 - 7/14/23]
- Design and Documentation - 22 weeks = [7/17/23 - 12/22/23]
- Permitting - 10 weeks = [12/26/23 - 3/8/24]
- Construction - 73 weeks = [3/11/24 - 8/8/25]
- Commissioning and Move-In - 7 weeks = [8/11/2025 - 10/3/2025]

Form CC-LCF

Two-Year Capital Construction - List of Cash Funded Projects FY 2022-23 to FY 2023-24 Revised March 13, 2023		Prepared By: Lynne Winchell
		Phone: 303-361-7367
		E-Mail: lynne.winchell@ccaaurora.edu

Institution Name:	Community College of Aurora						
Project Title:	Center for STEM, Power Mechanics, and Applied Technology Building Addition						
Funding Source		Total Project Cost		Project Type:	Capital Construction	Project Category:	Academic
Cash Funds	CF	\$	20,998,115	Intercept Project:	N/A	Est. Start Date:	July, 2023
Federal Funds	FF	\$	-	DHE Approved Program Plan:	N/A	Est. Completion Date:	October, 2025
Total Funds	TF	\$	20,998,115	List Approval Date (month/year)	N/A	Funding Method:	Fundraising, Financing, and College Cash Funds

Project Title:							
Funding Source		Total Project Cost		Project Type:		Project Category:	
Cash Funds	CF	\$	-	Intercept Project:		Est. Start Date:	
Federal Funds	FF	\$	-	DHE Approved Program Plan:		Est. Completion Date:	
Total Funds	TF	\$	-	List Approval Date (month/year)		Funding Method:	

Project Title:							
Funding Source		Total Project Cost		Project Type:		Project Category:	
Cash Funds	CF	\$	-	Intercept Project:		Est. Start Date:	
Federal Funds	FF	\$	-	DHE Approved Program Plan:		Est. Completion Date:	
Total Funds	TF	\$	-	List Approval Date (month/year)		Funding Method:	

Project Title:							
Funding Source		Total Project Cost		Project Type:		Project Category:	
Cash Funds	CF	\$	-	Intercept Project:		Est. Start Date:	
Federal Funds	FF	\$	-	DHE Approved Program Plan:		Est. Completion Date:	
Total Funds	TF	\$	-	List Approval Date (month/year)		Funding Method:	

Project Title:							
Funding Source		Total Project Cost		Project Type:		Project Category:	
Cash Funds	CF	\$	-	Intercept Project:		Est. Start Date:	
Federal Funds	FF	\$	-	DHE Approved Program Plan:		Est. Completion Date:	
Total Funds	TF	\$	-	List Approval Date (month/year)		Funding Method:	

Project Title:							
Funding Source		Total Project Cost		Project Type:		Project Category:	
Cash Funds	CF	\$	-	Intercept Project:		Est. Start Date:	
Federal Funds	FF	\$	-	DHE Approved Program Plan:		Est. Completion Date:	
Total Funds	TF	\$	-	List Approval Date (month/year)		Funding Method:	

Project Title:									
Funding Source		Total Project Cost		Project Type:			Project Category:		
Cash Funds	CF	\$	-	Intercept Project:			Est. Start Date:		
Federal Funds	FF	\$	-	DHE Approved Program Plan:			Est. Completion Date:		
Total Funds	TF	\$	-	List Approval Date (month/year)			Funding Method:		
Project Title:									
Funding Source		Total Project Cost		Project Type:			Project Category:		
Cash Funds	CF	\$	-	Intercept Project:			Est. Start Date:		
Federal Funds	FF	\$	-	DHE Approved Program Plan:			Est. Completion Date:		
Total Funds	TF	\$	-	List Approval Date (month/year)			Funding Method:		
Project Title:									
Funding Source		Total Project Cost		Project Type:			Project Category:		
Cash Funds	CF	\$	-	Intercept Project:			Est. Start Date:		
Federal Funds	FF	\$	-	DHE Approved Program Plan:			Est. Completion Date:		
Total Funds	TF	\$	-	List Approval Date (month/year)			Funding Method:		
Project Title:									
Funding Source		Total Project Cost		Project Type:			Project Category:		
Cash Funds	CF	\$	-	Intercept Project:			Est. Start Date:		
Federal Funds	FF	\$	-	DHE Approved Program Plan:			Est. Completion Date:		
Total Funds	TF	\$	-	List Approval Date (month/year)			Funding Method:		
Project Title:									
Funding Source		Total Project Cost		Project Type:			Project Category:		
Cash Funds	CF	\$	-	Intercept Project:			Est. Start Date:		
Federal Funds	FF	\$	-	DHE Approved Program Plan:			Est. Completion Date:		
Total Funds	TF	\$	-	List Approval Date (month/year)			Funding Method:		
Project Title:									
Funding Source		Total Project Cost		Project Type:			Project Category:		
Cash Funds	CF	\$	-	Intercept Project:			Est. Start Date:		
Federal Funds	FF	\$	-	DHE Approved Program Plan:			Est. Completion Date:		
Total Funds	TF	\$	-	List Approval Date (month/year)			Funding Method:		
Project Title:									
Funding Source		Total Project Cost		Project Type:			Project Category:		
Cash Funds	CF	\$	-	Intercept Project:			Est. Start Date:		
Federal Funds	FF	\$	-	DHE Approved Program Plan:			Est. Completion Date:		
Total Funds	TF	\$	-	List Approval Date (month/year)			Funding Method:		
Project Title:									
Funding Source		Total Project Cost		Project Type:			Project Category:		
Cash Funds	CF	\$	-	Intercept Project:			Est. Start Date:		
Federal Funds	FF	\$	-	DHE Approved Program Plan:			Est. Completion Date:		
Total Funds	TF	\$	-	List Approval Date (month/year)			Funding Method:		
Project Title:									
Funding Source		Total Project Cost		Project Type:			Project Category:		
Cash Funds	CF	\$	-	Intercept Project:			Est. Start Date:		
Federal Funds	FF	\$	-	DHE Approved Program Plan:			Est. Completion Date:		
Total Funds	TF	\$	-	List Approval Date (month/year)			Funding Method:		

Funding Source			Total Project Cost		Project Type:			Project Category:		
Cash Funds	CF	\$			Intercept Project:			Est. Start Date:		
Federal Funds	FF	\$			DHE Approved Program Plan:			Est. Completion Date:		
Total Funds	TF	\$			List Approval Date (month/year)			Funding Method:		
Project Title:										
Funding Source			Total Project Cost		Project Type:			Project Category:		
Cash Funds	CF	\$			Intercept Project:			Est. Start Date:		
Federal Funds	FF	\$			DHE Approved Program Plan:			Est. Completion Date:		
Total Funds	TF	\$			List Approval Date (month/year)			Funding Method:		
Project Title:										
Funding Source			Total Project Cost		Project Type:			Project Category:		
Cash Funds	CF	\$			Intercept Project:			Est. Start Date:		
Federal Funds	FF	\$			DHE Approved Program Plan:			Est. Completion Date:		
Total Funds	TF	\$			List Approval Date (month/year)			Funding Method:		
Project Title:										
Funding Source			Total Project Cost		Project Type:			Project Category:		
Cash Funds	CF	\$			Intercept Project:			Est. Start Date:		
Federal Funds	FF	\$			DHE Approved Program Plan:			Est. Completion Date:		
Total Funds	TF	\$			List Approval Date (month/year)			Funding Method:		
Project Title:										
Funding Source			Total Project Cost		Project Type:			Project Category:		
Cash Funds	CF	\$			Intercept Project:			Est. Start Date:		
Federal Funds	FF	\$			DHE Approved Program Plan:			Est. Completion Date:		
Total Funds	TF	\$			List Approval Date (month/year)			Funding Method:		
Project Title:										
Funding Source			Total Project Cost		Project Type:			Project Category:		
Cash Funds	CF	\$			Intercept Project:			Est. Start Date:		
Federal Funds	FF	\$			DHE Approved Program Plan:			Est. Completion Date:		
Total Funds	TF	\$			List Approval Date (month/year)			Funding Method:		
Project Title:										
Funding Source			Total Project Cost		Project Type:			Project Category:		
Cash Funds	CF	\$			Intercept Project:			Est. Start Date:		
Federal Funds	FF	\$			DHE Approved Program Plan:			Est. Completion Date:		
Total Funds	TF	\$			List Approval Date (month/year)			Funding Method:		
Project Title:										
Funding Source			Total Project Cost		Project Type:			Project Category:		
Cash Funds	CF	\$			Intercept Project:			Est. Start Date:		
Federal Funds	FF	\$			DHE Approved Program Plan:			Est. Completion Date:		
Total Funds	TF	\$			List Approval Date (month/year)			Funding Method:		

TOPIC: APPROVAL OF 1331 EMERGENCY SUPPLEMENTAL FOR
COLORADO MESA UNIVERSITY PERFORMING ARTS
EXPANSION AND RENOVATION

PREPARED BY: KENNEDY EVANS, LEAD FINANCE ANALYST

I. SUMMARY

This action item seeks approval of the 1331 Emergency Supplemental request submitted by Colorado Mesa University to request an additional \$10,334,285 increase in cash spending authority for its performing arts expansion and renovation project. This request is due to insufficient funding due to inflation and supply chain issues.

