



**CO L O R A D O**

**Colorado Commission on  
Higher Education**

Department of Higher Education

## **CCHE AGENDA**

**March 4, 2022**

**ZOOM Video Conference  
Colorado Department of Higher Education  
BUSINESS MEETING  
1:00pm - 4:00pm**

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

DR. ANGIE PACCIONE, EXECUTIVE DIRECTOR



**COLORADO**  
Colorado Commission on  
Higher Education  
Department of Higher Education

Vanecia Kerr, Chair  
Sarah Kendall Hughes, Vice-Chair  
Berrick Abramson  
Aaron Harber  
Teresa Kostenbauer  
Steven Meyer  
Josh Scott  
Ana Temu Otting  
Steven Trujillo  
Eric Tucker  
Jim Wilson

## Colorado Commission on Higher Education

Friday, March 4, 2022

### Colorado Department of Higher Education

ZOOM Teleconference

Denver, Colorado

---

11:30am -12:30pm **COMMISSIONER & ADVISOR WORK SESSION**

Service Areas/Regions: Discussion of Contemporary Purposes and Issues

– *Dr. Kim Poast, Chief Student Success & Academic Affairs Officer*

---

1:00 – 4:00pm **BUSINESS MEETING**

**I. Opening Business (30 minutes)**

- A. Attendance
- B. Approval of the Minutes for the February 4, 2022 Commission Meeting
- C. Reports
  - i. Chair
  - ii. Vice-Chair
  - iii. Commissioners
  - iv. Commission Standing Committees
  - v. Advisors
- D. Executive Director Report
- E. Public Comment

**II. Consent Items (5 minutes)**

- A. Recommendation of Approval of Cannabis-Related Academic Programs at Colorado State University-Pueblo – *Dr. Chris Rasmussen*
- B. Recommendation of Approval of Amendment to Colorado State University Fort Collins Two-Year Cash Funded Capital Program List – *Ashlee Pate*
- C. Degree Authorization: Recommendation of the Renewal of Authorization as a Place of Business (no instruction) – University of Arizona Global Campus – *Heather DeLange*



- D. Recommendation for the Approval of Participants in the Fourth-Year Innovation Pilot Program – *Jack Wolfink*
- E. Approve Institutional Grants for the 2021-22 OER Grant Program – *Chealsye Bowley*
- F. Recommendation of Approval of the Scope of Work Change to Project B HVAC Replacement Capital Renewal Project – Auraria Higher Education Center – *Ashlee Pate*

**III. Action Items**

No items for this meeting

**IV. Discussion Items (10 minutes)**

- A. CCHE Survey Results on Meeting Agendas and Structure – *Vanecia Kerr and Sarah Hughes*

**V. Commission Initiatives (30 minutes)**

- A. Strategic Plan Revision – *Sarah Hughes and Inta Morris*

**VI. Information Items (5 minutes)**

- A. Approved Bachelor's Degree Programs at Aims Community College and Colorado Mountain College – *Dr. Chris Rasmussen*
- B. Proposed Process to Revise CCHE Policy Section I, Part N (Service Areas) – *Dr. Kim Poast*





**Minutes of the Colorado Commission on Higher Education (CCHE) Meeting  
Via ZOOM Teleconference  
February 4, 2022**

**BUSINESS MEETING**

Chair Vanecia Kerr called the business meeting to order at 1:00pm

**I. Opening Business**

**A. Attendance**

Commissioners attending: Chair Kerr, Vice Chair Hughes, Commissioners Abramson, Harber, Kostenbauer, Meyer, Scott, Tucker, Wilson.

Advisors attending: Rep. Kipp, Sen. Story, Sen. Zenzinger, Brad Baca, Daniel Casillas, Mark Cavanaugh, Colleen O'Neil, Dr. Melinda Piket-May, Dr. Landon Pirius

**B. Minutes**

Commissioner Harber moved to approve the December 2, 2021, meeting minutes. Seconded by Commissioner Tucker, the motion passed by consent.

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

**Chair Report** – Chair Kerr thanked Vice Chair Hughes and Commissioner Abramson for their work on the 1330 Task Force. She also thanked the Department and Dr. Paccione for their work on this effort. The 1330 Report was discussed at the Work Session just prior to this meeting. She also thanked Commissioners who participated in the survey distributed by Vice Chair Hughes about improving the efficiency of these business meetings.

**Vice Chair Report** – Vice Chair Hughes posed questions regarding the agenda for the meeting and some procedural issues.

**Commissioner Reports** – No individual commissioner reports offered.

**Fiscal Affairs & Audit Committee** – Commissioner Tucker reported that the committee discussed financial aid allocation at its January meeting. Various parameters of financial aid allocation will be discussed later in today's agenda. The committee also discussed best practices and requested that the department allow access to its resources to evaluate



how the financial aid model looks and operates and how that compares to other states. The committee is awaiting feedback from staff on this issue.

**Student Success & Workforce Alignment Committee** – Commissioner Abramson reported that the committee met for the first time this year a couple weeks ago. The conversation focused on the 1330 Report and what aspects of it apply to the committee. The committee also discussed how to take a proactive role in the reshaping of Colorado Rises as well as legislation. Dr. Lane presented to the committee and a discussion followed about the genuine condition of Colorado’s teacher prep pipeline. The committee will assemble a special learning session around this issue. Advisor O’Neil from CDE will be invited to participate in that session.

**Advisor Reports** – Student Advisor Daniel Casillas reported that there will be a Student Leader Day at the Capitol on February 17<sup>th</sup>. Commissioners and Advisors are welcome to participate.

**Executive Director Report** – Dr. Paccione encouraged commissioners to reach out to Advisor Casillas if they want information about what is happening on campuses or if they want to engage with students. Dr. Paccione introduced the new Department CFO, Mitch Karstens. The Department presented to the Joint Budget Committee and on the SMART Act to Joint Education Committee at the start of the legislative session in January. Both presentations were well received, and we certainly appreciate the positive feedback. Dr. Paccione thanked Chair Kerr for her participation at both of those presentations. The Department has also been looking at different ways it and the IHEs can assist the state in emerging from the pandemic. COSI, our Colorado Opportunity Scholarship Initiative, has many new initiatives within it related to these efforts. Some of them are from the 1330 Report and some from the state, all of which will offer a stimulus to help get people back to work and help them return to complete postsecondary credentials and degrees started previously. Also coming out of the 1330 Report is the Fund Your Future program which is a way to increase overall statewide FAFSA completions. The Ed Prep staff has been completing contract revisions to help CDHS, the Department of Human Services, award nearly \$10 million in scholarships and loan forgiveness for early childhood educators. The Department convened advisors statewide. This quarterly meeting had almost 200 people on a 90-minute conference call. We presented at the quarterly meeting of the Colorado Community College System’s conversations on concurrent enrollment, advising the concurrent enrollment students. We have a new course for academic advisors at the collegiate level, but also now high school academic advisors will be eligible to participate as well. It’s called LEAD. We are also supporting efforts with the Community College of Aurora in developing a space for a cultural center. MSU Denver is hiring an associate director for its Brother-to-Brother program. Western Colorado University started a search for its Vice President for Inclusivity. And the Community College of Denver is hiring an Executive Director of Diversity and Inclusion. On February 24<sup>th</sup> we will host the annual Trustee Convening. We are pleased that the governor will speak to the group as well as James Kvaal, the Undersecretary for Postsecondary Education for the U.S. Department of Education. On February 25<sup>th</sup>, we will be making a campus visit to CU Boulder. Commissioners are invited to participate. With a nod to this being an election year, Dr. Paccione emphasized that it’s imperative



that commissioners have and use their DHE email addresses, but that email address cannot be used for any materials related to political campaigning.

**Public Comment** – Public Comment was presented by Scott Laband, President of Colorado Succeeds. Mr. Laband offered his gratitude to the commission, Dr. Paccione, and the CDHE staff for the work accomplished per the 1330 Task Force. He commented that the Task Force was one of the best commissions he'd ever participated in and that Colorado Succeeds wholeheartedly support the recommendations of the 1330 Report. Colorado Succeeds is ready to help and be supportive in any way.

Public Comment was offered by Sam Jaris. Mr. Jaris is a disability and student advocate in the Colorado. He submitted his objectives for the commission to review.

