



SECTION I

PART F ADMISSIONS STANDARDS POLICY

1.00 Introduction

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

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

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

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

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

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

This policy is comprised of the following sections:

- 1.00 Introduction
- 2.00 Statutory Authority
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- 5.00 Public Institutions' Statutory Roles and Missions
- 6.00 Data Reporting and Analysis
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- 9.00 Policy Background
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2.00 Statutory Authority

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

3.00 Policy Goals

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

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

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

4.00 Admissions Standards

4.01 First-time Admissions Standards

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

4.01.01 College-Readiness Guideline

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

4.01.02 Development of Institutional Admissions Policy -- Academic Performance Indicators

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

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

4.01.02.01 Assessment Scores

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

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

4.01.02.02

Grade Point Average (GPA)

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

4.01.02.03

Rigor

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

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

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

Academic Electives	2 Units
TOTAL	17 Units

Notes:

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

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

4.01.02.04 **Submission of Institutional Standards to Commission**

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

4.01.02.05 **Review by the Commission**

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

4.01.03 **Students required to meet First-time Admissions Standards**

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

4.01.03.02 Home-schooled students.

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

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

4.01.04 **High School Equivalency Exam**

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

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

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

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

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

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

4.03 **Transfer Admissions Standards**

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

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

4.03.01 **Development of Institutional Admissions Policy - Academic Performance Indicators**

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

4.03.02 **Guaranteed Transfer Admissions**

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

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

**University of Colorado Boulder, University of Colorado Denver, and University of*

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

4.04 Applicants Exempt from all Admissions Standards

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

4.04.01 Degree-seeking applicants:

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

4.04.01.02 Who have already completed a baccalaureate degree.

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

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

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

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

Students may be admitted at Adams State University in either a two-year or a four-year program or at Colorado Mesa University or Western Colorado Community College (the community college division of Colorado Mesa University). Those admitted to a four-year program as first-time students must meet the first-time admissions standards. Students whose only college work has been completed concurrent with high school, regardless of the number of credits, are subject to the first-time admissions standards, though all college coursework will

be evaluated for transferability according to institutional and Colorado statewide transfer policies for admissions to the two-year or four-year program. Students enrolled in the two-year programs who seek to transfer to the four-year program must meet the Commission's and institutions' transfer admissions standards to be eligible for transfer.

5.00 Public Institutions' Statutory Roles and Missions

Institutions' statutory roles and missions are as follows:

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

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

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

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

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

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

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

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

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

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

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

23-54-101 . . . Metropolitan State University of Denver, which shall be a comprehensive institution with modified open admission standards at the baccalaureate level; except that non-

traditional students at the baccalaureate level who are at least twenty years of age shall only have as an admission requirement a high school diploma, a GED high school equivalency certificate, or the equivalent thereof.

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

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

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

Institution Selectivity per Colorado Revised Statute

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

6.00 Data Reporting and Analysis

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

Each spring, using SURDS data, the Department will prepare an annual report on institutional performance to include the retention of first-time and transfer students. The Commission will monitor

and report this data, along with admissions, enrollment, retention and completion of different student populations, including resident/non-resident status, students receiving financial aid, by type and level, and background characteristics such as gender and ethnicity. Data will be reported by institution for in-state and out-of-state students and will be reported by high school and school district level for in-state students, per C.R.S. 23-1-108.

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

7.00 Communicating with Prospective Students

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

8.00 In-State and Out of State Enrollment Standards

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

9.00 Policy Background

The original admissions standards policy was adopted by the Commission in 1986 and was implemented the following year. In 1987, the Commission established state-level admissions standards for first-time entering undergraduates and transfer students at each of Colorado's baccalaureate-granting public institutions. The standards established for an entering freshman were based on the calculation of an admissions index. The index had two components: a student's high school performance (i.e., high school grade point average or class

rank) and performance on a standardized test. For an undergraduate transferring from another institution, the standard’s criterion was a specific GPA.

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

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

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

10.00 Guiding Policies

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

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

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

(I) The commission shall establish and the governing boards shall implement a policy pursuant to section 23-1-113.3 to identify matriculated students who need basic skills courses in English and mathematics and standards and procedures whereby state

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

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

HISTORY: CCHE Agenda Item IV, A – April 11, 2014; CCHE Agenda Item IV, A – November 6, 2014; CCHE Agenda Item II, A – September 5, 2019; CCHE Agenda Item II, B – June 3, 2021; CCHE Agenda Item III, A – April 7, 2023.