II. BACKGROUND

Colorado Mesa University (CMU) originally submitted an emergency 1331 supplemental in July of 2022, and a regular supplemental in October of 2022 to request state funding to cover increased project costs. While both requests were approved by the Commission and forwarded to the Office of State Planning and Budgeting, it was ultimately denied by OSPB due to general fund constraints. CMU is now submitting another emergency supplemental request to try and secure the additional funding needed to carry on with this project.

CMU states in its supplemental narrative that “Abandoning the original idea of razing the existing theater and rebuilding in its current location, allows CMU to continue holding classes in the existing theater while the new theater is being built, and has drastically reduced our per square foot costs to construct a new theater. Continued delays to the start of construction that would be necessary to allow a phased approach to the project, further exacerbates the on-going problem of construction inflation. The sooner we are able to buy out bid packages and get the work scheduled, the sooner we are able to stop construction inflation from continuing to erode our buying power.

III. STAFF ANALYSIS

Summary of Request:

Table 1 displays the summary of the increased spending authority adjustment.

Table 1:
Summary of Increased Spending Authority Adjustment

Fiscal Year to be Modified	Total Funds	Capital Construction Funds (CCF)	Cash Funds (CF)
FY 2022-23	\$10,334,285	\$0	\$10,334,285

Performing Arts Expansion and Remodel: Colorado Mesa University has continued moving the project forward and is within 1-2 months of receiving final construction drawings for the entire project. Said level of detail in project drawings has allowed our CM/GC to continue to refine costs estimates to actual costs, for the majority of the project scope. Anticipated cost increases are reflected in new building construction costs, AE fees, bidding and construction contingency, code review and inspection, and Art in Public Places. Further detail is provided in the CC-C form attached with this submittal, and in the updated costs projection provided by their CM/GC.

IV. STAFF RECOMMENDATIONS

Staff recommends approval of this 1331 Emergency supplemental request and for the request to be forwarded to the Office of State Planning and Budgeting, and Capital Development Committee for further review.

V. STATUTORY AUTHORITY

C.R.S. § 23-1-106

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

ATTACHMENTS:

ATTACHMENT A: CMU Performing Arts Expansion and Renovation Regular Supplemental Request Narrative

ATTACHMENT B: CMU Performing Arts Expansion and Renovation Regular Supplemental Request Cost Detail



FY 2023-24 SUPPLEMENTAL CAPITAL CONSTRUCTION/CAPITAL RENEWAL REQUEST- <i>NARRATIVE (S CC_CR-N)</i>		
Capital Construction Fund Amount (CCF):	\$0	
Cash Fund Amount (CF):	\$10,334,285	
Intercept Program Request? (Yes/No):	No	
Supplemental Type (Supplemental/ 1331 Supplemental)	1331 Supplemental	
Institution Name:	Colorado Mesa University	
Project Title:	Performing Arts Expansion and Renovation	
Project Phase (Phase _of_):	Phase 1 of 1	
State Controller Project Number (if continuation):		
Project Type:	CC	Capital Construction (CC)
		Capital Renewal (CR)
Original Appropriation Year:	FY22-23	
Fiscal Year to be Modified:	FY22-23	
Name & Title of Preparer:	Kent W. Marsh, VP Capital Planning, Sustainability & Campus Operations	
E-mail of Preparer:	Kmarsh3@coloradomesa.edu	
Institution Signature Approval:		Date
CDHE Signature Approval:		Date
Revision (Yes/No)		
Submittal Date:		Date

A. SUPPLEMENTAL CRITERIA:

This request meets interim supplemental criteria (2), *...is necessary due to unforeseen circumstances...* (24-75-111 C.R.S.); more specifically, construction inflation in excess of 15% per year for the current and prior fiscal years. Normal construction inflation would have been between 3% and 8% but has more than doubled from calendar year 2021 through the end of 2022. Construction inflation has steadily declined to normal levels and is expected to be in the 4% range for 2023, depending on which expert you ask.

B. SUPPLEMENTAL JUSTIFICATION:

Unfortunately, the damage done by two years of record setting levels of construction inflation has put CMU in a position where our only remaining option, after requesting additional state funds in an emergency supplemental submitted in August and regular supplemental submitted in October, requires relocating the theater to a new site to save on construction costs and to delay renovation work in the existing building. CMU will submit a separate request for Capital Construction funds during the upcoming budget process to remodel the existing theater building to address scope cuts needed to allow the theater project to move forward.

C. PROJECT SUMMARY/STATUS:

Colorado Mesa University requests an increase in spending authority from \$43,886,756 to \$54,221,041 to allow much of the originally anticipated scope of work for the project to be

completed with current levels of state funding. CMU will follow with a request for additional capital construction funds to complete the scope of work pulled from the project in the in Moss Performing Arts Center, during the FY24-25 budget process.

Abandoning the original idea of razing the existing theater and rebuilding in its current location, allows CMU to continue holding classes in the existing theater while the new theater is being built, and has drastically reduced our per square foot costs to construct a new theater. Continued delays to the start of construction that would be necessary to allow a phased approach to the project, further exacerbates the on-going problem of construction inflation. The sooner we are able to buy out bid packages and get the work scheduled, the sooner we are able to stop construction inflation from continuing to erode our buying power.

D. SUMMARY OF FUNDING CHANGE:

Fiscal Year to be Modified	Total Funds	Capital Construction Fund (CCF)	Cash Funds (CF)
FY 2022-23	\$10,334,285	\$0	\$10,334,285

E. ASSUMPTIONS FOR CALCULATIONS:

Colorado Mesa University has continued moving the project forward and is within 1-2 months of receiving final construction drawings for the entire project. Said level of detail in project drawings has allowed our CM/GC to continue to refine costs estimates to actual costs, for the majority of the project scope.

Anticipated cost increases are reflected in new building construction costs, AE fees, bidding and construction contingency, code review and inspection, and Art in Public Places. Further detail is provided in the CC-C form attached with this submittal, and in the updated costs projection provided by our CM/GC.

F. CONSEQUENCES IF NOT FUNDED:

CMU has made great progress in reducing the scope of work for the new theater by choosing to not raze the existing theater and rebuild in its current location and by removing significant scope anticipated in the approved program plan which will be packaged in a future capital construction request. Further reductions in project scope to bring the project within current funding available would require the proposed theater to drastically shrink in size to the point where it's no longer viable.

The only other option available would include constructing building foundations, framing, roofing and exterior skin for the building CMU needs, while leaving much of the interior space unfished until additional funding is provided for the project.

Further delays in starting the project will also impact our ability to encumber all state funds by 12/31/24 and spend by 12/31/26.

G. ADDITIONAL REQUEST INFORMATION:

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

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

TOPIC: APPROVAL OF 1331 EMERGENCY SUPPLEMENTAL FOR
UNIVERSITY OF NORTHERN COLORADO GRAY HALL

PREPARED BY: KENNEDY EVANS, LEAD FINANCE ANALYST

I. SUMMARY

This action item seeks approval of the 1331 Emergency Supplemental request submitted by the University of Northern Colorado to request an additional \$3,809,683 of state funds, and an additional \$38,481 increase in cash spending authority for its Gray Hall Mechanical Systems Replacement. This request is due to insufficient funding due to inflation that has occurred since the original request in FY16/17.

II. BACKGROUND

UNC states in their supplemental narrative: “This project was first requested in FY 2016/2017. Cost escalation has been included in subsequent years but did not keep pace with the unprecedented construction cost increases experienced in recent years.