## II. Consent Items

- A. Degree Authorization – Recommendation of Approval for the Renewal of Authorization as a Place of Business - ECPI University – *Heather DeLange*
- B. Degree Authorization – Recommendation of Approval for the Renewal of Provisional Authorization - Arizona College of Nursing – *Heather DeLange*
- C. Degree Authorization – Recommendation of Approval as a Religious Training Institution - Olivet University – *Heather DeLange*

Commissioner Abramson moved to approve Consent Items A through D (Action Item III A was moved to Consent before this vote. The motion was seconded by Commissioner Harber and passed by consent.

## III. Action Items

- A. Educator Preparation – Recommend Reauthorization of Educator Preparation Programs at Regis University – *Dr. Brittany Lane*

This agenda item was moved to Consent following a motion by Commissioner Harber and seconded by Commissioner Abramson.

## IV. Discussion Items

- A. Talent Pipeline Report presentation – *Lee Wheeler-Berliner, Managing Director of the Colorado Workforce Development Council; and Caitlin McKennie, CDHE/CWDC Talent Pipeline Analyst*

Lee Wheeler-Berliner, Managing Director of the Colorado Workforce Development Council (CWDC), provided an overview the 2021 Talent Pipeline Report. Lee noted that



CDHE and CWDC (along with other colleagues) have worked on several iterations of this report over the years. The report provided important data on the supply and demand for specific workforce categories. He said that the report has been used to inform dozens of pieces of legislation over the past several years.

Lee said that while more work needs to be done in terms of pandemic recovery, Colorado was one of the highest-ranked state for net new jobs created per capita by businesses with 81.12% of new startups still active after their first year of existence. Since April 2020, labor force demand has recovered at a rapid pace, with total job openings surpassing unemployment as of May 2021. He noted that more efforts to close equity gaps in labor force participation are necessary for Colorado to continue to have a vibrant workforce.

Lee also shared results from the Bridging the Talent Gap survey conducted by CWDC. Through this partnership with Bridging the Talent Gap, CWDC employed a nationally normed labor market survey that was targeted at employers with the intention of producing a statewide representation of Colorado's employers. Significant efforts were taken to include all regions and every organization size, while prioritizing four focus industries in particular, including: retail, healthcare, IT, and advanced manufacturing. Results from this survey were included in the Talent Pipeline Report.

Lee shared various policy recommendations outlined in the report centered around enhancing opportunities for employers to implement talent development strategies, strengthening critical industries so all businesses can thrive, and structuring supports necessary to enhance the participation of targeted populations in the labor force. Various commissioners asked questions on how these data and the findings of the report could be used in tandem with other resources to inform their work. Lee looked forward to continued collaboration between CDHE and CWDC on a range of topics related to workforce development throughout Colorado.

## **B. *Colorado Rises* Revision – Dr. Angie Paccione and Dr. Ben Boggs**

Dr. Paccione opened the presentation by stating the revision of the strategic plan is an opportunity for the commission to articulate its vision for Colorado postsecondary education for the next five years. Those years will go beyond any one administration's or any individual commission members' terms. The plan is used by the institutions as guidance by which they establish their institutional strategic plans, along with measurable objectives and goals by which they are held accountable. Therefore, the endeavor revise and renew the state strategic plan is not to be taken lightly. Dr. Paccione noted that Ms. Inta Morris, former Department Deputy Director, had been contracted to aid the Commission in this work, drawing from her nearly 14 years of experience with the Department and previous efforts to renew and revise the strategic plan.

Dr. Paccione recognized Dr. Boggs who noted that the Commission had addressed the need for the 5-year revision at its annual retreat in July 2021. He also noted that today's



presentations/discussions of the *1330 Report* and the *Talent Pipeline Report* were meant to enhance the Commission’s perspective of what recent statewide initiatives could aid and expand what the strategic plan could encompass. He noted that *Colorado Rises* was not the first strategic plan – the first was officially mandated in 2012 and renewed in 2017, and strategic plans predated even these. The 5-year timeframe offered an excellent opportunity to gauge the progress of the past five years, and to review if the strategic components still address Colorado’s greatest needs and opportunities.

Ms. Ina Morris joined the conversation to clarify the difference between credential completion and attainment. She added that the previous strategic plans gradually broadened to include credentials (beyond just degrees) and to include overall data from the private institutions for a more accurate statewide picture. Dr. Boggs reviewed broad data from the current strategic plan, showing that some counts had decreased during the pandemic – so there is ground to make up. Vice Chair Hughes joined Ms. Morris in clarifying that a workgroup within the Commission will undertake a more careful review and also seek interaction with stakeholders and the institutions so that the revision/renewal process is inclusive and transparent, while remaining under the purview of the commission. The intent is to have a near-final draft for the commission’s intensive review and discussion at its annual retreat in July.

After further discussion, the initial workgroup was identified as Vice Chair Hughes, Commissioners Tucker, Scott, Advisor Cavanaugh, with Ms. Morris and Dr. Boggs. Others are welcomed to join, and this group is expected to expand somewhat. The workgroup will have information refining the arc of work and timelines emailed by February 18.

## V. **Commission Initiatives**

Legislative Update – *Chloe Figg, Emma Fedorchuk, and Lauren Gilliland*

Ms. Figg was unable to join the Commission meeting, and Dr. Ben Boggs offered her report. The 2022 Legislative Session officially convened on January 12<sup>th</sup> and will meet for a required 120 days. Due to the Omicron virus, many hearings are limited and involve remote participation – which means the capitol seems much emptier than usual sessions. The Department and the institutions began the session with hearings before the Joint Budget Committee. The institutions have formed a joint funding request independent of the Department and Governor’s proposed budget.

Dr. Boggs recognized Representative Kipp so that she might provide comments to the commission. Representative Kipp noted that she was sponsoring a bill for which she sought the commission’s support. The bill seeks to remove barriers for those wishing to become teachers, and to help increase diversity among the teaching workforce. This would be accomplished through a number of components within the bill, including: a stipend to aid students financially during their student teaching; another is support with covering the required fees for PRAXIS exams. Representative Kipp noted that the bill may be expensive, but providing this support is crucial to attracting and attaining more teachers, especially teachers from underserved backgrounds. In the questions that



followed, it was noted that the fiscal note for the bill is incomplete at this time. The commission agreed that when the bill is officially introduced, the Student Success and Academic Affairs committee will review it per the Representative's request.

Senator Zenzinger asked to speak to Senate Bill 8, which seeks to provide tuition-free postsecondary education to foster youth. The bill has passed the Senate Education committee with two amendments. The first ensures that eligible foster youth would complete the FAFSA and receive federal and other financial supports prior to the funds associated with this bill so that this effort is a "last dollar" program. The second divides the cost associated per each student evenly between the state and the public postsecondary institutions. The senator noted that only 30.5 percent of foster youth graduate from high school, and of those only 15 percent continue to postsecondary education. So this is an area of great need and challenge. She thanked the institutions for the assistance and support in the preparation of the bill.

In closing, Dr. Boggs was asked about the joint letter from the institutions to the Joint Budget Committee. Dr. Boggs responded that per media report, the letter had been well received by the committee who were seeking to increase funding appropriations to the institutions. The commission added comment that opportunities were welcomed to help support enhanced financial support to the institutions.

Chair Kerr thanked everyone for a fine meeting with much participation and also fine pre-meeting work by Commission members and staff. She noted that the next meeting will be held on Friday, March 4, 2022.

Meeting adjourned at 4:03pm.



**TOPIC:** RECOMMENDATION OF APPROVAL OF CANNABIS-RELATED  
ACADEMIC PROGRAMS AT COLORADO STATE UNIVERSITY-PUEBLO

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

## **I. SUMMARY**

This item recommends approval for Colorado State University-Pueblo to offer three new cannabis-related academic programs: Master of Science in Cannabis Biology & Chemistry; Post-Baccalaureate Certificate in Cannabis Biology & Chemistry; and Certificate in Cannabis Biology & Chemistry.

## **II. BACKGROUND**

House Bill 19-1311, in creating the Institute of Cannabis Research (ICR) at Colorado State University-Pueblo (CSU-Pueblo), outlined requirements for institutions of higher education that seek to develop cannabis-related degrees or certificates. The bill amended §23-31.5-112, C.R.S., adding subsection (3)(d), which reads, “the [ICR] governing board shall advise any Colorado institution of higher education that seeks to develop a cannabis-specific curriculum. The Colorado commission on higher education shall seek input from the governing board before approving any cannabis-related degrees or certification.”

