



# **COLORADO**

## **Colorado Commission on Higher Education**

Department of Higher Education

### **CCHE AGENDA**

**June 1, 2023**

**Hybrid Meeting**

**BUSINESS MEETING**

**1:00pm - 4:00pm**

**WorkForce Center  
11860 N. Pecos Street,  
Suite 2200  
Westminster, CO 80234**

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

Thursday, June 1, 2023

Hybrid

WorkForce Center, 11860 N. Pecos St., Suite 2200 Westminster, CO 80234, Room Cherry B

[ZOOM](#)

(Meeting ID: 818 9901 5337 / Passcode: 172515)

---

11:30am – 12:30pm

#### COMMISSIONER & ADVISOR WORK SESSION

Learner Voice and Perspective

---

1:00 – 4:00pm

#### BUSINESS MEETING

##### I. Opening Business

- A. Attendance
- B. Approval of the Minutes for the May 5, 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. Reauthorization of Educator Preparation Programs at Colorado State University Pueblo—  
*Sam Fogleman, Interim Director of Educator Preparation Pathways*
- B. Approval of Middle School Mathematics Endorsement at Adams State University;  
Director of Special Education Endorsement at University of Colorado Denver; and Middle



School Mathematics Endorsement at University of Denver—*Sam Fogleman, Interim Director of Educator Preparation Pathways*

C. Approval of Mentor Teacher Endorsement at University of Colorado Colorado Springs—*Sam Fogleman, Interim Director of Educator Preparation Pathways*

D. Approval of Computer Science Endorsement at Colorado State University—*Sam Fogleman, Interim Director of Educator Preparation Pathways*

E. Reauthorization of the Temporary Teacher Educator Loan Forgiveness Program—*April Gonzales, Educator Program Coordinator, and Corey Evans, Senior Finance Analyst*

### **III. Action Items**

A. Approve Revisions to CCHE Policy Section I, Part V: Creation, Modification, or Discontinuation of Academic and Vocational Programs at Public Institutions of Higher Education – *Dr. Chris Rasmussen*

B. Fiscal Year 2023-24 Financial Aid Allocation Approval—*Gayle Godfrey, Lead Finance Analyst, and Lauren Gilliland, Deputy Chief Financial Officer*





## 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

### Minutes of the Colorado Commission on Higher Education (CCHE) Meeting Virtual May 5, 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 Gonzales, Harber, Kostenbauer, Walmer, Abramson, Meyer, Temu Otting, Tucker, and Wilson.

Advisors attending: Mark Cavanaugh, Federico Chavez, Dr. Colleen O'Neil, Dr. Melinda Picket-May, Dr. Landon Pirijs, Steve Schwartz

##### B. Approval of the Minutes for the April 7, 2023 Commission Meeting

Commissioner Harber moved to approve the April 7th minutes. Seconded by Commissioner Gonzales, the motion passed by consent.

##### C. Reports

###### • Chair

**Chair Hughes** acknowledged that the commission has gotten much more efficient and effective in managing committee time and discussion time. Per Dr. Paccione's suggestion, we are looking at expanding the work session time to allow for more discussion. And as the Commission returns to in-person meetings, we'd like to allow more time for conversation so will explore starting the business meeting later. The next meeting will be another offsite meeting at a location that is convenient for the learners who will participate in the work session. Chair Hughes asked that commissioners share location suggestions with her and Commissioner Gonzales.

###### • Vice-Chair

**Vice Chair Scott** shared that the Denver City Council would be voting on May 15<sup>th</sup> on an ordinance to expand access to the Denver College Affordability Fund which has historically been available only to learners 25 and under. They are voting to increase the age to 30 and expand access based on geography to include Denver Public School grads who have been displaced out of Denver. They are also considering expanding the types of programs that are eligible to support students to include additional programs that are non-traditional pathways but have proven high quality outcomes. Chair Hughes added that this aligns with our strategic plan.



- **Commission Standing Committees**

- **Student Success & Workforce Alignment**

**Commissioner Abramson** reported that the committee continued conversations looking at relevant issues coming out of the strategic plan. They are examining stackable credentials, on ramps and off ramps, transfer services, and the post-secondary success report. They are looking at potentially creating an ad hoc committee that would really dig into the issue of transfer credits and how that may intersect with the issue of on ramps and off ramps later in their careers once they have initially left post-secondary. The Department is expecting an equity report on transfer in June. The committee will review the report and share it with the full commission. Finally, he suggested that the commission may want to consider including transfer credits and stackable credentials on the agenda for the retreat.

- **Finance, Performance & Accountability**

**Commissioner Tucker** reported that this committee did not meet in April but are expecting a more expansive agenda when they meet in May.

- **HB22-1349 Technical Workgroup Update**

**Vice Chair Scott** reported that they may have identified a consulting partner to work with. It isn't finalized and Michael Vente and team are going to spend time with them next week and decide how to move forward. He also reported that this work will be paid for by some for-profit partners. The committee is excited to really dive into the work.

- **Commissioners**

- **Commissioner Kostenbauer** reported that she, Commissioner Gonzales, Commissioner Temu-Otting and Executive Director Paccione recently visited the CSU Fort Collins campus. They had a tour of the diversity offices and met with President Parsons and some of her vice presidents. She said that they learned a lot about what CSU is doing for their students and how they are really focusing on closing the gap. She also shared the [CSU Career Competencies](#) which they are using to help develop career readiness skills for all students. They had some really good discussions about some of the things that the campus is facing. She reported that Executive Director Paccione did a great job of explaining all of the resources and programs available through the department to help address the issues they are facing on campus.

- **Commissioner Gonzales** also mentioned the visit to CSU. She added that she has two learners who have gone through the system. The question she had walking onto the campus was what do their outcomes look like for learners who are minorities or underestimated learners in our community. She was pleased to see that some of the programs to support these students are working incredibly but she would like to see them supporting more students. She highlighted the programs where the industry is reaching into campus and the university is reaching back into industry to create a seamless flow which benefits both learners and industry.

- **Commissioner Temu-Otting** reported that she was very impressed by the innovation that the Career Center at CSU is taking on when it comes to undocumented students. She shared that we are seeing a whole generation of students that do not have work authorization and we have to become more



innovative to ensure that people have the opportunities to gain education and come into the work force. She highlighted career centers and mentorship as programs that can support this segment of our students to provide wrap-around services.

- **Commissioner Wilson** shared that he attended the sportsman day at the Capitol which he was active in getting started and that he was asked to do the morning prayer in the House. He reported that he spent quite a bit of time on the House and Senate floor visiting with representatives and talking about the work of the commission.
  - **Commissioner Harber** raised the question of distribution requirements. He believes that we should take a look at the concept of distribution requirements as employers have shared that they are very unenthusiastic about paying for courses that they feel have no value. He also suggested that after learning more about programs like Guild Education and learning that there is little participation in Colorado that perhaps the Commission could help raise awareness.
  - **Commissioner Walmer** reported that they had their latest CFAC meeting at the stackable credentials faculty to faculty meeting and that she is going to serve another two years with the commission.
- **Advisors**  
No Advisor Reports

#### **D. Executive Director Report**

**Executive Director Paccione** shared that the department is in the midst of 11 searches including four senior staff positions. There are some great candidates and the department has extended an offer to a CFO candidate. She shared results from the industry partnerships survey. The goal is that 100 percent of all degree programs in the state will have an early workforce learning experience. She expressed excitement that we are up to 72 percent, up from 68 percent. She also shared that David Tanberg, formerly of SHEEO, was announced as the new president at Adams State University.

Dr. Paccione mentioned that the community college system and CSU Fort Collins will be signing a memorandum of understanding for the civil engineering pathway. The CCCS also recently signed an MOU with two HBCUs so students of color can attend a Colorado community college and transfer credits directly to an HBCU. She shared her excitement about the opportunities that are being created to help students succeed and earn their degree or credential.

And finally, she reported that the University of Colorado Boulder expanded their CU Promise program which will impact about 3,500 more students. Many institutions have promise programs which set the threshold of income at which if you earn below that threshold, you can attend tuition free.