Following the FY22/23 appropriation, UNC selected Shaffer Baucom Engineering (SBE) as the project designer. SBE has verified the scope of the project and prepared an updated construction cost estimate. SBE also evaluated and priced alternative design solutions. Alternatives included deleting the central cooling system and evaluation of other HVAC distribution equipment solutions. Using the most cost-effective solution, the updated construction cost estimate significantly exceeds the current appropriation.

We are requesting supplemental funding to keep the project close to the proposed schedule and minimize the impact of additional future construction cost escalation.”

“If not funded, the project scope will need to be significantly reduced, including elimination of the central cooling system and fire sprinkler system, or the project canceled. Failure to replace these systems will continue the elevated maintenance costs associated with keeping the current old systems operational along with discomfort for the occupants and theater patrons.”

III. STAFF ANALYSIS

Summary of Request:

Table 1 displays the summary of the increased spending authority adjustment.

Table 1:
Summary of Increased Spending Authority Adjustment

Fiscal Year to be Modified	Total Funds	Capital Construction Fund (CCF)	Cash Funds (CF)
Prior Appropriation FY2022-2023	\$4,586,656	\$4,540,656	\$46,000
Current Supl Request FY2022-2023	\$3,848,164	\$3,809,683	\$38,481
TOTAL FY2022-2023	\$8,434,820	\$8,350,339	\$84,481

Gray Hall Mechanical Systems Replacement The original appropriation for the project was \$4,540,656 CCF and \$46,000 CF. It is a single-phase project.

Gray Hall is a historic building on campus. The original portion of the building was constructed in 1913 and was once the Student Union. There have been several additions through the years. Gray Hall houses our campus police department, a major telephone and data hub, a black box theater, classrooms, and offices.

This project will replace all HVAC and plumbing systems in Gray Hall, which are at the end of their expected useful life. Chilled water will be extended to Gray from the existing Central Campus Chiller plant to add central cooling to the building, and a fire sprinkler system will be added at the request of our insurance carrier.

The University has contracted with Shaffer Baucom Engineering (SBE) for the project design.

IV. STAFF RECOMMENDATIONS

Staff recommends approval of this 1331 Emergency supplemental request and for the request to be forwarded to the Office of State Planning and Budgeting, and Capital Development Committee for further review.

V. STATUTORY AUTHORITY

C.R.S. § 23-1-106

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

ATTACHMENTS:

ATTACHMENT A: UNC Gray Hall Emergency Supplemental Request Narrative

ATTACHMENT B: UNC Gray Hall Emergency Supplemental Request Cost Detail



FY 2022-23 SUPPLEMENTAL CAPITAL CONSTRUCTION/CAPITAL RENEWAL REQUEST- <i>NARRATIVE (S CC_CR-N)</i>		
Capital Construction Fund Amount (CCF):	\$3,809,683	
Cash Fund Amount (CF):	\$38,481	
Intercept Program Request? (Yes/No):	NO	
Supplemental Type (Supplemental/ 1331 Supplemental)	1331 Supplemental	
Institution Name:	University of Northern Colorado	
Project Title:	Gray Hall Mechanical Systems Replacement (Capital Renewal)	
Project Phase (Phase _of_):	1 of 1	
State Controller Project Number (if continuation):	2017-049P22	
Project Type:		Capital Construction (CC)
	X	Capital Renewal (CR)
Original Appropriation Year:	FY 2022/2023	
Fiscal Year to be Modified:	FY 2022/2023	
Name & Title of Preparer:	Kirk Leichliter	
E-mail of Preparer:	Kirk.leichliter@unco.edu	
Institution Signature Approval:		Date
CDHE Signature Approval:		Date
Revision (Yes/No)		
Submittal Date:		Date

A. SUPPLEMENTAL CRITERIA:

Describe how the supplemental meets the criteria required for submission. See instructions for further detail.

Supplemental funding is being requested to correct technical errors caused by unprecedented construction inflation since the original request in FY 2016/2017. Time is of the essence to avoid significant additional construction cost escalation and potential failure of the existing building systems, and the impact to the three year encumbrance rule.

B. SUPPLEMENTAL JUSTIFICATION:

Describe the problem along with the conditions leading to the necessity of this supplemental request and the proposed solution. See instructions for further detail.

The project was first requested in FY 2016/2017. Cost escalation has been included in subsequent years but did not keep pace with the unprecedented construction cost increases experienced in recent years.

Following the FY22/23 appropriation, UNC selected Shaffer Baucom Engineering (SBE) as the project designer. SBE has verified the scope of the project and prepared an updated construction cost estimate. SBE also evaluated and priced alternative design solutions. Alternatives included

deleting the central cooling system and evaluation of other HVAC distribution equipment solutions. Using the most cost-effective solution, the updated construction cost estimate significantly exceeds the current appropriation.

We are requesting supplemental funding to keep the project close to the proposed schedule and minimize the impact of additional future construction cost escalation.

C. PROJECT SUMMARY/STATUS:

Provide a brief scope description of the project and explain the status of the prior appropriated phases. See instructions for further detail.

The original appropriation for the project was \$4,540,656 CCF and \$46,000 CF. It is a single-phase project.

Gray Hall is an historic building on campus. The original portion of the building was constructed in 1913 and was once the Student Union. There have been several additions through the years. Gray Hall houses our campus police department, a major telephone and data hub, a black box theater, classrooms, and offices.

This project will replace all HVAC and plumbing systems in Gray Hall, which are at the end of their expected useful life. Chilled water will be extended to Gray from the existing Central Campus Chiller plant to add central cooling to the building, and a fire sprinkler system will be added at the request of our insurance carrier.

The University has contracted with Shaffer Baucom Engineering (SBE) for the project design.

D. SUMMARY OF FUNDING CHANGE:

Fiscal Year to be Modified	Total Funds	Capital Construction Fund (CCF)	Cash Funds (CF)
FY2022-2023	\$8,434,820	\$8,350,339	\$84,481
Prior Appropriation FY2022-2023	\$4,586,656	\$4,540,656	\$46,000
Current Supl Request FY2022-2023	\$3,848,164	\$3,809,683	\$38,481

E. ASSUMPTIONS FOR CALCULATIONS:

Describe the calculations used to justify the funding amount requested in the Cost Summary. See instructions for further detail.

Land / Building purchases – No additional expenditures.

Professional Services – Professional services have been increased to reflect a percentage of the increased construction cost.

Construction Cost – An updated Cost summary (S CC_CR-C) is attached as well as the full consultants estimate. (Option #1, Traditional four pipe system in the consultants report.)

Equipment – no additional equipment costs are being requested.

Miscellaneous costs – No additional miscellaneous costs are being requested.

Contingencies have been adjusted to reflect the new total project cost.

Art in Public Places – N/A

Inflation assumptions – Additional cost escalation has been included due to the extended funding approval and construction period. We have included an additional 4% for Professional Services, and 8% for construction.

F. CONSEQUENCES IF NOT FUNDED:

Explain the likely outcome if this request is not approved. See instructions for further detail.

If not funded, the project scope will need to be significantly reduced, including elimination of the central cooling system and fire sprinkler system, or the project canceled. Failure to replace these systems will continue the elevated maintenance costs associated with keeping the current old systems operational along with discomfort for the occupants and theater patrons.