In response to HB19-1311, the Commission revised its policy on Creation, Modification or Discontinuance of Academic and Vocational Programs at Public Institutions of Higher Education ([Section I, Part V](#)) to outline required steps for institutions to seek advisement from the ICR governing board on any cannabis-related curriculum and to seek approval from the Commission of all cannabis-related degrees and certifications. As part of its due diligence, the staff engages the Academic Council as key stakeholders and subject matter experts on matters of academic policy and programs. (The Academic Council is an advisory body and not a decision-making one.) If the proposed degree program meets statutory requirements and complies with Commission policies, it is recommended for approval by the Commission. If the proposed degree program does not meet statutory requirements or comply with Commission policies, staff advises the institution to revise the program and proposal accordingly.

## **III. STAFF ANALYSIS**

[Commission Policy Section I, Part V](#) stipulates that institutions seeking to develop cannabis-related degrees and certifications shall submit a proposal to the Department addressing the following criteria:

1. Fit with the institution’s statutory role and mission
2. Confirmation of required approvals from the institution’s governing board and applicable accrediting agencies (or evidence that approval processes have been initiated); and
3. Written confirmation of consultation with the Institute of Cannabis Research.

CSU-Pueblo has complied with requirements (1) and (2) per the information provided in Attachment A. Confirmation of consultation with the Institute of Cannabis Research is included as Attachment B. The three proposed programs build on an existing Bachelor of Science degree program in Cannabis Biology & Chemistry, which was approved by the Commission in February 2020.

Department staff opened a public comment period on the proposed program on January 18, 2022, and closed the public comment period on February 17, 2022. The proposed program was placed on the Academic Council agenda on February 8, 2022, with representatives of CSU-Pueblo available to answer questions. One expression of concern was received during the public comment period; representatives of the commenting institution noted during the Academic Council meeting and during subsequent e-mail correspondence with the department that their concerns had been satisfactorily addressed.

Department staff have determined that CSU-Pueblo has met the required statutory criteria and has complied with Commission policy, and sees no reason for the Commission to withhold approval. It should be noted that students in these programs will work with low-THC hemp but **will not** work with marijuana (cannabis with THC concentration > 0.3%) due to its federally illegal status. CSU-Pueblo officials have indicated that this could change if there is a change in federal law.

#### **IV. STAFF RECOMMENDATIONS**

**Staff recommend approval of the three cannabis-related programs at Colorado State University-Pueblo: a Master of Science in Cannabis Biology & Chemistry; a Post-Baccalaureate Certificate in Cannabis Biology & Chemistry; and a Certificate in Cannabis Biology & Chemistry.**

#### **V. STATUTORY AUTHORITY**

##### **C.R.S. §23-31.5-112**

**Institute of cannabis research – governing board – powers relating to the receipt and use of certain tax revenues – definitions.**

...

(2)(a) There is created the institute of cannabis research, to be housed at Colorado state university - Pueblo, unless a relocation occurs pursuant to subsection (7) of this section.

...

(3)(d) The governing board shall advise any Colorado institution of higher education that seeks to develop a cannabis-specific curriculum. The Colorado commission on higher education shall seek input from the governing board before approving any cannabis-related degrees or certification.

#### **VI. ATTACHMENTS**

Attachment A: CSU-Pueblo Cover Letter and Submission and Board of Governors Approval

Attachment B: Memo from the Institute of Cannabis Research Regarding Cannabis-Related Programs at Colorado State University-Pueblo



## Office of the Provost

January 14, 2022

To Colorado Department of Higher Education

CSU Pueblo is seeking approval for the following three new Cannabis related programs:

MS in Cannabis Biology & Chemistry  
Certificate in Cannabis Biology & Chemistry  
Post-Baccalaureate Certificate in Cannabis Biology & Chemistry

These programs were proposed and approved by the CSU Pueblo department faculty, College of STEM faculty & dean, University Curriculum & Academic Programs and Graduate Studies Boards, and the Faculty Senate.

The proposed programs fit well with the **institution's statutory role and mission** as they have professional focus toward preparing students for scientific understanding analysis in the growing Cannabis industry, including graduate level preparation.

*"There is hereby established a University at Pueblo, to be known as Colorado State University Pueblo, which shall be a regional, comprehensive university with moderately selective admissions standards. The University shall offer a broad array of baccalaureate programs with a strong professional focus and a firm grounding in the liberal arts and sciences. The University shall also offer a limited number of graduate programs. (Colorado Statutes 23-31.5-101)*

CSU Pueblo is showing its agility in offering a program to students interested in the emerging fields associated with hemp and cannabis. Because CSU Pueblo has a very diverse student population the new program will ensure that a diverse group of individuals will be prepared for the changing scientific and economic landscape associated with hemp and cannabis. There are few graduate programs that address the areas of hemp and cannabis, and those that are available either focus on the pharmacological side of the plant and its products or are not scientific in their approach to the materials. Students that successfully complete one of the programs will be on the frontline of employees in the burgeoning fields associated with the changes surrounding both the agriculture of hemp and the legalization of cannabis.

The Colorado State University System Board of Governors approved these programs at the December 2021 Board meeting and the approval document is attached. No program accreditation is being sought for these programs at this time.

The Institute of Cannabis Research was consulted on this program, discussed it at their meeting on Jan 14<sup>th</sup>, 2022, and have recommended approval of the program. This is documented in a letter from ICR.

Sincerely,

Mohamed Abdelrahman, Ph.D.  
Provost and Executive Vice President for Academic Affairs

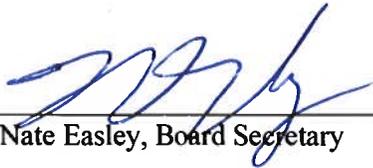
## CERTIFICATION OF CONSENT AGENDA ITEMS

The undersigned Secretary of the Board of Governors for the Colorado State University System hereby certifies:

That with a unanimous affirmative vote of the voting members of the Board of Governors at a duly held meeting thereof on December 2-3, 2021, the consent agenda items listed below were referred for consideration of approval and were adopted:

- A. Colorado State University System
  - Minutes of the September 23, 2021 Audit and Finance Committee
  - Minutes of the September 28-29, 2021 Board and Committee Meetings
- B. Colorado State University
  - Master of Park and Protected Area Management
  - Master of Prevention Science Practice
  - Graduate Certificates in:
    - Applied Investments
    - Corporate Finance
    - Organizational Leadership
    - Entrepreneurship and Innovation
  - Faculty Manual Section B.2.4, Council of Deans
  - Faculty Manual Section C.2.1.3.2 and C.2.1.9, Ex-Officio Members and Standing Committees of Faculty Council
  - Faculty Manual Section E.10.5.1, Origin and Processing of Tenure Recommendations
  - Faculty Manual Section E.13, Advancement in Rank (Promotion)
- C. Colorado State University Pueblo
  - Certificate – Cannabis Biology & Chemistry
  - Certificate – Jake Jobs Certificate in Professional Entrepreneurship
  - Post Baccalaureate Certificate – Cannabis Biology and Chemistry
  - Post Baccalaureate Certificate – Education – Principal Leadership
  - Master of Engineering Management (MEM)
  - Master of Science in Cannabis Biology and Chemistry
  - Doctor of Education in Educational Leadership (Ed.D.)
  - Academic Calendar
- D. Colorado State University Global
  - Masters in Interdisciplinary Professional Studies
  - CSU Global: Masters in Marketing
  - CSU Global: Master of Business Administration

The consent agenda items together with a record of the votes for the resolutions have been recorded and will be entered into the full minutes of the duly held December 2-3, 2021 meeting of the Board of Governors.

  
\_\_\_\_\_  
Dr. Nate Easley, Board Secretary

12-3-21  
\_\_\_\_\_  
Date



Chris Rasmussen, PhD  
1600 Broadway, Suite 2200  
Denver, CO 80202

January 14, 2022

Dear Dr. Rasmussen,

The proposed Master's Degree in Cannabis Biology and Chemistry, Certificate in Cannabis Biology and Chemistry, and Post-Baccalaureate Certificate in Cannabis Biology and Chemistry submitted by Colorado State University Pueblo (CSU Pueblo) has been reviewed by the Institute of Cannabis Research (ICR) Governing Board per the Board's adopted process as required by House Bill 19-1311. This was a multistep process that includes a review by a Board Subcommittee, which is shared with the entire Governing Board for further comment. Finally, the Board approved by vote the input and feedback that appears in this letter, which is also being shared with the proposing institution.