Director Paccione also acknowledged that it was Dr. Roberto Montoya's last day and wished him luck as he transitions to a role at Inside Track, supporting institutions at a



national level. Chair Hughes thanked Roberto on behalf of the Commission for his work in elevating equity work. Chair Hughes and Director Paccione also announced that this was the last meeting for the Commission's student advisor, Federico Chavez. They thanked him for his service and wished him continued success at the Colorado School of Mines.

#### **E. Legislative Update**

Director Paccione reported on the status of the following bills (many have passed both House and Senate but have not yet been signed by the Governor):

- SB 23-149 which provides students (sophomores and higher) financial assistance if they serve as mentors for high school students. The bill passed on May 3<sup>rd</sup>.
- HB 23-1262, the Colorado Reengage Initiative that allows four-year institutions to offer an associate's degree also passed on May 1, after some adjustments.
- The removal of the requirement to select the box for selective service also passed on May 1<sup>st</sup>.
- HB 23-1246, the Zero Cost Credential program, modeled off of Care Forward Colorado, passed on 4/29.
- The Universal High School Scholarship program, a one-time \$25 million program, passed on 5/3.

Additionally, she reported that all state employees will receive a 5% pay increase in the next fiscal year.

#### **F. Public Comment**

No public comment.

## **II. Consent Items**

**A. Degree Authorization – Renewal of Authorization of Embry Riddle Aeronautical University –**  
*Heather DeLange, Director Office of Private Postsecondary Education*

**B. Degree Authorization –Renewal of Authorization of Colorado School of Traditional Chinese Medicine –**  
*Heather DeLange, Director Office of Private Postsecondary Education*

**C. Degree Authorization –Renewal of Authorization of ECPI University as a Place of Business –**  
*Heather DeLange, Director Office of Private Postsecondary Education*

**D. Approval of Two-Year Cash-Funded Capital List – Colorado School of Mines, EMRF Infrastructure –**  
*Kennedy Evans, Lead Finance Analyst*

**E. Approval of Two-Year Cash-Funded Capital List – Colorado School of Mines, Mines Park 2023 –**  
*Kennedy Evans, Lead Finance Analyst*

**F. Approval of Two-Year Cash-Funded Capital List – Auraria Higher Education Center -**  
*Kennedy Evans, Lead Finance Analyst*

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



### III. Action Items

No Action Items

### IV. Discussion Items

#### A. Presentation: Postsecondary Access and Success for Colorado's High School Graduates 2023 Report – *Carl Einhaus, Senior Director for Student Success & P20 Alignment*

Carl presented on key findings from the updated Postsecondary Success report – including a continued decrease in college going rates (49.9% for class of 2021 – slight decrease from year previous which had an over 5% decline likely mostly due to the pandemic). Also discussed was the increase in out-of-state college going – the most significant increase ever since data was collected (29%). Questions on how we can keep students in-state were addressed. Carl will continue working with the Admission Council to discuss ways on how the Commission and the Department can assist.

#### B. CCHE Chair/Vice Chair Election Update

**Dr. Paccione** reported that based on the nominations received that we do not need to hold a vote. She thanked Chair Hughes and Vice Chair Scott for their interest in serving another term as chair and vice chair.

Chair Hughes added that she will be reaching out to committee chairs regarding their interest in continuing to serve and in the next year, we will look to grow capacity and plan for transition. She asked that members of the commission reach out to her regarding interest in committees.

**Chair Harber** suggested that a vote would still be appropriate if we are appointing a chair and vice chair. He moved to approve the appointment. Seconded by **Commissioner Gonzales**, the motion passed by consent.

#### C. Legislative Review

Covered in Legislative Update.

Meeting adjourned at 2:00 pm.





**TOPIC: REAUTHORIZATION OF EDUCATOR PREPARATION PROGRAMS AT COLORADO STATE UNIVERSITY PUEBLO**

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

**I. SUMMARY**

This consent item recommends approval of reauthorization of the following Educator Preparation Programs at **Colorado State University Pueblo (CSUP)**:

- Computer Science (K-12)
- Culturally and Linguistically Diverse Education (K-12)
- Early Childhood Education (B-8)
- Elementary Education (K-6)
- English Language Arts (7-12)
- Mathematics (7-12)
- Middle School Mathematics (6-8)
- Music (K-12)
- Physical Education (K-12)
- Principal (K-12)
- Science (7-12)
- Social Studies (7-12)
- Visual Arts (K-12)
- World Languages (K-12)

**II. BACKGROUND**

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

- The Colorado Department of Education (CDE) conducts a review of the content of endorsement programs to ensure alignment with the requirements for licensure pursuant to C.R.S. §22-2-109.
- The Colorado Department of Higher Education (CDHE) reviews the unit and its programs for alignment to the statutorily required performance-based standards [C.R.S. §23-1-121(2)].
- CDHE and CDE then jointly conduct an on-site visit of the unit and its educator preparation programs.
- CDE staff provide a recommendation to the State Board of Education (SBE) for consideration and then forward the board's decision to CDHE.

- CDHE staff incorporate the SBE decision alongside staff analysis in their recommendation to CCHE.

### **III. STAFF ANALYSIS**

At its May 10, 2023, meeting, the Colorado State Board of Education approved the content of CSUP's educator preparation programs and voted to fully reauthorize all programs. CDE staff transmitted the Board's decision and recommendations to the department.

Department staff analyzed the relevant programs at CSUP, according 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. The following evidence is summarized from the institution's reauthorization report, which was co-authored by CDE and CDHE staff:

1. **Program Design:** The Colorado State University Pueblo School of Education's mission is to engage and empower a community of learners, a practice that is highly evident in their approach to directly supporting their candidates and serving as the "People's University of the Southwestern United States". There are a number of pathways available to candidates that simultaneously serve local partner district needs as well. Candidates are evaluated several times during their programs to encourage their growth from proficiency to mastery and are served by faculty advisors from the School of Education and content areas alike. Finally, the program has very strong relationships with partner districts and takes great care in making effective candidate placements to serve those partners' needs.
2. **Educator Knowledge and Competencies:** All of CSUP's programs are well aligned to state standards as shown through the peer review process and observations made by the state review team during the site visit. Colorado Department of Education reading specialists observed that current candidates and completers could clearly speak to knowledge of the science of reading and how it applies to teaching foundational reading to students. The programs also employ multiple forms of dispositional assessment to determine candidate qualities and areas for growth.
3. **Clinical Experiences:** CSUP makes arrangements for field experience opportunities to happen early and often for their candidates, a practice that is welcomed by those candidates and helps them feel better prepared for their eventual work in the profession. This is a direct result of program staff consciously creating positive relationships with partner schools and encouraging applied learning, and not just observations, during those clinical experiences.
4. **Program Impact and Continuous Improvement:** The use of data for continuous program improvement is a cornerstone of good practice at CSUP. The institution has effective data systems in place to gauge progress and feedback from their candidates and lean into their strong relationships with partners in order to understand how better to serve their needs. It is telling that the School of Education is seen by other schools on the CSUP campus as a leader in best practices in data collection and reporting.

Pursuant to Colorado Revised Statutes §23-5-129(6)(b), department staff find that educator preparation programs at CSUP 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 reevaluated during the institution's next regularly scheduled reauthorization, which generally occurs within 5-7 years.