G. ADDITIONAL REQUEST INFORMATION:

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

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



SUPPLEMENTAL CAPITAL CONSTRUCTION/CAPITAL RENEWAL REQUEST - <i>COST SUMMARY (\$ CC_CR-C)</i>						
(A)	(1) Funding Type:	State Funded		(2) Supplemental Type:	1331 Emergency	
(B)	(1) Institution:	University of Northern Colorado		(2) Name of Preparer:	Kirk Leichter	
(C)	(1) Project Title:	Gray Hall Mechanical Systems Replacement		(2) Email of Preparer:	kirk.leichter@unco.edu	
(D)	(1) Project Phase (__ of __):	1 of 1		(2) State Controller Project # (if continuation):	2017-049P22	
(E)	(1) Project Type:	Capital Renewal (CR)		(2) Institution Signature Approval:	Date	
(F)	(1) Original Appropriation Year:	FY 2022/2023		(2) CDHE Signature Approval:	Date	
(G)	(1) Intercept Program?:	No		(2) Revision? If yes, previous submittal date:		Date
(1)		(a) New Total Project Cost	(b) Total Prior-Year Appropriation(s) Excluding Modified FY	(c) Appropriation for the Modified Fiscal Year	(d) Supplemental Request For Modified Fiscal Year	(e) New Modified FY Total Request
Land /Building Acquisition						
(2)	Land Acquisition	\$ -	\$ -	\$ -	\$ -	\$ -
(3)	Building Acquisition	\$ -	\$ -	\$ -	\$ -	\$ -
(4)	Total Acquisition Costs	\$ -	\$ -	\$ -	\$ -	\$ -
Professional Services						
(5)	Planning Documentation	\$ -	\$ -	\$ -	\$ -	\$ -
(6)	Site Surveys, Investigations, Reports	\$ 5,408	\$ 5,408	\$ -	\$ -	\$ -
(7)	Architectural/Engineering/ Basic Services	\$ 680,889	\$ 368,487	\$ -	\$ 312,402	\$ 312,402
(8)	Code Review/Inspection	\$ 16,224	\$ 16,224	\$ -	\$ -	\$ -
(9)	Construction Management	\$ -	\$ -	\$ -	\$ -	\$ -
(10)	Advertisements	\$ -	\$ -	\$ -	\$ -	\$ -
(11)	Other (Specify) Abatement design & PM	\$ 24,752	\$ 24,752	\$ -	\$ -	\$ -
(12)	Inflation Cost for Professional Services	\$ 112,168	\$ 99,672	\$ -	\$ 12,496	\$ 12,496
(13)	Inflation Percentage Applied		10.00%	0.00%	4.00%	0.00%
(14)	Total Professional Services	\$ 839,441	\$ 514,543	\$ -	\$ 324,898	\$ 324,898
Construction or Improvement						
(15)	Infrastructure Service/Utilities	\$ 598,000	\$ 132,875	\$ -	\$ 465,125	\$ 465,125
(16)	Infrastructure Site Improvements	\$ -	\$ -	\$ -	\$ -	\$ -
(17)	Structure/Systems/ Components					
(18)	Cost for New (GSF):	\$ -	\$ -	\$ -	\$ -	\$ -
(19)	New at \$ _____ X _____ GSF					
(20)	Cost for Renovation (GSF):	\$ -	\$ -	\$ -		\$ -
(21)	Renovation at \$ _____ X _____ GSF					
(22)	Cost for Capital Renewal (GSF):	\$ 5,297,536	\$ 2,638,638	\$ -	\$ 2,658,898	\$ 2,658,898
(23)	Renewal at \$ _95.84_ X 27531 GSF					
(24)	Other (Specify) Abatement	\$ 225,000	\$ 175,590	\$ -	\$ 49,410	\$ 49,410
(25)	High Performance Certification Program	\$ -	\$ -	\$ -	\$ -	\$ -
(26)	Inflation for Construction	\$ 708,041	\$ 708,041	\$ -		\$ -
(27)	Inflation Percentage Applied		10.00%	0.00%	8.00%	0.00%
(28)	Total Construction Costs	\$ 6,828,577	\$ 3,655,144	\$ -	\$ 3,173,433	\$ 3,173,433
Equipment and Furnishings						
(29)	Equipment	\$ -	\$ -	\$ -	\$ -	\$ -
(30)	Furnishings	\$ -	\$ -	\$ -	\$ -	\$ -
(31)	Communications	\$ -	\$ -	\$ -	\$ -	\$ -
(32)	Inflation for Equipment & Furnishings	\$ -	\$ -	\$ -	\$ -	\$ -
(33)	Inflation Percentage Applied		0.00%	0.00%	0.00%	0.00%
(34)	Total Equipment & Furnishings Cost	\$ -	\$ -	\$ -	\$ -	\$ -
Miscellaneous						
(35)	Art in Public Places	\$ -	\$ -	\$ -	\$ -	\$ -
(36)	Relocation Costs	\$ -	\$ -	\$ -	\$ -	\$ -
(37)	Other Costs [specify]	\$ -	\$ -	\$ -	\$ -	\$ -
(38)	Other Costs [specify]	\$ -	\$ -	\$ -	\$ -	\$ -
(39)	Other Costs [specify]	\$ -	\$ -	\$ -	\$ -	\$ -
(40)	Other Costs [specify]	\$ -	\$ -	\$ -	\$ -	\$ -
(41)	Total Misc. Costs	\$ -	\$ -	\$ -	\$ -	\$ -
Total Project Costs						
(42)	Total Project Costs	\$ 7,668,018	\$ 4,169,687	\$ -	\$ 3,498,331	\$ 3,498,331
Project Contingency						
(43)	5% for New	\$ -	\$ -	\$ -	\$ -	\$ -
(44)	10% for Renovation	\$ 766,802	\$ 416,969	\$ -	\$ 349,833	\$ 349,833
(45)	Total Contingency	\$ 766,802	\$ 416,969	\$ -	\$ 349,833	\$ 349,833
Total Budget Request						
(46)	Total Budget Request	\$ 8,434,820	\$ 4,586,656	\$ -	\$ 3,848,164	\$ 3,848,164
Funding Source						
(47)	Capital Construction Fund (CCF)	\$ 8,350,339	\$ 4,540,656	\$ -	\$ 3,809,683	\$ 3,809,683
(48)	Cash Funds (CF)	\$ 84,481	\$ 46,000	\$ -	\$ 38,481	\$ 38,481
(49)	Reappropriated Funds (RF)	\$ -	\$ -	\$ -	\$ -	\$ -
(50)	Federal Funds (FF)	\$ -	\$ -	\$ -	\$ -	\$ -
	TOTAL	\$8,434,820	\$4,586,656	\$0	\$3,848,164	\$3,848,164

TOPIC: DEGREE AUTHORIZATION –APPROVAL FOR RENEWAL OF AUTHORIZATION– LIBERTY UNIVERSITY

PREPARED BY: HEATHER DELANGE, OFFICE OF PRIVATE POSTSECONDARY EDUCATION

I. SUMMARY

This consent item recommends the renewal of Authorization for Field Placements (with no instruction) for Liberty University 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.

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.

Authorization for Field Placements is for out-of-state institutions that intend to place more than ten students at one site to **meet a field experience component of a degree program**. Policy currently permits up to ten students to complete the field placement without authorization. Placements of more than ten students trigger the requirement for an institution to seek authorization. Institutions authorized for field placement must renew their authorization annually.

III. STAFF ANALYSIS

Liberty University is a private, not-for-profit, regionally accredited postsecondary institution located in Lynchburg, Virginia. The Southern Association of Colleges and Schools has accredited the University since 1980.

Liberty University is working in partnership with McAir Aviation in Broomfield, Colorado at Rocky Mountain Airport for its students completing the Bachelor of Science in Aeronautics. The partnership provides Liberty University’s online students who reside in Colorado the opportunity to complete the experiential learning portion of the degree program within the state.

The only activity occurring at the Colorado site for the Liberty University B.S. in Aeronautics program is Federal Aviation Administration (FAA) approved flight training which consists of flight instruction, ground instruction and simulator training. The program is solely online but for the required aviation training.

Liberty University meets the criteria for the Authorization of Field Placements (with no instruction) at its Colorado location and therefore meets the renewal requirements for this authorization level.

IV. STAFF RECOMMENDATION

Staff recommends the Commission approve the renewal of Authorization for Field Placements (with no instruction) for Liberty University.

V. STATUTORY AUTHORITY

C.R.S §23-2-103.3(5)

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

TOPIC: APPROVAL OF PROPOSED REVISIONS TO CCHE POLICY I, PART F: TRANSFER ADMISSION STANDARDS POLICY

PREPARED BY: CARL EINHAUS, SENIOR DIRECTOR FOR STUDENT SUCCESS & P-20 ALIGNMENT

I. SUMMARY

This action item outlines proposed revisions to CCHE Policy I, Part F: Admission Standards Policy. The proposed changes focus on admission criteria for applicants who are considered under transfer admission standards. These proposed changes were initiated, written by and have complete consensus from the statewide Admission Council.

II. BACKGROUND

As directed by C.R.S. 23-1-113, the Admission Standards Policy establishes academic admission standards for Colorado's four-year institutions of higher education (two-year institutions and area technical colleges are open enrollment and are exempt from academic admission standards). The standards are organized in two main categories:

- first-time freshmen applicants; and
- transfer applicants.