**Feedback:**

The Board was pleased with the detail and depth of the proposed programs and view them as a positive complement to the existing Cannabis Biology and Chemistry Degree program.

**General Feedback:**

- CSU Pueblo is recommended to look towards opportunities to expand the curricular offerings for all of these programs to generate more well-rounded offerings.
  - In particular, CSU Pueblo might consider cannabis research courses to expose students to the broad range of topics including those outside of the resident expertise currently available at CSU Pueblo. One mechanism to do this is to engage researchers from across the nation in a seminar style, utilize the ICR Webinar Series, or other webinar series focused on cannabis research. It is important for CSU Pueblo to vet potential outside researchers and should give focus to academic researchers who will disseminate information that is based in science and is objective and without ulterior motive.
  - Explore opportunities for mutually beneficial collaborations with other burgeoning cannabis science programs around the country to increase the availability of course offerings. Could courses from these programs be offered to students at other institutions and vice versa?
- CSU Pueblo should consider pursuing a DEA Schedule 1 license for an analytical lab, which would allow for analysis of a wider range of cannabis materials. The ICR Board includes a Board Member with expertise in working with the DEA and is willing to assist CSU Pueblo in pursuing a license.
- CSU Pueblo should consider including course descriptions in addition to course name/title and number. This would be helpful from a program/certificate evaluation stand point.



CBC Certificate Programs:

- Impact of the certificate programs would be broader if the certificate were offered through an online or distant format to reach a wider audience. CSU Pueblo is encouraged to engage in efforts to offer the certificates in a distant format. This will also help bring more exposure to CSU Pueblo and the ICR.
- The Board is encouraged to see the development and offering of accredited certificate programs.

CBC MS Program:

- Given that cannabis sciences is a relatively new industry, it is likely that the graduate program will attract students that may wish to return to school after a number of years away from an academic environment. Have the program administrators given consideration how prerequisites and time between previous course work and entering the graduate program will be handled?

Board Questions and Other Comments:

- What is the cost of the undergraduate and graduate certificates?
- What is the anticipated enrollment for the certificate programs?
- The Board recommends CSU Pueblo consider carefully define terms used, such as “3+2 Program”. While this was defined during the discussion by the subcommittee for the purposes of the evaluation, it would be beneficial to define such terms in the documentation.
- In the document describing the Master’s Program the Board recommends:
  - Removing the final sentence of the first paragraph on page 2 that start with “Year 1 (22-23)” because this describes a separate program to be developed in the future.
  - Be consistent in the use of the term cannabis and replace “marijuana” with “cannabis” to be consistent with the rest of the document.

Please let me know if I can provide any additional details about the discussion or suggestions.

Thank you for your time.

Sincerely,

L. Cinnamon Bidwell, PhD  
Chair, ICR Governing Board  
Director, Center for Research and Education Addressing Cannabis and Health  
University of Colorado Boulder



**TOPIC:** RECOMMEND APPROVAL OF TWO-YEAR CASH FUNDED CAPITAL PROGRAM LIST AMENDMENT - COLORADO STATE UNIVERSITY FORT COLLINS

**PREPARED BY:** ASHLEE PATE, LEAD FINANCE ANALYST

**I. SUMMARY**

This consent item amends the Two-Year Cash Funded Capital Program List for Colorado State University at Fort Collins. The amended list reflects the addition of the Westfall Hall Renovation and the Chiropteran Research Facility.

**II. BACKGROUND**

Under C.R.S. 23-1-106, the Colorado Commission on Higher Education (CCHE) must provide the legislative Capital Development Committee (CDC) with either their approval or commentary on amendments to the two-year cash funded capital program lists submitted by public institutions of higher education. Capital construction projects or acquisition of real property less than or equal to two million dollars that are exclusively cash funded, and projects not for new construction less than or equal to 10 million dollars that are exclusively cash funded are exempted from this process. Governing boards have the authority to submit new two-year lists and amendments to the CCHE and CDC at any point during the fiscal year; however, projects on the two-year list may not commence until approved by the CDC. Any project expected to exceed the originally approved appropriation by fifteen percent or more must submit an amended two-year list item for approval.

**III. STAFF ANALYSIS**

**CIRA Commons Building:**

Table 1 displays the cost of the Westfall Hall Abatement and Window Replacement.

**Table 1:** Two-Year Cash Funded Capital Program, Westfall Hall Abatement and Window Replacement

FY 2022-23 Through FY 2022-23 List	
<b>Cash Funds</b>	\$15,700,000
<b>Federal Funds</b>	-
<b>Total Funds</b>	<b>\$15,700,000</b>

**Project Description:** Colorado State University Fort Collins (CSU) is requesting \$15,700,000 in cash funds spending authority for maintenance to Westfall Hall, which is a student residence hall, to treat asbestos and replace windows. The building is a 104,000 square foot residence tower built in 1967. Funds will be coming from Housing and Dining Services maintenance reserves.

**Chiropteran Research Facility:**

Table 2 displays the cost of the Chiropteran Research Facility

**Table 2:** Two-Year Cash Funded Capital Program, Chiropteran Research Facility

FY 2022-23 Through FY 2022-23 List	
<b>Cash Funds</b>	\$8,000,000
<b>Federal Funds</b>	-
<b>Total Funds</b>	<b>\$8,000,000</b>

**Project Description:** CSU is requesting \$8,000,000 in cash funds spending authority for the construction of a new 14,000 square foot stand-alone bat vivarium adjacent to the CVID building at the Foothills Campus. There is increasing evidence that many human viruses may have originated in bats, including measles, mumps and hepatitis C viruses. While the study of bats as reservoir hosts for these zoonotic agents has intensified over the last 10 years, the understanding of viral tolerance in bat reservoirs remains largely unknown.

**IV. STAFF RECOMMENDATIONS**

**Staff recommend approval of the amended Two-Year Cash Funded Capital Program List for Colorado State University Fort Collins and forwarding to the Capital Development Committee and the Office of State Planning and Budgeting.**

**V. STATUTORY AUTHORITY**

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

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

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

(7)(c)(I)(B) The commission annually shall prepare a unified, two-year report for capital construction projects for new acquisitions of real property or for new construction, described in

subsection (10) of this section, estimated to require total project expenditures exceeding two million dollars, coordinated with education plans. The commission shall transmit the report to the office of state planning and budgeting, the governor, the capital development committee, and the joint budget committee, consistent with the executive budget timetable.

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

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

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

**ATTACHMENTS:**

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

# Form CC-LCF

Two-Year Capital Construction - List of Cash Funded Projects  
 FY 2021-22 to FY 2023-24  
 Revised: 2/12/2022

Prepared By: Shelly Carroll  
 Phone: 970-491-0167  
 E-Mail: [Shelly.Carroll@Colostate.edu](mailto:Shelly.Carroll@Colostate.edu)

<b>Project Title:</b>		Mountain Campus Experiential Learning Center				
<b>Funding Source</b>		<b>Total Project Cost</b>		<b>Project Type:</b> New Construction		
Cash Funds	CF	\$	3,700,000	<b>Intercept Project:</b> No	<b>Project Category:</b> Academic	
Federal Funds	FF	\$	-		<b>Est. Start Date:</b> September-19	
<b>Total Funds</b>		<b>TF</b>	\$ 3,700,000		<b>DHE Approved Program Plan:</b> N/A	<b>Est. Completion Date:</b> May-22
					<b>List Approval Date (month/year):</b> September-19	<b>Funding Method:</b> Gift/Donation

<b>Project Title:</b>		CIRA Commons				
<b>Funding Source</b>		<b>Total Project Cost</b>		<b>Project Type:</b> New Construction		
Cash Funds	CF	\$	2,500,000	<b>Intercept Project:</b> No	<b>Project Category:</b> Academic	
Federal Funds	FF	\$	-		<b>Est. Start Date:</b> July-21	
<b>Total Funds</b>		<b>TF</b>	\$ 2,500,000		<b>DHE Approved Program Plan:</b> N/A	<b>Est. Completion Date:</b> July-22
					<b>List Approval Date (month/year):</b> June-21	<b>Funding Method:</b> Other