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

**Staff recommend the full reauthorization of the following educator preparation programs at Colorado State University Pueblo:**

- **Computer Science (K-12)**
- **Culturally and Linguistically Diverse Education (K-12)**
- **Early Childhood Education (B-8)**
- **Elementary Education (K-6)**
- **English Language Arts (7-12)**
- **Mathematics (7-12)**
- **Middle School Mathematics (6-8)**
- **Music (K-12)**
- **Physical Education (K-12)**
- **Principal (K-12)**
- **Science (7-12)**
- **Social Studies (7-12)**
- **Visual Arts (K-12)**
- **World Languages (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 MIDDLE SCHOOL MATHEMATICS  
ENDORSEMENT AT ADAMS STATE UNIVERSITY; DIRECTOR  
OF SPECIAL EDUCATION ENDORSEMENT AT UNIVERSITY  
OF COLORADO DENVER; AND MIDDLE SCHOOL  
MATHEMATICS ENDORSEMENT AT UNIVERSITY OF  
DENVER**

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

**I. SUMMARY**

This consent item recommends approval of the following Educator Preparation Programs at **Adams State University (ASU), University of Colorado Denver (UCD), and University of Denver (DU)**:

- Adams State University—Middle School Mathematics (6-8)
- University of Colorado Denver—Director of Special Education (K-12)
- University of Denver—Middle School Mathematics (6-8)

**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 regarding the program content.

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

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

**III. STAFF ANALYSIS**

At its January 12, 2022 (DU), May 10, 2022 (UCD), and September 14, 2022 (ASU) meetings, the Colorado State Board of Education approved the content of these educator preparation programs and voted to authorize the endorsement programs. CDE staff transmitted the Board's decisions and recommendations to the department. As part of transition planning with the Colorado Department of Education due to SB23-258, which consolidates the educator preparation approval authority with the State Board of Education, CDHE staff have been

auditing past CCHE actions and related materials to share with CDE colleagues. Three endorsement authorizations were found to have been missing from the statutory CDHE approval process. This item rectifies that to ensure that all Commission directives have been fulfilled prior to the date when SB23-258 goes into effect.

Department staff analyzed the relevant programs at these institutions, according 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 four common domains of program design, educator knowledge and competencies, clinical experiences, program impact, and continuous improvement.

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

**Staff recommend the authorization of the following educator preparation programs:**

- **At Adams State University: Middle School Mathematics (6-8)**
- **At the University of Colorado Denver—Director of Special Education (K-12)**
- **At the University of Denver—Middle School Mathematics (6-8)**

#### **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 MENTOR TEACHER ENDORSEMENT AT  
UNIVERSITY OF COLORADO COLORADO SPRINGS**

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

**I. SUMMARY**

This consent item recommends approval of the following Educator Preparation Programs at **University of Colorado Colorado Springs (UCCS)**:

- Mentor Teacher (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 regarding the program content.

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

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

**III. STAFF ANALYSIS**

At its April 12, 2023 meeting, the Colorado State Board of Education approved the content of UCCS's educator preparation program and voted to authorize the Mentor Teacher program. CDE staff transmitted the Board's decision and recommendations to the department.

Department staff analyzed the relevant program at UCCS, according 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 UCCS Mentor Teacher program is rooted in values of equity, inquiry, and innovation in order to create educators who are able to effectively mentor pre-service and novice teachers. There is a clear developmental sequence that builds on effective practices and encourages full development of mentees.



2. **Educator Knowledge and Competencies:** Candidates will take part in coursework that emphasizes the building of relationships, engaging in critical reflection, and encouraging deep feedback. Course matrices were fully vetted by CDE staff and found to meet standards.
3. **Clinical Experiences:** During this program, candidates will take part in more than 200 hours of practicum experience in direct mentoring activities with preservice and novice educators.
4. **Program Impact and Continuous Improvement:** UCCS already has a number of data gathering tools at their disposal to measure the efficacy of all their educator preparation programs. The Mentor Teacher program will join that portfolio of programs as part of their continuous improvement efforts.

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

**Staff recommend the authorization of the following educator preparation programs at University of Colorado Colorado Springs:**

- **Mentor Teacher (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 COMPUTER SCIENCE ENDORSEMENT AT  
COLORADO STATE UNIVERSITY**

**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 State University (CSU)**:

- Computer Science (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 regarding the program content.

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

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

**III. STAFF ANALYSIS**

At its April 12, 2023 meeting, the Colorado State Board of Education approved the content of CSU's educator preparation program and voted to authorize the Computer Science program. CDE staff transmitted the Board's decision and recommendations to the department.

Department staff analyzed the relevant program at CSU, according 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 CSU Computer Science program is designed to produce effective educators in an endorsement area vital to the development of Colorado students. This program joins the rest of CSU's educator preparation portfolio as part of a system of Professional Development Schools (PDS), which allow candidates to be fully supported by

university and district colleagues and apply programmatic learning in a collaborative environment.

2. **Educator Knowledge and Competencies:** CSU submitted appropriate materials for review to CDE which were peer reviewed and deemed to meet required standards.
3. **Clinical Experiences:** As mentioned before, CSU candidates work within Professional Development Schools to allow for real-world application of their learning. Candidates will have opportunities to practice skills in a variety of settings and learn from partner educators through that system.
4. **Program Impact and Continuous Improvement:** CSU has a robust student data tracking system which allows them to synthesize data and make practical changes to programs accordingly. The Computer Science program will become part of that same system to ensure that candidates receive ample and effective preparation.

#### IV. STAFF RECOMMENDATION

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

- Computer Science (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:** REAUTHORIZATION OF THE TEMPORARY TEACHER  
EDUCATION LOAN FORGIVENESS PROGRAM

**PREPARED BY:** APRIL GONZALES, EDUCATOR PROGRAM COORDINATOR  
COREY EVANS, SENIOR FINANCE ANALYST

**I. SUMMARY**

This consent item seeks reauthorization of the eligibility criteria for the temporary teacher education loan forgiveness program.

**II. BACKGROUND**

Pursuant to C.R.S. §23-3.9-100.2, the Colorado Commission on Higher Education considers approval of all educator loan forgiveness programs.

The Temporary Educator Loan Forgiveness Program originally created by House Bill 22-1220 grants up to \$5,000 annually to educators currently serving rural districts or teaching in hard-to-fill positions in Colorado. Per statute, the program prioritizes applicants who joined the educator workforce in 2019-2022. The program was modified under House Bill 23-1001 to extend eligibility to administrators and Special Service Providers (SSP). House Bill 23-1001 also changed criteria for qualified educators to the following:

1. Applicants must be an educator: defined as teacher, principal, or special service provider in a qualified position and have a qualified Federal Student Loan.
  - a. \*Qualified position is defined as
    - i. hard-to-staff educator position in a rural district or rural School, or in a facility school that is in a rural school district, identified by the department of education.
    - ii. A hard-to-staff educator position in a content shortage area in a Colorado public school, a school operated by a board of cooperative services, or a facility school an educator position in a Colorado Public School, a school operated by a school operated by a board of cooperative services, or a facility school.
2. If more new participants apply than can be approved, then CDHE will use the following priority list:
  - a. All applicants with a Federal Student Loan will be qualified using the following priority list:
    - i. First, CDHE will approve applicants who have contracted for a qualified position in a rural district or rural School.
    - ii. Second, CDHE will approve applicants who have contracted for a qualified position in a content shortage area.
    - iii. Third, CDHE will approve applicants who have contract for a qualified position in a Colorado Public School, A school operated by a board of cooperative services or a facility school.

3. In approving applications for each pool of candidates listed above CCHE will first consider Colorado Licensed teachers and length of time employed under the license – beginning with those who have been employed the shortest amount of time.

The awards will be made in monthly distributions so they will count towards qualifying monthly payment for those individuals participating in Federal loan forgiveness programs.

Applicants must re-apply each year for consideration.

Process:

- 1) Applicants submit the application form with proof of licensure and employment.
- 2) When the application closes, CDHE's vendor ranks applicants according to statute (ranking which the Department provides).
- 3) Award/denial letters are then transmitted, and awardees are instructed to link their loans in the tuition.io system so the award can be distributed directly to their lender in monthly payments.
- 4) There will be a mid-cycle eligibility reassessment to ensure awardees still qualify. Upon re-certification, the monthly payments continue.

### **III. STAFF ANALYSIS**

The teacher educator loan forgiveness program award prioritization and administration process has been outlined in the previous section. The vendor, Tuition IO, has been contracted by the Department to administer the application process, notification, awarding, verification, servicer payments, and awardee customer service. Applications are reviewed by the vendor and ranked based on the criteria and hierarchy outlined within the legislation. Before awarding, the Department reviews and verifies the vendor's use of the criteria and awarding. Department staff meet with the vendor bi-monthly to review/confirm the process and provide support when needed.