Transfer student admission standards apply to all degree-seeking undergraduate applicants with 24 or more college-level semester credit hours completed at the point of application. Standalone developmental education coursework and college-level coursework completed before high school graduation (i.e. dual enrollment and Concurrent Enrollment) are excluded from determining transfer admissions consideration (this allows institutions to consider recent high school graduates with 24 and over completed college-level credit hours as first-time students for scholarship consideration and housing assignments). First-time admission standards apply to transfer students with fewer than 24 college-level semester credit hours.

Current policy directs institutions to utilize the following indicators for transfer admission standards:

- Cumulative grade point average (GPA) from all previous college-level coursework;
- 24 or more college-level semester credit hours completed; and successful completion of basic skills courses.

Policy requires institutions to establish a recommended cumulative GPA as a guideline for transfer admission. The Commission approved the current [transfer admission GPAs](#) as well as any changes IHEs wish to make to the GPA.

It is proposed to align transfer admission standards to better reflect the nuanced and mixed academic, work and life experiences many adult students possess. The current transfer admission GPA guideline is often misleading to applicants as a specific college GPA does not necessarily

reflect a transfer student's unique circumstances and potential to be successful at the institution. Some applicants may self-select not to apply to an institution if their college GPA is lower than the institution's transfer GPA. Further, institutions can feel constrained in enforcing a transfer GPA that might not be in the student's best interest. Removing the primary focus of college GPA and instead communicating a more holistic approach to transfer admission would especially benefit returning adults that may have had academic challenges years ago, but now can demonstrate how life and work experiences have matured and readied them for success. In short, the current policy can be a barrier in practice for adults wishing to return to higher education and earn a credential.

The proposed academic performance indicators for transfer admission are as follows and mirrors statutory language that GPA *may* be utilized as an indicator:

If transfer students have 24 or more college-level semester credit hours completed at the point of application, then the transfer student admissions standards shall apply. Each institution shall establish and maintain transfer admissions standards which may include holistic performance measures such as cumulative grade point average (GPA), previous and transferrable coursework, grade trends, personal circumstances, etc.

As a result, the sections of policy requiring institutions to submit to the Commission for approval any changes to their transfer GPA is proposed to be removed.

Finally, it is proposed that the "Coursework Requirement" section (4.03.02) be removed as well. The information included in the section is outdated and serves more as a guideline that does not fit every student's unique academic and life experience portfolio. Specifically, most four-year institutions already admit students who are not in need of developmental education, and if the student does need academic supports, Supplemental Academic Instruction is provided to better prepare students for success. [Developmental Education policy](#) (Section I, Part E) directs this work and it will not be lost by removing this paragraph. Additionally, while the completion of gtPathways and college-level English and math are absolutely in the best interest of most students before transferring, it again does not fit every student's life situation and is best addressed through academic advising.

III. STAFF ANALYSIS

The Admission Council directed the changes to transfer admission standards to assist our state's efforts to re-engage adult students and help increase both completion of credentials of value as well as economic mobility. These changes are inline with our state's higher education goals in decreasing barriers for adults to return to higher education, placing a higher weight on work and unique life experiences, and, as an end result, more effectively meeting workforce demands.

IV. STAFF RECOMMENDATIONS

Staff recommends approval of the proposed changes to the admission standards policy.

V. STATUTORY AUTHORITY

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

(1)(a) Except as provided in subsection (1)(b) of this section, the commission shall establish and the governing boards shall implement academic admission standards for first-time freshmen and transfer students at all state-supported baccalaureate and graduate institutions of higher education in the state. The commission shall establish and may subsequently review and amend the standards after consultation with the governing boards of institutions. The academic admission standards for students who do not have in-state status, as determined pursuant to section 23-7-103, shall equal or exceed those established for determining admission of in-state students.

(1)(b) specific to first-time freshmen admission standards.

(c) The standards established for transfer students must use college academic performance indicators as the eligibility criteria for admitted transfer students. The academic performance indicators **may** include but are not limited to grade point average, credit hours completed, and successful completion of developmental education courses, if required and as appropriate considering the role and mission of the receiving institution. In lieu of such criteria, additional criteria may be used for up to twenty percent of the admitted transfer students. The academic admission standards and policies established for transfer students must be consistent with the student transfer agreements established by the commission pursuant to section 23-1-108 (7)(f). Students who meet the minimum criteria for admission are not guaranteed admission to the institution to which they have applied, but they are eligible for consideration.

ATTACHMENT(S):

Attachment A: Section I Part F Proposed Revisions to the Admission Policy.

SECTION I

PART F ADMISSIONS STANDARDS POLICY

1.00 Introduction

Colorado Revised Statute 23-1-113 authorizes the Colorado Commission on Higher Education (Commission) to establish academic admissions standards for first-time and transfer students at all state-supported baccalaureate and graduate institutions of higher education in the state. The Commission is also required to review and revise these standards. This admission standards policy is effective for all students seeking admission for fall 2019 and thereafter.

Colorado's groundbreaking 2008 Preschool to Postsecondary Education Alignment Act (SB 08-212), more commonly known as the Colorado Achievement Plan for Kids, or CAP4K, requires that the Commission review and align the admissions standards policy with the postsecondary and workforce readiness description, adopted by the Commission and the State Board of Education in 2009. Subsequent legislation (HB 12-1155) further requires the Commission to ensure that academic admissions standards are aligned with the state's remedial education policy and allows the Commission, in developing new admissions standards, to take into account the rigor of a student's high school courses.

In 2012, within the context of increased emphasis on P-20 alignment, the Commission adopted Colorado Competes, the Master Plan for higher education. The Master Plan established four state-wide goals for higher education in Colorado: (1) increase attainment of credentials and degrees; (2) improve student success; (3) enhance access to post-secondary education while reducing attainment gaps among students from underserved communities; and (4) develop resources to allow institutions of higher education to meet enrollment demands while promoting affordability, accessibility and efficiency. The Master Plan reflects a shift in higher education policy in Colorado from inputs – that is, enrollment – to outputs – student progress and success. With the completion of negotiated performance contracts, institutions are held accountable not just for the number of students they enroll, but also, how students persist and succeed through to a degree.

This Admissions Standards Policy directly supports this shift in focus from enrollment to student success. The policy seeks to align postsecondary admissions and remedial education expectations with high school graduation requirements. Further, the policy increases flexibility for institutions to determine their own specific admissions requirements and increases the number of tools they may use to do so. The policy presupposes that institutions will develop admissions requirements and admit students whom they are best able to serve reflecting their statutory role and mission (see section 5.00 of this policy). In this sense, this policy represents a move to reflect what institutions are doing in practice and to better serve students.

To ensure that the Admissions Standards Policy continues to meet state goals and priorities, the Commission will review the policy every three years or as required to determine any appropriate revisions.

The Commission admissions standards are intended to be a qualitative and quantitative guideline of requirements for consideration at four-year institutions. Meeting the Commission's admissions standards does not guarantee admission to any student at any institution, as institutions consider a broad range of factors in making admissions decisions.

This policy is comprised of the following sections:

- 1.00 Introduction
- 2.00 Statutory Authority
- 3.00 Policy Goals
- 4.00 Admissions Standards
 - First-time Admissions Standards
 - Postsecondary and Workforce Readiness Endorsed Diploma Admissions Guidelines
 - Transfer Admissions Standards
- 5.00 Public Institutions' Statutory Roles and Missions
- 6.00 Data Reporting and Analysis
- 7.00 Communication with Prospective Students
- 8.00 In-State and Out-of-State Enrollment Standards
- 9.00 Policy Background
- 10.00 Guiding Policies

2.00 Statutory Authority

23-1-113. Commission directive - admission standards for baccalaureate and graduate institutions of higher education - policy - definitions
(1) (a) The commission shall establish and the governing boards shall implement academic admission standards for first-time freshmen and transfer students at all state-supported baccalaureate and graduate institutions of higher education in the state. The commission shall establish and may subsequently review and amend the standards after consultation with the governing boards of institutions. The academic admission standards for students who do not have in-state status, as determined pursuant to section 23-7-103, shall equal or exceed those established for determining admission of in-state students.