<b>Project Title:</b>		Foothills Chilled Water Plant				
<b>Funding Source</b>		<b>Total Project Cost</b>		<b>Project Type:</b> New Construction		
Cash Funds	CF	\$	6,400,000	<b>Intercept Project:</b> No	<b>Project Category:</b> Academic	
Federal Funds	FF	\$	-		<b>Est. Start Date:</b> July-21	
<b>Total Funds</b>		<b>TF</b>	\$ 6,400,000		<b>DHE Approved Program Plan:</b> N/A	<b>Est. Completion Date:</b> July-22
					<b>List Approval Date (month/year):</b> June-21	<b>Funding Method:</b> Other

<b>Project Title:</b>		Lory Student Center Phase 3 Revitalization and Adult Learner & Veteran Services Addition				
<b>Funding Source</b>		<b>Total Project Cost</b>		<b>Project Type:</b> Renovation and Expansion		
Cash Funds	CF	\$	24,000,000	<b>Intercept Project:</b> No	<b>Project Category:</b> Auxiliary	
Federal Funds	FF	\$	-		<b>Est. Start Date:</b> September-19	
<b>Total Funds</b>		<b>TF</b>	\$ 24,000,000		<b>DHE Approved Program Plan:</b> N/A	<b>Est. Completion Date:</b> August-23
					<b>List Approval Date (month/year):</b> September-19	<b>Funding Method:</b> Non-Appropriated Fee

<b>Project Title:</b>		Meridian Village Phase 1				
<b>Funding Source</b>		<b>Total Project Cost</b>		<b>Project Type:</b> New Construction		
Cash Funds	CF	\$	140,000,000	<b>Intercept Project:</b> No	<b>Project Category:</b> Auxiliary	
Federal Funds	FF	\$	-		<b>Est. Start Date:</b> September-19	
<b>Total Funds</b>		<b>TF</b>	\$ 140,000,000		<b>DHE Approved Program Plan:</b> N/A	<b>Est. Completion Date:</b> August-23
					<b>List Approval Date (month/year):</b> September-19	<b>Funding Method:</b> Non-Appropriated Fee

<b>Project Title:</b>		Chiropteran Research Facility					
<b>Funding Source</b>		<b>Total Project Cost</b>		<b>Project Type:</b>		<b>Project Category:</b>	
Cash Funds	CF	\$	1,250,000	New Construction		Academic	
Federal Funds	FF	\$	6,750,000	Intercept Project:		Est. Start Date:	
Total Funds	TF	\$	8,000,000	DHE Approved Program Plan:		April-22	
				List Approval Date (month/year)		Est. Completion Date:	
						April-25	
						Funding Method:	
						Grant	
<b>Project Title:</b>		Westfall Hall abatement and window replacement					
<b>Funding Source</b>		<b>Total Project Cost</b>		<b>Project Type:</b>		<b>Project Category:</b>	
Cash Funds	CF	\$	15,700,000	Renovation		Auxiliary	
Federal Funds	FF	\$	-	Intercept Project:		Est. Start Date:	
Total Funds	TF	\$	15,700,000	DHE Approved Program Plan:		May-22	
				List Approval Date (month/year)		Est. Completion Date:	
						September-23	
						Funding Method:	
						Non-Appropriated Fee	
<b>Project Title:</b>							
<b>Funding Source</b>		<b>Total Project Cost</b>		<b>Project Type:</b>		<b>Project Category:</b>	
Cash Funds	CF						
Federal Funds	FF			Intercept Project:		Est. Start Date:	
Total Funds	TF	\$	-	DHE Approved Program Plan:		Est. Completion Date:	
				List Approval Date (month/year)		Funding Method:	

**TOPIC:** DEGREE AUTHORIZATION: RECOMMENDATION OF THE RENEWAL OF AUTHORIZATION AS A PLACE OF BUSINESS (NO INSTRUCTION) – UNIVERSITY OF ARIZONA GLOBAL CAMPUS

**PREPARED BY:** HEATHER DELANGE, DIRECTOR, OFFICE OF PRIVATE POSTSECONDARY EDUCATION

## **I. SUMMARY**

This consent item recommends the renewal of authorization as a Place of Business (with no instruction) for the University of Arizona Global Campus (formerly known as Ashford University) under the Degree Authorization Act.

## **II. BACKGROUND**

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

Pursuant to statute and policy, all authorized institutions under the DAA must renew authorization periodically. The renewal period varies by the type of authorization the institution holds from the CCHE. A private college or university that has authorization as a Place of Business by the CCHE shall annually renew its authorization.

The Place of Business (with no instruction) authorization is defined as an accredited institution having a place of business within Colorado, such as an administrative office, but does not provide the authorization to offer instruction in the state. These institutions are subject to the deceptive trade practice provisions in §23-2-104, C.R.S.

In 2011, Ashford University established a call center in Denver to house staff for admissions, financial aid, and student advising efforts for the University, which at that time operated a campus in Iowa and had its headquarters in San Diego, California. In 2019, Bridgepoint Education, former parent company of Ashford University, changed its name to Zovio and relocated its headquarters to Chandler, Arizona, and continued its operations in San Diego, Clinton, Iowa, and Denver. Once Zovio was the official parent company, it submitted its application to convert from a for-profit entity to a not-for-profit entity.

In 2020, the University of Arizona acquired Ashford University, which is now known as University of Arizona Global Campus. The institution still operates out of San Diego, continues to hold institutional accreditation through the Western Association of Schools and Colleges (WASC), Senior College and University Commission, and continues to maintain its various programmatic accreditation. The Denver location is now composed of Zovio employees, under a

shared services agreement, and that entity will also continue to offer third-party Online Program Management (OPM) services to the University of Arizona Global Campus and its students.

Under the University of Arizona Global Campus shared services agreement, staff in the enrollment and student advising departments support the University's prospective and current online students.

### **III. STAFF ANALYSIS**

Instruction by the University of Arizona Global Campus is provided entirely via asynchronous distance education in a multitude of bachelor's and master's level degree programs. The institution's Statement of Accreditation lists one main corporate campus in San Diego.

An administrative office in Denver houses staff who serve in student support roles for UAGC. Under this shared services agreement, staff in Enrollment and Student Services support UAGC's prospective and current online students from the Denver site. The onsite employees support UAGC by providing services such as student inquiry and enrollment services, student support services (e.g., student advising and academic advising) financial services, human resources, business technology, and learning and development (e.g., instructional design).

The University of Arizona Global Campus continues to meet the requirements of the Place of Business (with no instruction) authorization.

### **IV. STAFF RECOMMENDATIONS**

**Staff recommend approval of the renewal of authorization for the University of Arizona Global Campus as a Place of Business (with no instruction).**

### **V. STATUTORY AUTHORITY**

C.R.S §23-2-103.3(5) A private college or university that has authorization from the commission pursuant to this section and maintains its accreditation shall apply to the department for reauthorization in accordance with the schedule for reaccreditation by its accrediting body or every three years, whichever is longer. A seminary or religious training institution shall apply for reauthorization every three years. A private college or university or seminary or religious training institution that seeks reauthorization shall submit an application in accordance with the procedures and policies adopted by the commission and shall pay the reauthorization fee established by the commission pursuant to section 23-2-104.5.

**TOPIC:** RECOMMENDATION OF APPROVAL OF PARTICIPANTS IN THE FOURTH-YEAR INNOVATION PILOT PROGRAM

**PREPARED BY:** JACK WOLFLINK, COORDINATOR OF INNOVATION PROGRAMS

## **I. SUMMARY**

This consent item recommends the approval of five participants in the Fourth-Year Innovation Pilot Program.

## **II. BACKGROUND**

Implemented in [Senate Bill 21-106](#), the “[Fourth-Year Innovation Pilot Program](#)” authorizes the creation of a state-funded pilot program to help low-income students with the drive and ambition to complete high school early by awarding them state funding to pursue career and postsecondary training and education during what would have been their fourth year of high school.

The Colorado Commission on Higher Education (CCHE) has statutory responsibility for selection of local education providers to participate in the pilot program. C.R.S. §23-3.3-1303 states that the Commission shall select pilot program participants, including a mix of urban, suburban, and rural local education providers. Additionally, the statute states that the commission shall adopt any necessary policies and the department shall adopt any necessary guidelines to implement and administer the pilot program.