### **IV. STAFF RECOMMENDATION**

**Staff recommends the reauthorization of the Temporary Teacher Educator Loan Forgiveness Program.**

### **V. STATUTORY AUTHORITY**

#### **C.R.S. §23-3.9-102**

(1) (a) The general assembly authorizes the commission to develop and maintain an educator loan forgiveness program for implementation beginning in the 2019-20 academic year for payment of all or part of the principal and interest of the qualified loans of an educator who is hired for a qualified position. Money in the educator loan forgiveness fund, created in subsection (1)(b) of this section, may be used only for repayment of qualified loans through the educator loan forgiveness program. The commission is authorized to seek, accept, and expend gifts, grants, and

donations for the educator loan forgiveness program. The commission shall transmit all money received through gifts, grants, or donations to the state treasurer, who shall credit the money to the educator loan forgiveness fund, created in subsection (1)(b) of this section. The commission shall develop loan repayment policies that ensure that money in the educator loan forgiveness fund is used for the repayment of qualified loans of educators employed in qualified positions.



**TOPIC:** APPROVE REVISIONS TO CCHE POLICY SECTION I, PART V:  
CREATION, MODIFICATION, OR DISCONTINUATION OF ACADEMIC  
AND VOCATIONAL PROGRAMS AT PUBLIC INSTITUTIONS OF HIGHER  
EDUCATION

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

## **I. SUMMARY**

This action item revises the Commission’s policy on creation of academic programs to clarify that all public institutions in Colorado may offer sub-baccalaureate credentials that may appear on an academic transcript, under certain conditions, and that such actions align with the statutory role and mission of participating institutions. The revisions outline these conditions, as well institutional obligation to report all credentials that appear on an academic transcript to the Student Unit Record Data System (SURDS).

## **II. BACKGROUND**

Historically, issuing sub-baccalaureate credentials—including associate degrees, certificates, and career and technical awards—has been the near exclusive domain of community, local district, and technical colleges. Universities without an associate-degree granting mission have offered certificates and other sub-baccalaureate credentials only through extended studies and continuing education units, and only on a cash basis (not COF eligible). Changing consumer behavior—including increasing hesitancy to invest the time and money required to earn a bachelor’s degree—had led many universities to explore opportunities to create certificate programs and other sub-baccalaureate credentials that provide marketable knowledge and skills in a shorter timeframe, often as steps on the way to a bachelor’s degree, and to offer these credentials as part of the traditional undergraduate curriculum using COF dollars.

The Department is involved in two initiatives that encourage innovations in “stackable” or “incremental” credentialing, including the implementation of SB22-192, and the federal-funded “Credential As You Go” project, in which Colorado is a participating state. These initiatives have further piqued interest by institutions of all types to become engaged in various forms of credentialing that can be embedded within traditional associate- and bachelor’s-degree pathways. Given this level of interest—and the desire of the the department to support innovation—department staff have consulted with representatives of the Colorado Office of the Attorney General (COAG) on the extent to which sub-baccalaureate credentialing is aligned with the statutory role and mission of institutions that do not have associate degree authority or have explicitly stated authority to offer career and technical programs. COAG staff have advised that four-year institutions—including those without specific statutory authority to offer associate degrees—may award sub-baccalaureate academic credentials that appear on the official academic transcript, including certificates, provided the credential is composed of credit-bearing courses that are part of the regular undergraduate curriculum (or credit awarded for prior learning), and the completed credential can be applied in full to one or more bachelor’s degree programs offered by the institution within the institution’s statutory role and mission.

COAG staff advised that because authority to offer associate degrees is stated explicitly in statute for community and local district colleges, and for Adams State and Colorado Mesa University, only those institutions may award associate degrees (the Colorado Re-Engaged Initiative—or CORE—notwithstanding, see §23-1-131.5, C.R.S.). The proposed CCHE policy revisions reflect this guidance, along with related provisions on reporting of credentials to SURDS, which was also addressed by COAG. The Department engaged in extensive stakeholder consultation to inform the policy revision process, including three separate meetings with the Academic Council, a presentation to the Registrar's Council, and consultation with members of the Data Advisory Group.

### **III. STAFF ANALYSIS**

The following substantive changes are proposed to CCHE Policy Section I, Part V:

1. Section 1.00, Introduction: Moves language related to SURDS to a new, standalone section of policy.
2. Section 2.00, Statutory Authority: Creates two new subsections that address Program Development and Approval, and Data Reporting, respectively. Clarifies that reporting of academic programs includes any credentials that appear on a student's official academic transcript.
3. Section 3.00, Policy Goals: Establishes Commission goals to promote innovation, ensure alignment with statutory role and mission, and ensure that data reporting is inclusive of information needed for state-level and federal reporting on student enrollment and completion.
4. Section 4.00, New and Substantially Modified Programs: Process and Procedures:
  - a. Creates new subsection on Institutional Authority
  - b. Clarifies institutional authority to award sub-baccalaureate credentials and the conditions and obligations that apply
  - c. Clarifies that institutions do not need governing board approval to report academic credentials to the Department in cases where the board has determined that board approval is not necessary
  - d. Clarifies that institutions must report to the Department all academic programs that lead to a credential appearing on an academic transcript, and that institutions shall notify the Department of any programs that the institution wishes to exclude from reporting to the U.S. Department of Education.

### **IV. STAFF RECOMMENDATIONS**

**Staff recommends that the Commission approve revisions to CCHE Policy Section I, Part V.**

## **V. STATUTORY AUTHORITY**

### **C.R.S. §23-1-107**

#### **Duties and Powers of the Commission With Respect to Program Approval, Review, Reduction, and Discontinuance**

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

...

### **C.R.S. §23-1-108**

#### **Duties and Powers of the Commission With Regard to Systemwide Planning - Reporting - Definitions**

(1) The commission, after consultation with the governing boards of institutions and as a part of the master planning process, shall have the authority to:

(a) Establish a policy-based and continuing systemwide planning, programming, and coordination process to effect the best use of available resources;

(b) Establish such academic and career and technical education planning as may be necessary to accomplish and sustain systemwide goals of high quality, access, diversity, efficiency, and accountability. Such planning must include identification by each governing board of programs of excellence at institutions under their control and plans for enhancement and improvement for those programs.

(c) Determine the role and mission of each state-supported institution of higher education within statutory guidelines;

...

(9) The state-supported institutions of higher education shall provide the commission with such data as the commission deems necessary upon its formal request...

### **C.R.S. §23-1-131.5**

#### **Commission Directive - Colorado Re-Engaged (Core) Initiative - Four-Year Institutions - Associate Degrees - Report - Definitions**

...

(2) There is created in the department the Colorado re-engaged, or CORE, initiative to authorize institutions of higher education to award associate degrees, notwithstanding an institution's role and mission, to eligible students who enroll in baccalaureate degree programs and earn at least seventy credit hours in the programs, but withdraw from the institutions before attaining the baccalaureate degree...

...

(4)(c) An institution that chooses to participate in the CORE initiative shall not allow a student to enroll in the institution to obtain an associate degree and shall not offer programs that are designed to lead to associate degrees; except that this subsection (4)(c) does not apply to a local district

college, Adams state university, Fort Lewis college with regard to the authority granted in section 23-52-101 (2)(a), and Colorado Mesa university. The associate degrees issued by institutions through the CORE initiative shall not be considered in determining an institution's funding pursuant to part 3 of article 18 of this title 23.

...

## **VI. APPENDICES**

Appendix A: Item III-A – Section I – Part V – Proposed Revisions 06-01-2023



## SECTION I

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

#### 1.00 Introduction

~~Senate Bill 17-297 amended §23-1-107(1), C.R.S. to clarify that Commission~~  
~~Public institutions of higher education in Colorado are~~  
~~approval is not required~~  
~~to obtain approval from the Commission on Higher Education~~ for new academic or vocational programs, so long as the new program is consistent with an institution's statutory role and mission. The Commission delegates review of statutory role and mission to Department staff (see Section 4.002.01 below). There are three exceptions where proposed degrees have additional statutory requirements and require commission approval: educator preparation degrees offered by any institution; cannabis-related degrees or certifications offered by any institution; and bachelor of science in nursing (B.S.N.) completion degrees at Aims Community College. Each of these exceptions are explained in detail below. This policy does not apply to ~~certify~~ ~~certification~~ ~~programs~~.