3.00 Policy Goals

Through this policy, the Commission intends to provide an opportunity for all qualified individuals to attend and succeed at a Colorado public higher education institution by:

1. Informing prospective students regarding the recommended ways to academically prepare for postsecondary education in Colorado.
2. Requiring that four-year institutions admit only students who are academically prepared, as defined in Colorado's remedial education policy, unless that institution can adequately support the student with Supplemental Academic Instruction.
3. Requiring institutions to establish and clearly communicate to prospective students and affiliated constituents performance-based admissions standards that reflect the institution's statutory role and mission and which align to the following:

- a. Colorado Department of Education’s high school graduation guidelines (Colorado Academic Standards) per C.R.S. 23-1-113(1.5);
 - b. Commission Policy I, L: Statewide Transfer and gtPathways Policy;
 - c. Colorado Remedial Education Policy; and
 - d. Appropriate alternative pathways.
4. Encouraging diversity by encouraging the admissions of applicants from underrepresented groups, applicants with special talents and applicants with other unique circumstances while ensuring their ability to succeed.
5. Allowing institutional flexibility in making admissions decisions that will lead to each institution meeting its enrollment, persistence and completion rates and the state meeting its statewide goals.

4.00 Admissions Standards

4.01 First-time Admissions Standards

Starting with admission for the fall of 2019, these first-time admissions standards apply to all new first-time applicants and to transfer applicants with fewer than 24 college-level semester credit hours completed at the point of application, except first-time and transfer applicants who meet one of the admissions standards exemptions listed in section 4.04.

4.01.01 College-Readiness Guideline

Institutions may admit students scoring below the college-ready cut scores as listed in the Statewide Developmental Education Policy (Commission Policy section I Academic Affairs, Part E) and place them in college-level courses provided that the students receive academic support, including by not limited to Supplemental Academic Instruction (SAI) based on the institution’s secondary evaluation process (Commission Policy section I Supplemental Academic Instruction part W).

4.01.02 Development of Institutional Admissions Policy -- Academic Performance Indicators

In addition to determining college-readiness as described above, institutions shall each develop individual admissions standards using academic performance indicators. Academic performance indicators are defined in C.R.S. 23-1-113. For the purposes of the Colorado Admissions Standards, institutions must use at a minimum the following two indicators as **first-time admissions academic performance indicators** – per HB21-1067, institutions have the option to require national assessment scores:

- Grade point average (GPA); and
- Rigor.

4.01.02.01 Assessment Scores

Institutions must provide clear information to applicants regarding how and if national assessment scores are considered as part of their admission process. Institutions will set a performance indicator which will represent the assessment score mid 50% range of their

admitted class from the previous year. Institutions may use either SAT or ACT; or PARCC or Smarter Balanced when validated. Institutions may also choose to use a supplemental assessment including Accuplacer and Compass.

4.01.02.02 **Grade Point Average (GPA)**

Institutions will set a performance indicator which will represent the high school cumulative GPA mid 50% range of their admitted class from the previous year. Institutions will accept the GPA reported on the high school transcript. All GPAs will be correlated to a 4.0 scale. In cases of students entering without a GPA that can be calculated on a 4.0 scale, the institution will review the GPA within the context of the grading methodology used at the school (e.g., standards-based assessment, narrative assessment, definitions of “mastery” to progress, non-U.S. based grading scales); rigor will also be considered as will national assessment scores if submitted.

4.01.02.03 **Rigor**

Institutions will set a performance indicator using rigor of students’ high school program of study. Research indicates the best preparation for success in college is for a student to take a rigorous high school curriculum. Institutions can assess rigor in multiple ways, recognizing that students engaged in competency-based high school programs of study and those in traditional seat-time based programs may have different methods of demonstrating rigor. Institutions’ performance indicators should accommodate these different demonstrations of rigor, including, but not limited to, the following:

- A. Quantity and quality of completed high school core-content courses. Strong preparation in English and mathematics is highly recommended for all college-bound students. Students also should complete significant core-content coursework in social and behavior sciences, natural and physical sciences, arts and humanities, world languages and academic electives; For students in traditional seat-time based programs, the recommended rigor and mix for college preparation are detailed in the seventeen academic units of the Higher Education Admission Recommendations (HEAR) and are outlined below:

Academic Area	
English	4 Units
Mathematics	4 Units
Natural Science	3 Units
Social Science	3 Units
World Language	1 Unit

Academic Electives	2 Units
TOTAL	17 Units

Notes:

- *An academic unit is equivalent to one full school year of credit in a specific subject.*
- *Students who successfully complete a college-level course before high school graduation (i.e., via concurrent or dual enrollment) with a grade of C- or better in one of the HEAR academic areas will be considered as having satisfied the unit recommendation for that academic area.*
- *Some institutions and academic programs may have additional academic area standards.*

- B. Sequences of career and technical courses;
- C. Successful completion of Advanced Placement courses, International Baccalaureate courses or Pathways concurrent enrollment courses (grades of "C-" or better);
- D. High school senior year coursework and experiences. Students are strongly encouraged to take the most rigorous courses available to them and consistent with their academic abilities. Additionally, students may be evaluated on the rigor of the courses selected compared to the rigor of courses available; and
- E. High school courses in a chosen career path. Students are recommended to pursue high school courses and experiences relevant to their career path.

4.01.02.04 **Submission of Institutional Standards to Commission**

Following adoption of this policy, institutions are required to establish and submit to the Commission for approval admissions standards by December 1, 2014. Institutions will submit admissions standards in a format to be determined by the Department in consultation with the institutions. The admissions standards should include the performance indicators as described in sections 4.01.02.01, 4.01.02.02, and 4.01.02.03. Institutions may submit changes to their standards at any time in the future provided the proposed standards are accompanied by an explanation from the institution providing a justification for the change, to include at a minimum how the change in standards will enable the institution to continue to or better serve students according to its role and mission. If institutions choose to require a higher high school equivalency exam score, this information must also be explained.

4.01.02.05 **Review by the Commission**

The Commission will review each institution's proposed standards and provide within 60 days either a notice of approval or a request for further information. The Commission will consider each institution's proposed standards according to its consistency with: Policy I-F, the institution's statutory role and mission, and statewide student success goals as established in the statewide master plan.

4.01.03 Students required to meet First-time Admissions Standards

4.01.03.01 Students who leave high school before graduating, earn a high school equivalency degree and apply to a four-year institution are subject to High School Equivalency Exam requirements, assessment scores and rigor performance indicators.

4.01.03.02 Home-schooled students.

4.01.03.03 Applicants who wish to enroll in a degree or certificate of completion program offered either through Extended Studies, including Off-Campus State-Funded Program or under the authority as a Regional Education Provider shall meet exactly the same institutional requirements for admissions that are applied to students enrolling on campus. Institutions can request an exemption to the admission standards process from the Department for programs that serve targeted, in-need student populations (e.g. credential completion programs offered to students in prison) who are unable to submit some academic credentials.

4.01.03.04.01 A student who has been formally admitted to the institution may enroll in courses through the Statewide Extended Studies Program & apply the credits toward a degree. These students are advised to regularly consult with the institution to ensure the credits earned fulfill degree requirements.

4.01.04 High School Equivalency Exam

Students without a high school diploma must provide a high school equivalency exam score. Institutions shall accept General Education Development (GED) versions 1988, 2002, 2014 and any other state approved exam. This route to admission is available only to students without a high school diploma. Selective, highly selective, moderately selective, and modified open institutions shall require a score of 145 or above in each content area on the 2014 GED. Selective and highly selective institutions shall require a score of 550 or greater on the 2002 version, or 55 or greater on the 1988 version. Moderately selective and modified open institutions shall require a score of 450 or greater on the 2002 version, or 45 or greater on the 1988 version. Minimum required scores for other state approved high school

equivalency exams shall be set with the advice of both the vendor offering the exam and the Colorado Department of Education. Institutions choosing to set higher minimum scores must include this information in their standards submission to the Commission as described in section 4.01.02.04. Admission is not guaranteed for students who meet the minimum GED institutional scores, as institutions also may consider academic rigor, performance, and assessment scores as part of their comprehensive review of GED applicants.

4.02 **Postsecondary and Workforce Readiness Endorsed Diploma Admissions Guidelines**

C.R.S. 23-1-113(7) authorizes the Commission, in collaboration with the State Board of Education and each institution's or system's governing board, to establish guidelines on admissions practices for students receiving a Postsecondary and Workforce Readiness (PWR) Endorsed Diploma.