## **III. STAFF ANALYSIS**

This item creates a pilot program whereby five local education providers (LEPs) or a group of LEPs can apply to participate. The program allows early high school graduates from low-income households to receive funding for postsecondary education **or** training programs during what would have been their fourth year of high school. Funding can be used for tuition, fees, books, transportation, and other expenses associated with the cost of attendance at the institution of higher education or training provider. Participating programs must report on funding disbursement, number of students, demographics, program enrollment, as well as exit data regarding completion rates, earnings, and employment outcomes for graduates. The Pilot Program will last for five years, with the first cohort of eligible students graduating during the 2021-22 school year and the final cohort of students graduating early during the 2025-26 school year.

CDHE staff established an application process to the pilot program which opened on January 11, 2022 and closed on February 11, 2022. The application process was implemented online, using a SurveyMonkey Apply account, and comprised of four narrative questions, two file submissions, the disclosure of key contacts and participating schools, and acknowledgements regarding statutorily required reporting. See “Attachment A: Application Template”.

CDHE conducted an outreach campaign from December 2021 to February 2022 to advertise, recruit, and support LEPs to apply to the Fourth-Year Innovation Program. Initial outreach was launched via the CDE *Scoop* newsletter on December 22, 2021, expanding to additional newsletters and social media in January and February. Additional resources and information were made available on the CDHE website starting in November 2021. This outreach campaign was assisted in partnership with Colorado Succeeds (the primary resource to the sponsors of the bill), which conducted a parallel outreach campaign, as well as launched targeted recruitment efforts in consultation with CDHE for LEPs that it believed were particularly well-suited to the Program. Colorado Succeeds will provide technical assistance and implementation support to the selected pilot schools. CDHE's partnership with Colorado Succeeds was formalized in a Partnership Agreement that went into effect on December 20, 2021, which stipulated the full separation of Colorado Succeeds from the application evaluation process. Although Colorado Succeeds conducted targeted outreach, their support services were made available to any interested LEP.

During the application period, CDHE continued outreach and provided supporting resources to potential applicants. An informational webinar was held January 18, with thirteen attendees. The webinar was posted online alongside a PDF of the slide deck. On January 31, an Applicant Office Hour drew two attendees. Additional support was provided via email and phone. During the application period, CDHE received interest from at least 17 different school districts.

CDHE established an application evaluation process using a scoring rubric (see Attachment B) to be completed by members of an application review panel. The review panel consisted of Carl Einhaus, Peter Fritz, Jack Wolflink, Ashlee Pate, and Marie Snow from CDHE, Erica Ryan from CDE, and Hillary Knudson from Whiteboard Advisors. A total of six applications were submitted. During the week of February 14, 2022, the review panel members reviewed the applications, submitted rubric scores, comments, and recommendations to Jack Wolflink. On February 18, 2022, the review panel finalized its recommendations to the Commission.

Successful applications exhibited a clear vision for the integration of the Program into their existing mission objectives and curriculum, precise planning for the provision of counseling, opportunity information, and transition support resources to early graduates, and a commitment to ensuring that their use of the Program meets specific student and community needs.

These applicants also meet statutory requirements that approved participants include "a mix of urban, suburban, and rural local education providers." Greeley-Evans Schools, Harrison School District 2, and the schools nominated by the Colorado Charter School Institute are CDE-designated suburban schools. Adams 12 Five Star Schools is CDE-designated urban, and the Montezuma-Cortez, Clear Creek, East Grand, and West Grand School Districts are all CDE-designated rural or small rural districts.

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

**Staff recommend approval of the five following applicants to the Fourth-Year Innovation Pilot Program:**

1. **Adams 12 Five Star Schools, lead applicant Kerry Glenn, STEM Coordinator.**
2. **Harrison School District 2, lead applicant Woodrow Longmire, Director, College Career Readiness.**
3. **The Success Foundation Serving Greeley-Evans Schools, lead applicant Julie Hill, Executive Director.**
4. **Colorado Early Colleges Network and The Academy of Charter Schools, both of the Colorado Charter School Institute, lead applicant Michael McManus, Career Pathways and School Programs Coordinator.**
5. **Consortium of Montezuma-Cortez, Clear Creek, East Grand, and West Grand School Districts, lead applicant Chad Wheelus, HTI Grant Coordinator**

**V. STATUTORY AUTHORITY**

C.R.S. §23-3.3-1303 (1) (a) There is created in the department the fourth-year innovation pilot program. The purpose of the pilot program is to provide state funding to low-income students who graduate early from a high school participating in the pilot program.

(b) The pilot program is limited to five local education providers or group of providers with the first cohort of graduates graduating early during the 2021-22 school year and the last cohort of graduates graduating early during the 2025-26 school year. A local education provider or a group of local education providers may apply to the department to participate in the pilot program. The commission shall select pilot program participants, including a mix of urban, suburban, and rural local education providers. In the pilot program application, the applicant or applicants shall indicate which high schools are participating in the pilot program. With approval of the charter school, a school district that is selected to participate in the pilot program may also include a charter school authorized by the school district as one of its designated high schools.

(2) The commission shall adopt any necessary policies and the department shall adopt any necessary guidelines to implement and administer the pilot program.

**VI. ATTACHMENTS**

Attachment A: Application Template

Attachment B: Early Graduate Program Scoring Rubric

# Application: 0583616440

Test 2  
Early High School Graduate Pilot Program

## Summary

**ID:** 0583616440

## Program Narrative

**In Progress** - Last edited: Jan 21 2022

Please fill out the following sections with a description of your institution's plans and approach to implementing the Early High School Graduate program.

## Form for "Program Narrative"

In this section, provide an overview of the school(s) and/or local education providers applying for the pilot program and a description of how you will design your participation in the pilot program.

### Program Summary

To assist us in getting to know you, provide a brief overview of the schools/LEPs participating in this application, the composition and characteristics of the student body, and each school's points of pride. Please summarize your goals for participating in the pilot program.

(No response)

### Program Objectives

Describe the goals and outcomes you envision for your participation in the pilot program. Demonstrate that you have a clear vision for what the pilot will accomplish for participating schools/LEPs and for participating students. If more than one school is participating, and there are differences between how they will implement the program, please provide details.

(No response)

## Student Opportunities

Please describe the post-secondary education partnerships or training opportunities currently available to your high school students as well as new opportunities you would like to make available through the pilot program. Please include a brief description (including data & collection methodology) of how you know your students are benefiting from opportunities provided through these existing programs. This may include number of credentials earned, students participating, programs completed, etc.

(No response)

## Counseling Plan

Please describe plans for implementing student support and counseling services to participants, and for promoting and assisting future early graduates in accessing the program. Additionally, please describe how staff resources will be applied to carry out these plans.

(No response)

## Program Budget

Please complete and upload a budget template showing proposed school or district expenditures for your pilot program. Please ensure the filename includes the applicant name. Template is available on the Early High School Graduate Program website:

[https://cdhe.colorado.gov/sites/highered/files/EGP%20Application%20Budget%20Template\\_0.xlsx](https://cdhe.colorado.gov/sites/highered/files/EGP%20Application%20Budget%20Template_0.xlsx)

## Statutory Compliance

**In Progress** - Last edited: Jan 21 2022

In this section, you will provide key contacts for the oversight of your application, implementation, and reporting process, as well as provide preliminary data demonstrating your capacity to support statutorily-required data collection.

## Form for "Statutory Compliance"

In this section, you will provide required data supporting your application's narrative section.

### Application Primary Contact

**First Name**

(No response)

**Last Name**

(No response)

**Email Address**

(No response)

**Phone Number**

(No response)

**Application Secondary Contact**

**First Name**

(No response)

**Last Name**

(No response)

**Email Address**

(No response)

**Phone Number**

(No response)

**Participating Schools & LEPs**

Please fill out the name and address of all schools & LEPs this proposal will include. If all schools in a district are applying, you may instead provide the name and address of the district only.