~~It should be noted that 4-year institutions may offer programs that are commonly referred to as "certificates" that do not require review by the Department and are not eligible for entry into SURDS. Examples include, but are not limited to, non-credit bearing programs offered on a cash-funded basis, emphasis areas within degrees (e.g., minors), and other sequences of courses that do not result in a bona fide credential.~~

~~To be eligible for entry into SURDS, certificates must be credit-bearing, standalone programs (i.e., not part of a baccalaureate or graduate degree program). Certificates that can be applied to degree program requirements within the institution's statutory role and mission, such as "stackable certificates," are considered to be standalone programs.~~

#### 2.00 Statutory Authority

##### 2.01 Program Development and Approval

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

Formatted: List Paragraph, Tab stops: 0.57", Left

Formatted: Indent: Left: 0.5", Tab stops: 0.62", Left

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

There are three exceptions where proposed ~~degrees-academic programs~~ have additional statutory requirements:

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

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

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

## 2.02 Program Data Reporting

Per Colorado Revised Statutes, §23-1-108(8) "the commission shall prescribe uniform academic reporting policies and procedures to which the governing boards and their institutions shall adhere"; and per §23-1-108(9), "the state-supported institutions of higher education shall provide the commission with such data as the commission deems necessary upon its formal request." This includes data related to the creation of academic programs, student enrollment in and completion of academic programs, and the awarding of any credentials to students that appear on an official academic transcript.

Formatted: Widow/Orphan control, Tab stops: Not at 0.57"

## 3.00 Policy Goals

The goals of this policy are threefold: 1) to promote innovation within institutions of higher education to offer academic programs that are responsive to student, community, and workforce needs; 2) to ensure that a new or substantively modified programs are consistent with the statutory role and

mission of the institution and meets additional statutory requirements (where applicable); and 3) to ensure that, ~~Additionally,~~ the Department ~~receives~~needs certain information related to academic programs needed for state-level and federal reporting on enrollment and completion, including but not limited to degree level and CIP code, ~~to enter new programs into the Student Unit Record Data System (SURDS) so that institutions may report enrollment and completion, for instance, in those programs.~~

#### 4.00 New and Substantively Modified Programs: Process and Procedures

##### 4.01 Institutional Authority

As noted earlier, with certain articulated exceptions, governing boards are not required to obtain approval from the commission to create academic or vocational programs offered by an institution provided the program is consistent with the institution's statutory role and mission.

Four-year institutions—including those without specific statutory authority to offer associate degrees (the Colorado Re-Engaged Initiative—or CORE—notwithstanding, see §23-1-131.5, C.R.S.)—may award sub-baccalaureate academic credentials that appear on the official academic transcript, including certificates, provided the credential is composed of credit-bearing courses that are part of the regular undergraduate curriculum (or credit awarded for prior learning), and the completed credential can be applied in full to one or more bachelor's degree programs offered by the institution within the institution's statutory role and mission. Only those institutions with explicit statutory authority to offer associate degree programs may award associate degrees (the Colorado Re-Engaged Initiative—or CORE—notwithstanding, see §23-1-131.5, C.R.S.).

##### 4.012

##### ~~Governing Board~~Institutional Approval

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

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

4.02.03 There may be cases when an institution's governing board has determined that it does not need to formally act to approve a new academic program offered by an institution, in which case the institution's representatives shall notify the Department of this fact when submitting information about newly created or modified academic programs.

4.02.04 Institutions shall formally notify the Department of any and all academic programs that lead to a credential that appears on an academic transcript so that the credential can be added to the Student Unit Record Data System (SURDS). Institutions shall notify the Department of any programs that are reported to SURDS but that the institution wishes to exclude from reporting to the U.S. Department of Education through the Integrated Postsecondary Education Data System (IPEDS). The Department will work collaboratively with institutions on what data are submitted to IPEDS and ensure that decisions are aligned to IPEDS and US Department of Education guidelines and requirements.

Formatted: Normal, Justified, No widow/orphan control, Tab stops: 0.57", Left

Formatted: Font color: Red

#### 4.02 Review by the Department

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

4.02.02 In the case of new or substantively modified programs proposals that are not subject to the statutory requirements outlined above (which will be the majority of new programs proposals), if the Department determines that the proposed program is consistent with an institution's statutory role and mission and meets the other applicable statutory or Commission requirements outlined above then the Department shall enter the new or substantively modified program into the Student Unit Record Data System (SURDS) and notify the institution. Following notification to the institution, the new or substantively modified program will be added to the agenda for the next meeting of Academic Council for information purposes.

- If the Department determines that the proposal is not consistent with the institution's statutory role and mission or credit cap or GT Pathways requirements (if applicable), it will so inform the governing board. The Department shall take waiver requests for credit cap and GT Pathways (where applicable) to the Commission for action.



- If disagreement on Department staff's determination arises then the review and ensuing discussion shall be elevated to Academic Council for its advice. The Commission shall have final authority as to whether or not the proposed program is approved.

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

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

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

- The chief academic officer of the institution shall submit a proposal to the Department addressing all of the criteria listed in §23-1-133(2)(a), C.R.S., including:
  - Data demonstrating sufficient workforce and student demand for the proposed degree program;
  - The regional and professional accreditation requirements for the degree program, if applicable, and evidence that the institution can satisfy those requirements, as appropriate, at both the institutional and program levels;
  - Evidence that providing the degree program is cost-effective for students and for the institution;
  - Evidence that the degree program is sufficiently distinguishable from an existing degree program at a state four-year institution provided within the community college's service area, and sufficiently distinguishable from a degree program that had been offered in conjunction with a state four-year institution that is scheduled to be reinstated; and
  - Evidence that the degree program could not practically or feasibly be offered through a statewide transfer agreement.

- Upon receipt of the proposal, the Department will consult with all state four-year institutions regarding any existing similar academic programs offered by the four-year institutions, and any potential opportunities to offer the proposed degree through collaboration or articulation.
- If the Department determines that the institution's or system's proposal does not meet one or more of the above statutory requirements, the Department will provide a written response identifying the area or areas where the proposal has fallen short. The institution may revise and resubmit the proposal for review.
- If the Department determines that the institution's proposal does meet the above statutory requirements, the proposal will be sent to members of the Academic Council for consideration of any anticipated systemwide effects of the new degree program.
- Members of Academic Council will have no fewer than 30 calendar days (excluding periods of time between academic terms) to review the proposal and provide written feedback to the Department, which will be shared with the proposing institution.
- Following the 30-day review period, the proposal will be placed on the agenda for the next meeting of the Academic Council for discussion. At the meeting, Department staff will summarize the feedback received from institutions on the proposal and provide an opportunity for representatives of the proposing institution to respond.
- If there is no indication among members of Academic Council that the proposed degree program could have negative systemwide effects, the proposal will be placed on the next Commission meeting agenda with a staff recommendation for approval.
- If there is indication among members of the Academic Council that the proposed degree program could have negative systemwide effects, the institution submitting the proposal will be encouraged to resolve any areas of concern. The institution may then submit a revised proposal, which will be reviewed by Department staff. If Department staff determine that the proposing institution has sufficiently addressed any concerns raised by members of Academic Council, the proposal will be placed on the next Commission meeting agenda with a staff recommendation for approval. If Department staff determine that the proposing institution has not sufficiently addressed concerns raised by members of Academic Council, or sufficiency is indeterminate, the revised proposal will be sent to members of Academic Council for another review period of no fewer than 30 days, after which the revised proposal will be placed on the agenda for the next meeting of the Academic Council for discussion, with similar steps taken as outlined above.
- If following a second round of feedback there is indication that the proposed degree program could have negative systemwide effects, the institution may request that the proposal be brought to the Commission

for discussion. In preparing the agenda item for the Commission, Department staff will summarize all feedback received during the review process and may recommend that the Commission approve or not approve the program. The Commission may choose to act by approving or not approving the program or may request additional information and postpone action to a future meeting.