Open, modified open and moderately selective institutions shall have as part of their admissions policies that students with a PWR Endorsed Diploma are guaranteed admission. Colorado high school students applying to open, modified open and moderately selective institutions, with indication on their transcript, as early as completion of the sixth semester (junior year), that they are on-track for a PWR Endorsed Diploma, will be processed and admitted into open, modified open and moderately selective institutions upon receipt of a complete college application. In order to be considered for guaranteed admission, students must meet institution application deadlines. The final high school transcript should reflect whether students have successfully completed the PWR Endorsed Diploma. Failure to successfully complete the PWR Endorsed Diploma may negate the offer of admission or result in disenrollment from the institution. Each institution reserves the right to refuse a student based on past criminal or disciplinary action, according to institutional campus safety/conduct guidelines (refer to the institution for detail).

Selective and highly selective institutions shall have as part of their admissions policies that students with a Postsecondary and Workforce Readiness PWR Endorsed Diploma will receive priority consideration. Colorado high school students applying to selective and highly selective institutions, with indication on their transcript, as early as completion of the sixth semester (junior year), that they are on-track for a PWR Endorsed Diploma, shall receive priority processing consideration once their complete applications are received by selective and highly selective institutions. The institution will move the completed application to the beginning of the applications to be reviewed; however, institutions reserve the right to request additional information before rendering a final decision. In order to be considered for priority consideration, students must meet institution application deadlines. The final high school transcript should reflect whether students have successfully completed the PWR Endorsed Diploma. Failure to successfully complete the PWR Endorsed Diploma may negate the offer of admission or result in disenrollment from the institution. Each institution reserves the right to refuse a student based on past criminal or disciplinary action, according to institutional campus safety/conduct guidelines (refer to the institution for detail).

4.03 Transfer Admissions Standards

In accordance with the Commission's Academic Affairs Policy section I, Part L: Statewide Transfer and gtPathways Policy, "transfer student" means a student entering the reporting institution for the first time but known to have previously attended a postsecondary institution at the same level (e.g. undergraduate, graduate) after high school graduation (or passing an equivalency exam). The student may transfer with or without credit. This excludes students who completed remedial coursework and students who completed college-level coursework as a high school student through Concurrent Enrollment or as their homeschool curriculum.

Starting fall of 2019 (and for institutions who choose to use this policy during the transition period of fall 2016 – summer 2019), the transfer student admissions standard will apply to all degree-seeking undergraduate transfer applicants with 24 or more college-level semester credit hours completed at the point of application who do not meet one of the exemptions listed in this policy (section 4.04). First-time admissions standards shall apply to transfer students with fewer than 24 college-level semester credit hours.

4.03.01 Development of Institutional Admissions Policy - Academic Performance Indicators

If transfer students have 24 or more college-level semester credit hours completed at the point of application, then the transfer student admissions standard shall apply. Each institution shall establish and maintain transfer admissions standards which may include holistic performance measures such as cumulative grade point average (GPA), previous and transferrable coursework, grade trends, personal circumstances, etc.

~~If transfer students have 24 or more college-level semester credit hours completed at the point of application, then the transfer student admissions standard shall apply. The transfer admissions standards academic performance indicators are:~~

- ~~• Cumulative grade point average (GPA) from all previous college-level coursework;~~
- ~~• 24 or more college-level semester credit hours completed; and Successful completion of basic skills courses.~~

~~4.03.02 Coursework Requirement~~

~~Students admitted to four-year institutions under the transfer student admissions standard must have completed all remedial developmental education coursework, with the exception that institutions approved to offer Supplemental Academic Instruction (SAI) under CCHE Policy I-W may offer SAI to eligible students. For many programs, transfer students are encouraged to complete gtPathways or equivalent courses in a range of academic subjects, especially college-level English composition and mathematics, before applying to transfer to another institution.~~

~~4.03.03—Development of Recommended Transfer GPA~~

~~In addition to students having completed all remedial coursework as described above, institutions shall each develop a student's recommended cumulative grade point average (GPA) from all previous college-level coursework, following the institution's own transfer policy. A recommended GPA acts more as a guideline, accommodating the highly varied academic history that often accompanies transfer students.~~

~~4.03.03.01—Submission of Recommended Transfer GPA to Commission~~

~~Following the adoption of this policy, institutions are required to establish and submit to the Commission for approval a minimum transfer GPA by December 1, 2014. Institutions will submit recommended transfer GPAs in a format to be determined by the Department in consultation with the institutions. Institutions may submit changes to their recommended transfer GPA at any time in the future provided the proposed change is accompanied by a written explanation from the institution providing a justification for the change, to include at a minimum how the change in GPA will enable to the institution to continue to or better serve students according to its role and mission.~~

4.03.03.02 Review by Commission

The commission will review each institution's proposed recommended transfer GPA according to 4.01.02.05 and provide within 60 days either a notice of approval or a request for further information.

4.03.04 Guaranteed Transfer Admissions

Applicants who have completed an Associate of Arts (AA) or Associate of Sciences (AS) degree from a Colorado public two-year institution will be guaranteed admissions at all Colorado public baccalaureate awarding institutions, except Colorado School of Mines, provided the student earns a 2.5 transfer GPA guideline, has completed all courses with a grade of C or better and a two-year institution is the last institution attended prior to transfer.*

Admissions to an institution does not guarantee enrollment in a specific degree program. Institutions may have controlled entry due either to space limitations or academic requirements. Students who complete an AA or AS degree concurrent with high school may qualify for guaranteed admissions to an institution, and subsequently may be held to additional criteria for determining students eligibility for specific degree programs. These students will be reported as first-time applicants and may be held to additional institutional expectations of first-time

applicants.

**University of Colorado Boulder, University of Colorado Denver, and University of Colorado Colorado Springs require completion of the University of Colorado Minimum Academic Preparation Standards (MAPS) for guaranteed transfer admission. Each institution reserves the right to refuse a student based on certain past criminal or disciplinary action, according to institutional campus safety/conduct guidelines (refer to the institution for details).*

4.04 Applicants Exempt from all Admissions Standards

The following undergraduate applicants are exempt from the Commission's admissions first-time standards and transfer standards.

4.04.01 Degree-seeking applicants:

4.04.01.01 Who have a non-U.S. transcript. The Commission directs the individual institutions to evaluate, to the best of their ability, the non-United States credentials presented by the student to ensure that they are of an equivalent level to those students admitted under the Commission's standards.

4.04.01.02 Who have already completed a baccalaureate degree.

4.04.01.03 Who have applied to the two-year role and mission component at Adams State University or Western Colorado Community College (the community college division of Colorado Mesa University).

4.04.02 Applicants enrolled as non-degree seeking students are exempt from the first-time admissions standards. This includes but is not limited to summer-only enrollment; formal Colorado Consortium exchange programs with a planned enrollment for one year or less; and those who have not been formally admitted to an institution and who wish to enroll in any off-campus coursework not offered as part of a complete off-campus degree program. Institutions can request an exemption to the admission standards process from the Department for programs that serve targeted, in-need student populations (e.g. credential completion programs offered to students in prison) who are unable to submit some academic credentials.

4.04.03 Applicants who are age 23 or older and/or have been out of school for five or more years are not held to these admissions standards and can be evaluated according to institutional policies.

4.05 Two-year and Four-year Role and Mission Institutions

Students may be admitted at Adams State University in either a two-year or a four-year program or at Colorado Mesa University or Western Colorado Community College (the community college division of Colorado Mesa University). Those admitted to a four-year program as first-time students must meet the first-time admissions standards. Students whose

only college work has been completed concurrent with high school, regardless of the number of credits, are subject to the first-time admissions standards, though all college coursework will be evaluated for transferability according to institutional and Colorado statewide transfer policies for admissions to the two-year or four-year program. Students enrolled in the two-year programs who seek to transfer to the four-year program must meet the Commission's and institutions' transfer admissions standards to be eligible for transfer.

5.00 Public Institutions' Statutory Roles and Missions

Institutions' statutory roles and missions are as follows:

23-20-101 (1) (a) The Boulder campus of the University of Colorado shall be a comprehensive graduate research university with selective admission standards

(b) The Denver campus of the University of Colorado shall be an urban comprehensive undergraduate and graduate research university with selective admission standards

(c) The Colorado Springs Campus of the University of Colorado shall be a comprehensive university with selective admission standards . . .

23-31.3-101 . . . Colorado State University – Global Campus shall be a baccalaureate and graduate online university with the mission in Colorado of offering baccalaureate degree programs for nontraditional students . . . For baccalaureate degree students residing in Colorado, CSU Global Campus shall have moderately selective admission standards.