**School 1**

**School 1 Name**

(No response)

**School 1 Street Address**

(No response)

**School 1 City/County**

(No response)

**School 1 Zip Code**

(No response)

**School 2**

**School 2 Name**

(No response)

**School 2 Street Address**

(No response)

**School 2 City/County**

(No response)

**School 2 Zip Code**

(No response)

**School 3**

**School 3 Name**

(No response)

**School 3 Street Address**

(No response)

**School 3 City/County**

(No response)

**School 3 Zip Code**

(No response)

**School 4**

**School 4 Name**

(No response)

**School 4 Street Address**

(No response)

**School 4 City/County**

(No response)

**School 4 Zip Code**

(No response)

**School 5**

**School 5 Name**

(No response)

**School 5 Street Address**

(No response)

**School 5 City/County**

(No response)

**School 5 Zip Code**

(No response)

## Additional Participating Schools

If you have more than five schools participating, list their name(s) and address(es) here.

(No response)

## Preliminary Data

Please upload an Excel template containing: the total number of potentially-eligible students, demographics of participating school(s), and current graduation rates. The template is available at the CDHE website:

[https://cdhe.colorado.gov/sites/highered/files/EGP%20Application%20Data%20Template\\_0.xlsx](https://cdhe.colorado.gov/sites/highered/files/EGP%20Application%20Data%20Template_0.xlsx)

## Statute-Required Reporting Acknowledgement

### Responses Selected:

By checking this box, I affirm that the schools/LEPs included in this application will, if selected, be able to report statute-required data on: Eligible & participating graduate numbers per school; and funding amounts requested; Demographic data of participating graduates; Funding requested by schools for each graduate. I further recognize that partner institutions and training providers will have separate reporting responsibilities to CDHE.

## E-Signature

### Responses Selected:

By checking this box, I affirm that the information provided in this application is accurate to the best of my knowledge.

## Proposal Narrative

**23 Points**

The following criteria will be used by reviewers to evaluate the application as a whole. In order for the application to be recommended for funding, it must receive at least 11 points out of the 23 possible points and all required elements must be addressed. An application that receives a score of 0 on any required elements will not be funded.

<b>Proposal Narrative and Operational Model</b>	<b>Inadequate (information not provided)</b>	<b>Minimal (requires additional clarification)</b>	<b>Fully Addressed (clear and complete)</b>
Provide a comprehensive description of the proposed project. Address the challenges and opportunities provided by all institutions participating in the pilot program, implementation process, and methods of providing student support.			
<b>1) Program Summary:</b> Provide a brief summary of the institutions included in this program, including an overview of their current strengths and challenges and student body.	0	2	5
<b>2) Program Objectives:</b> Clearly state program goals and outline how you will implement the program in pursuit of those goals. If there are differences between schools, these are clearly described and justified.	0	2	5
<b>3) Student Opportunities:</b> Outline and summarize major postsecondary education and training opportunities for participating students. Include description of how these opportunities contribute to student educational or workforce pathways. In addition, this narrative should describe both education and workplace learning programs accessible to participating students.	0	2	5
<b>4) Counseling Plan:</b> Describe how the program plans to ensure students receive high-quality career and post-secondary counseling and other support. Outline methods used to ensure students who are or may become eligible for participation in the pilot program are aware of it and understand how to select and allocate funds to their intended program.	0	2	5
	<b>Did not Submit (0 points)</b>	<b>Submitted (1 point)</b>	
<b>Program Budget:</b> Applicant has submitted a budget summarizing related expenditures and allocations of estimated pilot program funding.	<input type="checkbox"/>	<input type="checkbox"/>	
<b>Preliminary Data:</b> Applicant has submitted preliminary data according to the CDHE-provided templates.	<input type="checkbox"/>	<input type="checkbox"/>	
<b>Participating Schools:</b> Applicant has submitted names and addresses of participating schools. If a district is participating as a whole, applicant has submitted its name and address instead.	<input type="checkbox"/>	<input type="checkbox"/>	

**Reviewer Comments:**

**TOTAL POINTS**

**/18**

**TOPIC:** APPROVE INSTITUTIONAL GRANTS FOR THE 2021-22 OER GRANT PROGRAM

**PREPARED BY:** CHEALSYE BOWLEY, DIRECTOR OF OPEN EDUCATION AND LEARNING INNOVATION

## **I. SUMMARY**

This consent item recommends approval of Open Educational Resources (OER) grants totalling \$968,803, identified through the comprehensive review process conducted by the OER Council and department staff for the 2021-22 OER grant program award year.

## **II. BACKGROUND**

The OER grant program is now in its fourth year following its creation through House Bill 18-1331 and continuation through Senate Bill 21-215. For the 2021/22 Cohort 4 grant cycle, the request for proposals (RFP) was updated to include the option to apply for two-year grants. The RFP was structured to encourage proposals ranging from professional exploration and development of OER, to creation, adaptation, and/or adoption of incentives for OER by faculty, staff or administrators. For this grant cycle, there are two levels of recommended grants, primarily organized by the associated requested dollar amount:

- **Individual or Small Group Grants** ranging from **\$250-\$10,000** that would support the review, creation, adaptation, or adoption of OER by faculty and/or staff, especially at institutions without an OER initiative or associated incentive funding.
- **Institutional Grants** ranging from **\$10,001-\$75,000** to support deploying new and sustaining existing institution-wide OER initiatives, including through the use of incentive funding for faculty and staff.

The RFP was launched in mid-October 2021 and closed in mid-January 2022. The OER Council hosted several informational webinars for institutions and individual faculty or staff members who were interested in applying for a grant. Additionally, staff held drop-in “office hours” for anyone who wanted to discuss the process individually. The RFP resulted in 29 submissions from 20 institutions totaling over \$1.2 million in requests. This included proposals from 7 community colleges—both urban and rural—and from the community college system. The number of proposals decreased from the previous year, but the quality and impact potential of proposals remained strong. Of the 20 institutions, 11 submitted two-year project proposals. This indicates continued growth and impact of this initiative throughout Colorado, and mirrors the department’s and OER Council’s goal of 100% OER awareness across the state.

Among the proposals for this grant cycle, 72% were from institutions of higher education for institutional level grants, and 28% were from small groups or individuals. The OER Council and staff completed a month-long comprehensive review. OER Council members recused themselves

from proposals associated with their home institutions and systems. As a result of the review, the OER council and staff are recommending funding 20 proposals—18 institutional grants and 2 individual or small group grants. The department staff provided pre-notifications of shortlisted proposals to applicants in February 2022. This afforded institutions an opportunity for future planning with the understanding that final approval of their grant status would occur at the March 2022 CCHE meeting.

### **III. STAFF ANALYSIS**

As articulated in previous Commission presentations, one of the goals of the OER Grant Program is to encourage as much participation throughout the state as possible. This is to strengthen the widescale potential and collective impact of OER work. As a result, awards were granted to as many qualified proposals as possible. Additionally, professional development funding and opportunities will be available to institutions and individuals who did not receive funding in this cycle. This approach allows campuses to begin the work of selected proposals while providing further support for those not selected, including support to attend the annual statewide OER Conference (scheduled for June 24) and/or to pursue related professional development opportunities.

By awarding grants to institutions from across the state, as well as additional support for several to attend the statewide OER conference and/or other OER focused training in 2022, the next round of grant funding should help to continue the momentum toward the goals of student savings and success through OER. In addition to the grant funding, multiple institutions have created Open Education Librarian or OER Coordinator roles, indicating long-term, institutional commitments for supporting OER and open education initiatives.

This year, the OER Council and department staff recommend grants totalling \$968,803 to campuses, educators, faculty and staff for their OER initiatives. The recommended projects are listed in Attachment A. The funding was appropriated by the General Assembly through Senate Bill 21-185, which was signed by Governor Polis on May 5, 2021. Department staff presented information about the RFP, proposal review, and the decision making process employed by the OER Council to the Commission's Standing Committee on Student Success & Workforce Alignment at its February 22, 2022 meeting.

### **IV. STAFF RECOMMENDATIONS**

**Staff recommend approval of the Open Educational Resources grants totalling \$968,803 to institutions in the amounts listed in Attachment A.**

### **V. STATUTORY AUTHORITY**

**§23-4.5-104. Open educational resources grant program - created - report.**

(1) There is created in the department of higher education the open educational resources grant program to provide funding for public institutions of higher education, faculty, and staff to create and expand the use of open educational resources across institutions around the state...

...