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

- The proposing institution shall inform the Institute of Cannabis Research at Colorado State University-Pueblo of its intention to develop a cannabis-related academic program and follow the procedures and processes established by the Institute's governing board for providing advisement to institutions seeking to develop a cannabis-specific curriculum.
- The chief academic officer of the institution seeking approval of a cannabis-related program shall submit a proposal to the Department addressing the following criteria:
  - Fit with the institution's statutory role and mission;
  - Confirmation of required approvals from the institution's governing board and applicable accrediting agencies (or evidence that approval processes have been initiated); and
  - Written confirmation of consultation with the Institute of Cannabis Research.
- If the Department determines that the institution's proposal does not meet one or more of the above requirements, the Department will provide a written response identifying the area or areas where the proposal has fallen short. The institution may revise and resubmit the proposal for review.
- If the Department determines that the institution's proposal does meet the above requirements, Department staff shall seek input from the governing board of the Institute of Cannabis Research on the need and fit of the proposed program in meeting the needs of the cannabis industry or advancing research and economic development associated with cannabis in Colorado. The Department will also initiate a public comment period of no fewer than 30 days. The program proposal will be placed on the next Academic Council meeting agenda or distributed to Academic Council electronically for the Council's advisement to the Department. The Department may ask the institution to revise the proposal in response to any feedback received.

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

#### **5.00 Non-Substantive Modifications to and Discontinuance of Existing Programs**

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

HISTORY: CCHE Agenda Item III, B – November 6, 2014; CCHE Agenda Item III, B – December 4, 2014; CCHE Agenda Item VI, A – October 23, 2017; CCHE Agenda Item V, B - December 7, 2017; CCHE Agenda Item III, E – December 6, 2018; CCHE Agenda Item IV, B – September 5, 2019; CCHE Agenda Item III, A – March 6, 2020; CCHE Agenda Item IV, A – September 2, 2021; CCHE Agenda Item III, A – October 22, 2021; CCHE Agenda Item (III, A) – June 1, 2023.

**TOPIC:** FISCAL YEAR 2023-24 FINANCIAL AID ALLOCATION APPROVAL

**PREPARED BY:** GAYLE GODFREY, LEAD FINANCE ANALYST AND LAUREN GILLILAND, DEPUTY CFO

**SUMMARY**

This action item seeks approval of the Fiscal Year 2023-24 financial aid allocations for the State's undergraduate need, graduate need, work-study and career and technical education financial aid programs. Categorical aid allocations are also included for informational purposes, though the Department and Commission do not have authority over them.

**BACKGROUND**

Pursuant to Colorado Revised Statutes (C.R.S.) 23-3.3-102 (2), each year the Colorado Commission on Higher Education (CCHE) allocates the state-funded, student financial aid appropriations to eligible higher education institutions. Financial aid in Colorado is decentralized; while allocations are made by the Commission, individual packaging decisions are made at the institution level. The Commission does not make funding decisions for individual students. The CCHE's financial aid policy, Section VI F, describes goals, aid programs and eligibility.

The financial aid policy is guided by the following three principles:

1. Maximize the amount of financial aid funds available to Colorado residents;
2. Direct state need-based dollars to students with the least ability to pay; and,
3. Recognize that students can make choices that impact what they pay, such as working or earning scholarships.

Senate Bill 23-214 includes a 11.4% increase in non-entitlement financial aid for Fiscal Year 2023-24 over Fiscal Year 2022-23. The entirety of this increase was in the need-based financial aid line. As such, the Colorado Student Grant and Graduate Grant increased by 11.7% while the Work Study and Career and Technical Grants were held flat. The appropriation for the Fort Lewis Native American Tuition Waiver (FLNAW), which provides payments to Fort Lewis College for Native American student tuition waivers as mandated by Section 23-52-105 C.R.S., decreased by approximately \$3.2 million due to enrollment decline. Finally, the Dependent Tuition Assistance Program, which provides financial aid to the dependents of occupationally disabled police and firefighters, increased by \$500,000 due to demand in recent years. Table 1 shows FY 2022-23 and FY 2023-24 appropriations as reflected in the Long Bill.

**Table 1: FY 2023 and Current Long Bill FY 2024 General Fund Financial Aid Appropriations**

	FY 23 Appropriation	FY 24 Appropriation	\$ Change	% Change
Undergraduate & Graduate Need	\$204,932,006	\$228,897,742	\$23,965,736	11.7%
Work Study	\$23,129,178	\$23,129,178	\$0	0%
Career and Technical Education (CTE)	\$450,000	\$450,000	\$0	0%
Dependent Tuition Assistance Program (DTAP)	\$1,143,700	\$1,643,700	\$500,000	43.7%
FLNAW	\$25,563,965	\$22,264,858	-\$3,299,107	-12.9%

### **III. STAFF ANALYSIS**

The following reviews the state funded financial aid categories included in the FY 2023-24 Long Appropriations Bill.

#### **Need-Based Aid - \$228,897,742**

Need-based aid is distributed via two formulas, the Completion Incentive Grant model (also referred to as the Colorado Student Grant or CSG model) and the Critical Careers Graduate Grant model (also referred to as the Graduate Grant model). Additional details on both models are available below. All models were approved by the FPA and full Commission in 2022.

#### **A. Completion Incentive Grant (Colorado Student Grant) - \$212,665,621**

The Completion Incentive Grant Program, also referred to as the Colorado Student Grant or CSG, is awarded to undergraduate students with demonstrated financial need. Allocations are based on the sum of student FTE that are in-state, have a Pell-eligible expected family contribution (EFC), and attending at least 0.5 time at each institution with differential dollar allocations based on the FTE at each class rank. The goal of the undergraduate need-based aid model is to encourage institutions to support student progress and timely completion; target aid to the neediest students; and ensure year-to-year predictability for financial aid administrators.

The CSG allocation method provides more aid to institutions who enroll students that have the highest demonstrated need by providing a set amount for each FTE meeting the aforementioned requirements and increasing that amount of aid awarded to the institution incrementally by student grade-level. This is intended to incentivize institutions to improve the retention and progress of Pell-eligible students. The incremental allocation per FTE between class rank levels was reduced by 25% beginning in 2022 to recognize the disadvantage this posed to two-year institutions.

To encourage institutions to support timely completion, the model also includes an upper limit for advanced seniors – students who have reached their Pell Lifetime Eligibility Used (LEU)

as determined by federal financial aid processing documents. Institutions receive the same allocation for advanced seniors as they do for freshman students.

Stability is a key tenant of the need-based financial aid funding model; therefore, a three-year rolling average and a guardrail provision are in place to prevent large fluctuations in allocations to institutions. The lower guardrail is equal to percentage enrollment growth/decline plus than Higher Education Price Index (HEPI). The upper guardrail is equal to three times the growth of the overall allocation for the program.

For FY 2023-24 allocation purposes, Pell-eligible students are those with an expected family contribution (EFC) between \$0 and \$5,846, the amount necessary to qualify for a Federal Pell Grant in the 2021-22 award year. Institutions are allocated an amount based on Pell-eligible, in state, at least 0.5-time FTE, with amounts increasing for each grade level. This year the starting amount allocated based on one freshman FTE increased from \$3,035 to \$3,750, while the incremental increase between grade level remained flat at \$255 per the new methodology.

All institutions saw an increase due to the 11.7% overall increase in the total appropriation. Increases varied greatly across institution, primarily due to large differences in enrollment gains/losses.

#### **B. Critical Careers Funding for Graduate Students (Graduate Grant) - \$16,232,116**

This program allocates need-based financial aid for graduate students enrolled in critical career programs as identified by the Colorado Talent Pipeline Report and state priorities. This list was revised in the approved methodology changes. Graduate Grant allocations are based on the sum of student FTE that are in-state, have a Pell-eligible EFC, are enrolled at least 0.5 time, and are enrolled in the list of approved programs. The total allocation increased by 11.7%. All but three institutions saw increases, while those three remained at the same level as last fiscal year. A lower guardrail of flat was imposed.