23-31-101 . . . Colorado State University shall be a comprehensive graduate research university with selective admission standards

23-40-101. . . The University of Northern Colorado shall be a comprehensive baccalaureate and specialized graduate research university with selective admission standards . . .

23-41-105 . . . The Colorado School of Mines shall be a specialized baccalaureate and graduate research institution with high admission standards

23-55-101 . . . Colorado State University-Pueblo which shall be a regional, comprehensive institution with moderately selective admission standards.

23-51-101 . . . Adams State University, which shall be a general baccalaureate institution with moderately selective admission standards. . . and two-year transfer programs with a community college role and mission.

23-52-102 . . . Fort Lewis College, which shall be a public liberal arts institution, with selective admission standards.

23-53-101 . . . Colorado Mesa University, which shall be a general baccalaureate institution with selective admission standards. . . Colorado Mesa University shall also maintain a community college role and mission, including career and technical education programs.

23-54-101 . . . Metropolitan State University of Denver, which shall be a comprehensive institution with modified open admission standards at the baccalaureate level; except that non-traditional students at the baccalaureate level who are at least twenty years of age shall only have as an admission requirement a high school diploma, a GED high school equivalency certificate, or the equivalent thereof.

23-56-101 . . . Western Colorado University shall be a general baccalaureate institution with selective admission standards.

23-60-201 . . . A state system of community and technical colleges . . . offers a broad range of general, personal, career and technical education programs....Each community college may offer two-year degree programs with or without designation, and,...may offer technical, career, and workforce development bachelor of applied science degree programs. No college shall impose admission requirements upon any student.

23-1-113.3 . . . Aims Community College and Colorado Mountain College shall be two-year local district colleges with open admission standards. Per 23-71-102.(I): Colorado Mountain College...may also offer no more than five baccalaureate degree programs... Per 23-71-102.(II): Aims Community College...may also offer Bachelor of Applied Science degree programs...

Institution Selectivity per Colorado Revised Statute

Institution	Selectivity
Community Colleges	Open admission standards
Metropolitan State University of Denver	Modified open admission standards
Adams State University	Moderately selective admission standards
Colorado State University – Global	Moderately selective admission standards
Colorado State University – Pueblo	Moderately selective admission standards
Colorado Mesa University	Selective admission standards
Colorado State University	Selective admission standards
Fort Lewis College	Selective admission standards
University of Colorado Boulder	Selective admission standards
University of Colorado Colorado Springs	Selective admission standards
University of Colorado Denver	Selective admission standards
University of Northern Colorado	Selective admission standards
Western Colorado University	Selective admission standards
Colorado School of Mines	Highly selective admission standards

6.00 Data Reporting and Analysis

Institutions shall report annually all undergraduate first-time and transfer applicants, including those for summer terms, to the Commission on the SURDS Undergraduate Applicant File. SURDS data will be used to monitor the compliance of institutions with the Commission’s admissions standards and to evaluate the impact of the policy on institutions and students. An institution must keep at least one, complete, prior year of files and records to document admissions decisions.

Each spring, using SURDS data, the Department will prepare an annual report on institutional performance to include the retention of first-time and transfer students. The Commission will monitor and report this data, along with admissions, enrollment, retention and completion of different student populations, including resident/non-resident status, students receiving financial aid, by type and level, and background characteristics such as gender and ethnicity. Data will be reported by institution for in-state and out-of-state students and will be reported by high school and school district level for in-state students, per C.R.S. 23-1-108.

The Commission then will formally review the report and monitor institutions' performance. The Commission will rely on the performance contracts policy when evaluating the effectiveness of this policy. The Commission will also reconsider the question of whether the ultimate standards designated under this policy should be retained or modified and whether the implementation schedule should continue.

7.00 Communicating with Prospective Students

To enable students to understand which institutions they are best suited for, beginning spring 2015 and every spring thereafter, each institution shall compile and publish a quantitative and qualitative description of the mid 50 percent of its most recently admitted class. The presentation shall use the institution's academic performance indicators approved by the Commission (including assessment scores, GPA and rigor) and any other indicators the institution uses to evaluate the admissibility of students. This information must be public and easily accessible to potential students. The Department of Higher Education shall compile this information in an annual summary for statewide distribution.

8.00 In-State and Out of State Enrollment Standards

Colorado Revised Statute 23-1-113.5 states, "It is the intent of the General Assembly that all state-supported institutions of higher education operate primarily to serve and educate the people of Colorado." Standards for out-of-state students must equal or exceed those for in-state students per C.R.S. 23-1-113 (1) (a). Not less than 55 percent of the incoming first-year class at each state-supported institution of higher education shall be in-state students per 23-1-113.5. The Department, working with institutional research representatives, will determine the calculation to monitor the in-state percentages per institution. The Department will include the in-state calculations in the annual admissions and enrollment report. This calculation includes all enrolled students, including those who were admitted through an institution's admission window, with the exception of Native American students attending Fort Lewis College, who are excluded from this calculation.

9.00 Policy Background

The original admissions standards policy was adopted by the Commission in 1986 and was implemented the following year. In 1987, the Commission established state-level admissions standards for first-time entering undergraduates and transfer students at each of Colorado's baccalaureate-granting public institutions. The standards established for an entering

freshman were based on the calculation of an admissions index. The index had two components: a student's high school performance (i.e., high school grade point average or class rank) and performance on a standardized test. For an undergraduate transferring from another institution, the standard's criterion was a specific GPA.

Changes made in 2008 reflect a significant addition for applicants who graduate high school after spring 2008. In addition to defining institutional admissions indices for first-time students and grade point averages for entering undergraduate transfers, the standards expanded to require a stronger higher education admissions requirement so that students seeking admissions to four-year public institutions of higher education were ready to progress successfully in higher education. This policy articulated and required a particular curriculum to be met by first-time entering undergraduates who graduated from high school in spring 2008 or later. Beginning with students graduating from high school in spring 2010, students had to complete a fourth unit of mathematics (including at least courses that are the equivalent of Algebra I, Geometry and Algebra II), and one unit of world language and academic course units had to total 17.

<u>Academic Area</u>	<u>2008/2009</u>	<u>2010</u>
English	4 Units	4 Units
Mathematics	3 Units	4 Units
Natural Science	3 Units	3 Units
Social Science	3 Units	3 Units
World Languages	Not Required	1 Unit
Academic Electives	2 Units	2 Units
TOTAL	15 Units	17 Units

Note: An academic unit, often referred to as a Carnegie unit, is equivalent to one full school year of credit in a specific subject. Regarding CCHE Policy I, U, Section 2,04: "Two units of American Sign Language credits earned or awarded in high school (or the equivalent earned prior to the time of application) shall satisfy the world language entrance requirements of any public higher education institution in Colorado."

10.00 Guiding Policies

C.R.S. 23-1-113(4) directs the Commission to align this policy with State Board of Education-determined graduation guidelines. It states:

The commission shall work with the state board of education to align the academic admission standards established pursuant to this section with the guidelines for high school graduation requirements developed pursuant to section 22-2-106 (1) (a.5), C.R.S. Any revised academic admission standards shall be implemented no later than the selection of the freshman class of fall 2012.

C.R.S. 23-1-113(1.5)(a) instructs the Commission to align the Remedial Education Policy and the Admissions Standards Policy. It states:

(I) The commission shall establish and the governing boards shall implement a policy

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

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

HISTORY: CCHE Agenda Item IV, A – April 11, 2014; CCHE Agenda Item IV, A – November 6, 2014; CCHE Agenda Item II, A – September 5, 2019; CCHE Agenda Item II, B – June 3, 2021.

COLORADO COMMISSION ON HIGHER EDUCATION - BYLAWS

Section 1. Organization and Meetings

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

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

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

Section 2. Duties and Responsibilities of Officers

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

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

Section 3. The Advisory Committee

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

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

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

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

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

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

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

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

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

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

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

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

Section 4. Change in Bylaws

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

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



INSTITUTION AND SYSTEM LEADERS

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



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

Higher Education Glossary

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

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

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

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

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

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

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

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

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

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

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

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

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

FAP – Financial Aid Plan (HESP specific)

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

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

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

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

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

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

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

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

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

HEAR - Higher Education Admission Requirements, 2008-2010.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

SURDS - Student Unit Record Data System

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

WUE - Western Undergraduate Exchange Program, managed by WICHE