#### **Work Study Financial Aid - \$23,129,178**

Colorado's Work Study Program allows students to earn funds to assist in attending eligible educational institutions. It is considered a form of "self-help" assistance since the student is earning money to help meet educational costs. Employment may be in jobs at eligible Colorado educational institutions, non-profit organizations, governmental agencies, or for-profit organizations. At least 70 percent of work study funds must be awarded to students with documented financial need. FY 2023-24 funding for work study remained flat to the prior year. Previous years' work study allocations were primarily historical. The new methodology approved by the Commission in 2022 seeks to equalize the per FTE (in-state, attending at least 0.5 time) allocation over time. This is accomplished by reducing all institutions over the per FTE average allocation by 5% and reallocating the reduction to the institutions below the per FTE average in proportion to how far under average they are. As such, some institutions saw a 5% decrease from last fiscal year. Those with lower than average per FTE allocations saw an increase. This is the second year utilizing this methodology.

### **Career and Technical Education - \$450,000**

HB 15-1275 was part of the package of workforce bills passed during the 2015 legislative session. This supports low-income students pursuing credentials in Career and Technical Education (CTE) programs that are too short to be eligible for a Pell grant. CTE allocations remained the same from the program's creation through FY 2020-21. In FY 2021-22, the Department/Commission updated the model to reflect actual completions data in eligible programs, with new allocations being phased in over multiple years in order to preserve stability in allocations from year to year. This is the first year where all three years included in the formula were actual completions. The total allocation has remained at \$450,000 since the program's inception.

### **Categorical Financial Aid – see Table 2 below**

Categorical Financial Aid covers the Native American Tuition Assistance program at Fort Lewis College (FLNAW) and Dependents Tuition Assistance Program (DTAP) grants, which are entitlements that go directly to eligible students. **Table 2** details the appropriations to these categorical financial aid appropriations by year.

The Native American Tuition Assistance Program provides tuition for all eligible Native American students at Fort Lewis College under an agreement between the U.S. Government and the State of Colorado. Cost increases/decreases are tied to enrollment shifts and tuition levels. DTAP provides financial support for dependents of law enforcement, firefighters, and eligible military personnel who were injured in the line of duty. The program is authorized by state statute. In FY 2023-24, the DTAP appropriation increased for the second year in a row given its consistent surpassing of previous appropriations, requiring a supplemental.

**Table 2: Summary of State Categorical Financial Aid Programs**

	2021-22	2022-23	2023-24
FLNAW	\$24,045,076	\$25,563,965	\$22,264,858
DTAP	\$956,000	\$1,143,700	\$1,643,700

### **Proprietary Institutions**

Five private for-profit institutions currently receive allocations of state financial aid. All five institutions receive a Colorado Student Grant allocation, and Rocky Mountain College of Art and Design (RMCAD) receives an additional allocation of Colorado Work Study. However, proprietary institutions do not participate directly in the funding allocation models; instead, they receive an increase (or decrease) in CSG proportional to the increase (or decrease) in the need-based aid line overall. RMCAD receives the same amount of work study each year. Allocations can be seen in Attachment A.

## **IV. STAFF RECOMMENDATION**

**Staff recommends approval of the Fiscal Year 2023-24 Financial Aid Allocations provided in Attachment A.**



**V. STATUTORY AUTHORITY**

C.R.S. 23-3.3-102(2): Assistance program authorized - procedure - audits.

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

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

**ATTACHMENTS**

- Attachment A: Fiscal Year 2023-24 Financial Aid Allocations

Institution	CSG (undergrad need-based)			Grad Grant (grad need-based)		
	FY22-23	FY23-24	% Change	FY22-23	FY23-24	% Change
<b>Public Four-Year Institutions</b>						
Adams State University	\$ 2,268,367	\$ 2,434,784	7.3%	\$ 40,318	\$ 103,535	156.8%
Colorado Mesa University	9,828,811	10,928,380	11.2%	77,084	99,021	28.5%
Colorado School of Mines	2,214,262	2,654,711	19.9%	647,311	776,911	20.0%
Colorado State University	16,679,052	18,949,404	13.6%	1,634,391	1,634,391	0.0%
Colorado State University - Pueblo	5,233,032	5,777,258	10.4%	169,612	169,612	0.0%
Fort Lewis College	1,727,885	1,975,230	14.3%	2,210	2,622	18.6%
Metropolitan State University of Denver	25,956,336	28,414,777	9.5%	175,349	323,356	84.4%
University of Colorado Boulder	14,696,827	16,918,925	15.1%	1,018,257	1,788,559	75.6%
University of Colorado Colorado Springs	11,274,267	12,385,215	9.9%	370,965	467,537	26.0%
University of Colorado Denver	15,285,464	17,332,093	13.4%	7,844,186	8,065,214	2.8%
University of Northern Colorado	9,182,396	9,298,215	1.3%	416,826	583,190	39.9%
Western Colorado University	1,481,268	1,660,888	12.1%	19,642	31,610	60.9%
<b>Public Two-Year Institutions</b>						
Arapahoe Community College	\$ 3,476,228	\$ 4,183,435	20.3%	\$ -	\$ -	N/A
Colorado Northwestern Community College	642,150	785,335	22.3%	-	-	N/A
Community College of Aurora	4,753,369	5,342,495	12.4%	-	-	N/A
Community College of Denver	6,837,029	7,668,771	12.2%	-	-	N/A
Front Range Community College	10,846,303	12,286,173	13.3%	-	-	N/A
Lamar Community College	688,178	774,316	12.5%	-	-	N/A
Morgan Community College	748,945	887,991	18.6%	-	-	N/A
Northeastern Junior College	949,478	1,023,777	7.8%	-	-	N/A
Otero College	1,302,454	1,485,305	14.0%	-	-	N/A
Pikes Peak Community College	14,107,538	16,059,254	13.8%	-	-	N/A
Pueblo Community College	5,544,529	6,203,222	11.9%	-	-	N/A
Red Rocks Community College	4,651,958	5,090,297	9.4%	75,051	88,075	17.4%
Trinidad State College	1,641,863	2,005,948	22.2%	-	-	N/A
<b>Local District Colleges</b>						
Aims Community College	\$ 5,062,778	\$ 5,326,042	5.2%	\$ -	\$ -	N/A
Colorado Mountain College	2,812,892	3,004,745	6.8%	-	-	N/A
<b>Non-Profit Private Institutions</b>						
Colorado Christian University	\$ 2,747,214	\$ 2,865,201	4.3%	\$ 59,636	\$ 114,570	92.1%
Colorado College	174,906	232,376	32.9%	-	-	N/A
Naropa University	224,381	303,072	35.1%	-	-	N/A
Regis University	2,493,006	2,760,494	10.7%	1,356,779	1,356,779	0.0%
University of Denver	1,818,123	2,013,658	10.8%	622,406	627,136	0.8%
<b>Area Technical Colleges</b>						
Technical College of the Rockies	\$ 234,690	\$ 294,973	25.7%	\$ -	\$ -	N/A
Emily Griffith Technical College	1,270,009	1,579,233	24.3%	-	-	N/A
Pickens Technical College	680,802	796,178	16.9%	-	-	N/A
<b>Proprietary Institutions</b>						
Colorado Technical University	\$ 256,549	\$ 286,539	11.7%	\$ -	\$ -	N/A
ConCorde Career Institute	315,378	352,246	11.7%	-	-	N/A
International Bty	81,399	90,915	11.7%	-	-	N/A
IBMC	90,986	101,622	11.7%	-	-	N/A
RMCAD	118,298	132,127	11.7%	-	-	N/A
<b>Totals</b>	<b>\$ 190,399,402</b>	<b>\$ 212,665,621</b>	<b>11.7%</b>	<b>\$ 14,530,025</b>	<b>\$ 16,232,116</b>	<b>11.7%</b>

Institution	Work Study			CTE		
	FY22-23	FY23-24	% Change	FY22-23	FY23-24	% Change
<b>Public Four-Year Institutions</b>						
Adams State University	\$ 432,323	\$ 410,707	-5.0%	\$ -	\$ -	N/A
Colorado Mesa University	1,054,956	1,097,996	4.1%	8,481	9,967	17.5%
Colorado School of Mines	492,272	504,062	2.4%	-	-	N/A
Colorado State University	2,401,062	2,463,970	2.6%	-	-	N/A
Colorado State University - Pueblo	834,720	792,984	-5.0%	-	-	N/A
Fort Lewis College	339,972	322,973	-5.0%	-	-	N/A
Metropolitan State University of Denver	2,617,507	2,486,632	-5.0%	-	-	N/A
University of Colorado Boulder	2,142,113	2,218,066	3.5%	-	-	N/A
University of Colorado Colorado Springs	1,009,989	1,078,100	6.7%	-	-	N/A
University of Colorado Denver	1,248,214	1,336,044	7.0%	-	-	N/A
University of Northern Colorado	1,241,205	1,179,145	-5.0%	-	-	N/A
Western Colorado University	270,842	257,300	-5.0%	-	-	N/A
<b>Public Two-Year Institutions</b>						
Arapahoe Community College	\$ 476,578	\$ 491,273	3.1%	\$ 20,666	\$ 16,983	-17.8%
Colorado Northwestern Community College	85,526	81,249	-5.0%	1,883	1,794	-4.7%
Community College of Aurora	429,948	437,395	1.7%	10,578	9,909	-6.3%
Community College of Denver	905,457	860,184	-5.0%	13,333	13,714	2.9%
Front Range Community College	1,247,541	1,256,362	0.7%	147,127	163,034	10.8%
Lamar Community College	124,775	118,536	-5.0%	2,388	2,647	10.9%
Morgan Community College	138,009	131,109	-5.0%	4,975	3,718	-25.3%
Northeastern Junior College	192,813	183,172	-5.0%	8,511	9,316	9.5%
Otero College	220,932	209,885	-5.0%	5,741	4,166	-27.4%
Pikes Peak Community College	1,218,456	1,239,332	1.7%	61,738	62,132	0.6%
Pueblo Community College	793,016	753,365	-5.0%	44,088	33,533	-23.9%
Red Rocks Community College	462,382	465,251	0.6%	56,258	55,087	-2.1%
Trinidad State College	356,435	338,613	-5.0%	9,889	10,864	9.9%
<b>Local District Colleges</b>						
Aims Community College	\$ 421,867	\$ 432,639	2.6%	\$ 21,278	\$ 21,728	2.1%
Colorado Mountain College	212,480	228,191	7.4%	21,370	23,913	11.9%
<b>Non-Profit Private Institutions</b>						
Colorado Christian University	\$ 278,620	\$ 300,483	7.8%	\$ -	\$ -	N/A
Colorado College	149,739	142,252	-5.0%	-	-	N/A
Naropa University	32,045	32,646	1.9%	-	-	N/A
Regis University	519,527	493,550	-5.0%	-	-	N/A
University of Denver	516,737	490,900	-5.0%	-	-	N/A
<b>Area Technical Colleges</b>						
Technical College of the Rockies	\$ 10,144	\$ 13,188	30.0%	\$ 5,358	\$ 3,761	-29.8%
Emily Griffith Technical College	95,216	119,728	25.7%	6,338	3,732	-41.1%
Pickens Technical College	38,639	44,771	15.9%	-	-	N/A
<b>Proprietary Institutions</b>						
Colorado Technical University	-	-	N/A	-	-	N/A
ConCorde Career Institute	-	-	N/A	-	-	N/A
International Bty	-	-	N/A	-	-	N/A
IBMC	-	-	N/A	-	-	N/A
RMCAD	\$ 117,119	117,119	0.0%	-	-	N/A
<b>Totals</b>	\$ 23,129,178	\$ 23,129,178	0.0%	\$ 450,000	\$ 450,000	0.0%

<b>Institution</b>	<b>FY22-23</b>	<b>Total FY23-24</b>	<b>% Change</b>
<b>Public Four-Year Institutions</b>			
Adams State University	\$ 2,741,009	\$ 2,949,026	7.6%
Colorado Mesa University	\$ 10,969,332	\$ 12,135,364	10.6%
Colorado School of Mines	\$ 3,353,845	\$ 3,935,684	17.3%
Colorado State University	\$ 20,714,505	\$ 23,047,765	11.3%
Colorado State University - Pueblo	\$ 6,237,364	\$ 6,739,855	8.1%
Fort Lewis College	\$ 2,070,067	\$ 2,300,824	11.1%
Metropolitan State University of Denver	\$ 28,749,193	\$ 31,224,765	8.6%
University of Colorado Boulder	\$ 17,857,197	\$ 20,925,550	17.2%
University of Colorado Colorado Springs	\$ 12,655,220	\$ 13,930,851	10.1%
University of Colorado Denver	\$ 24,377,864	\$ 26,733,352	9.7%
University of Northern Colorado	\$ 10,840,427	\$ 11,060,550	2.0%
Western Colorado University	\$ 1,771,753	\$ 1,949,798	10.0%
<b>Public Two-Year Institutions</b>			
Arapahoe Community College	\$ 3,973,472	\$ 4,691,691	18.1%
Colorado Northwestern Community College	\$ 729,559	\$ 868,378	19.0%
Community College of Aurora	\$ 5,193,895	\$ 5,789,799	11.5%
Community College of Denver	\$ 7,755,820	\$ 8,542,670	10.1%
Front Range Community College	\$ 12,240,971	\$ 13,705,569	12.0%
Lamar Community College	\$ 815,341	\$ 895,499	9.8%
Morgan Community College	\$ 891,930	\$ 1,022,818	14.7%
Northeastern Junior College	\$ 1,150,802	\$ 1,216,265	5.7%
Otero College	\$ 1,529,127	\$ 1,699,356	11.1%
Pikes Peak Community College	\$ 15,387,732	\$ 17,360,719	12.8%
Pueblo Community College	\$ 6,381,633	\$ 6,990,120	9.5%
Red Rocks Community College	\$ 5,245,649	\$ 5,698,710	8.6%
Trinidad State College	\$ 2,008,187	\$ 2,355,425	17.3%
<b>Local District Colleges</b>			
Aims Community College	\$ 5,505,923	\$ 5,780,410	5.0%
Colorado Mountain College	\$ 3,046,742	\$ 3,256,849	6.9%
<b>Non-Profit Private Institutions</b>			
Colorado Christian University	\$ 3,085,471	\$ 3,280,254	6.3%
Colorado College	\$ 324,645	\$ 374,628	15.4%
Naropa University	\$ 256,426	\$ 335,718	30.9%
Regis University	\$ 4,369,312	\$ 4,610,824	5.5%
University of Denver	\$ 2,957,267	\$ 3,131,695	5.9%
<b>Area Technical Colleges</b>			
Technical College of the Rockies	\$ 250,191	\$ 311,923	24.7%
Emily Griffith Technical College	\$ 1,371,562	\$ 1,702,693	24.1%
Pickens Technical College	\$ 719,442	\$ 840,949	16.9%
<b>Proprietary Institutions</b>			
Colorado Technical University	\$ 256,549	\$ 286,539	11.7%
ConCorde Career Institute	\$ 315,378	\$ 352,246	11.7%
International Bty	\$ 81,399	\$ 90,915	11.7%
IBMC	\$ 90,986	\$ 101,622	11.7%
RMCAD	\$ 235,417	\$ 249,246	5.9%
<b>Totals</b>	<b>\$ 228,508,606</b>	<b>\$ 252,476,915</b>	<b>10.5%</b>

## 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>
<b>Adams State University</b>	David Tandberg, Interim President	Alamosa
<b>Aims Community College</b>	Dr. Leah Bornstein, President	Greeley
<b>Community College System</b>	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
<b>Colorado Mesa University</b>	President John Marshall	Grand Junction
<b>Colorado Mountain College</b>	President Dr. Carrie Besnette Hauser	Glenwood Springs
<b>Colorado School of Mines</b>	President Paul Johnson	Golden
<b>Colorado State System</b>	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
<b>CU System</b>	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
<b>Emily Griffith Technical College</b>	Randy Johnson, Executive Director	Denver
<b>Ft. Lewis College</b>	President Dr. Tom Stritikus	Durango
<b>Metropolitan State University of Denver</b>	President Janine Davidson	Denver



<b>Pickens Technical College</b>	Dr. Teina McConnell, Executive	Aurora
<b>Technical College of the Rockies</b>	Allen Golden, Director	Delta
<b>University of Northern Colorado</b>	Dr. Andy Feinstein, President	Greeley
<b>Western State Colorado University</b>	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