(3)(a) The council shall review the grant applications received and recommend to the commission applicants to which the commission may choose to award grants and the amount of each grant. Subject to available appropriations, the commission shall award grants through the grant program. The commission shall take into account, but is not bound by, the recommendations of the council...

**ATTACHMENTS:**

Attachment A: Colorado OER Grant Program Recommended Award Recipients for OER Grant Program Year Four

Attachment B: Presentation Slides



**Attachment A: Colorado OER Grant Program Recommended Award Recipients  
OER Grantees 2021-22 (Cohort #4)**

Institution/Grantee Name	Grant Level	Name of Proposal	Grant award 2022
Aims Community College	Institutional	Aims Community College's OER Strategic Goal Initiative	<b>\$70,170</b>
Arapahoe Community College	Institutional	Access to Open Educational Resources (OER) Fosters Equity and Student Success	<b>\$56,250</b>
Colorado Community College System	Institutional	Open4Business II	<b>\$74,804</b>
Colorado Mesa University	Institutional	CMU MORE: Colorado Mesa University Maverick Open Resource Educators	<b>\$73,700</b>
Colorado Mountain College	Institutional	Applying the Principles of Stone Soup to Open Educational Resources (OER): Focused Collaboration Among Faculty Ensures that Every Student Succeeds	<b>\$45,000</b>
Colorado Northwestern Community College	Institutional	Moving Forward: Building on CNCC's OER Adoption Efforts to Build Equitable and Inclusive Courses to Improve Student Success	<b>\$40,000</b>
Colorado School of Mines	Institutional	Open Mines: Deploying Open Educational Resource (OER) Development at Colorado School of Mines	<b>\$22,000</b>
Colorado State University	Institutional	Open Educational Resources at Colorado State University Fort Collins: Increased Focus on High Enrollment and DEI 2022-2024	<b>\$75,000</b>
Colorado State University Pueblo	Institutional	CSU-Pueblo, A DOER Campus by 2028: Z-Degrees For The Win	<b>\$57,750</b>



Community College of Denver	Institutional	Z's Get Degrees	<b>\$21,130</b>
Fort Lewis College	Institutional	Putting Students at the Center Through OER	<b>\$37,500</b>
Metro State University	Institutional	Open Roadrunners: MSU Denver OER Initiative Years 4 and 5	<b>\$74,998</b>
Pikes Peak Community College	Institutional	Pikes Peak Community College OER Initiative	<b>\$48,940</b>
Red Rocks Community College	Institutional	Red Rocks Community College OER Pathway	<b>\$42,879</b>
University of Colorado Anschutz	Individual	Creating Open Educational Resources for an Undergraduate Pathophysiology Nursing Course	<b>\$10,000</b>
University of Colorado Denver	Institutional	OER for the Creation of Interactive Computational Notebooks and a Computational Pathway in Mathematics and Statistics	<b>\$54,926</b>
University of Colorado Denver	Institutional	ThingStudio Open Press (TOP)	<b>\$15,000</b>
University of Colorado System	Institutional	Open CU: Expanding a Successful Multiyear OER Initiative	<b>\$75,000</b>
University of Northern Colorado	Institutional	Pursuing ZTC@UNC through high impact course conversions, sharing of digital learning resources, and professional development	<b>\$69,756</b>
Western Colorado University	Individual	Leveraging a Learning Management System to Integrate OER: A How-To Course in Canvas	<b>\$4,000</b>
		<b>TOTAL:</b>	<b>\$968,803</b>



**TOPIC:** RECOMMEND APPROVAL OF THE SCOPE OF WORK CHANGE TO PROJECT B HVAC REPLACEMENT CAPITAL RENEWAL PROJECT – AURARIA HIGHER EDUCATION CENTER

**PREPARED BY:** ASHLEE PATE, LEAD FINANCE ANALYST

**I. SUMMARY**

This consent item amends the Scope of Work for Project B HVAC Replacement Work for Auraria Higher Education Center. The amended project addresses two campus buildings HVAC systems instead of an original nine buildings. This would also reduce the scope from 1,250,000 square feet to 170,000 square feet addressing critical issues in the Central and West classroom buildings.

**II. BACKGROUND**

Under C.R.S. 23-1-106, the Colorado Commission on Higher Education (CCHE) must provide the legislative Capital Development Committee (CDC) with either their approval or commentary on amendments to any capital construction or capital renewal project at any state institution of higher education regardless of the source of funds.

**III. STAFF ANALYSIS**

**CIRA Commons Building:**

Table 1 displays the cost of the Central and West Classroom HVAC replacements.

**Table 1:** Central and West Classroom HVAC replacements

FY 2022-23 Through FY 2022-23 List

<b>Capital Construction Funds</b>	\$20,353,100
<b>Cash Funds</b>	\$210,000
<b>Federal Funds</b>	-
<b>Total Funds</b>	<b>\$20,563,100</b>

**Project Description:** Auraria Higher Education Center is requesting no additional spending authority for maintenance to Central and West Classroom HVAC replacements. The buildings are 170,000 general square feet. These HVAC systems are over forty years old and the engineering projected cost to replace HVAC in these two buildings is significantly higher than the original estimate in the request. The Central and West Classroom buildings serve all three AHEC institutions through classrooms, class labs and offices. These two buildings now are estimated to spend \$16.5 - \$18.5 million of the entire budget leaving \$2-\$4 million for additional work. AHEC would like to use the remaining funds for work of the North Chiller Plant.

#### **IV. STAFF RECOMMENDATIONS**

**Staff recommends approval of the Scope of Work change to Project B HVAC Replacement Capital Renewal Project for Auraria Higher Education Center and forwarding to the Capital Development Committee and the Office of State Planning and Budgeting.**

#### **V. STATUTORY AUTHORITY**

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

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

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

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

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

(B) A state institution of higher education may submit to the staff of the capital development committee, the commission, and the office of state planning and budgeting an amendment to its approved two-year projection. The capital development committee shall conduct a hearing on the amendment within thirty days after submission during a regular legislative session of the general assembly or within forty-five days after submission during any period that the general assembly is

not in regular legislative session. The capital development committee shall either approve the projections or return the projections to the state institution of higher education for modification. The commission and the office of state planning and budgeting shall provide the capital development committee with comments concerning each amendment.

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

**ATTACHMENTS:**

**ATTACHMENT A:** Auraria Higher Education Center HVAC Project B Cost Summary

**ATTACHMENT B:** Auraria Higher Education Center HVAC Project B Narrative



CAPITAL CONSTRUCTION/CAPITAL RENEWAL PROJECT REQUEST- COST SUMMARY (CC_CR-C)*								
(A)	(1) Funding Type (Cash, CCF, Cash & CCF):	Cash & CCF	(2) Intercept Program Request? (Yes/No):	No				
(B)	(1) Institution:	Auraria Higher Education Center	(2) Name & Title of Preparer:	Carl Meese, Director of Campus Planning				
(C)	(1) Project Title:	Campus-wide Capital Renewal Project B: Critical Campus-wide HVAC Infrastructure Replacement	(2) E-mail of Preparer:	<a href="mailto:carl.meese@ahed.edu">carl.meese@ahed.edu</a>				
(D)	(1) Project Phase (Phase __ of __):	Phase 1 of 1	(2) State Controller Project # (if continuation):	N/A				
(E)	(1) Project Type (CC or CR):	CR	(2) Institution Signature Approval:	Colleen Walker, CEO 5/25/2020				
(F)	(1) Year First Requested:	FY 2020-2021	(2) CDHE Signature Approval:		Date			
(G)	(1) Priority Number (Leave blank for continuation projects):	1 of 1	(2) OSPB Signature Approval:		Date			
(1)		(a) Total Project Costs	(b) Total Prior Appropriation	(c) Current Budget Year Request	(d) Year Two Request	(e) Year Three Request	(f) Year Four Request	(g) Year Five Request
<b>Land/Building Acquisition</b>								
(2)	Land Acquisition/Disposition	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
(3)	Building Acquisition/Disposition	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
(4)	<b>Total Acquisition/Disposition Costs</b>	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
<b>Professional Services</b>								
(5)	Planning Documentation	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
(6)	Site Surveys, Investigations, Reports	\$ 509,432	\$ -	\$ 509,432	\$ -	\$ -	\$ -	\$ -
(7)	Architectural/Engineering/ Basic Services	\$ 2,159,227	\$ -	\$ 2,159,227	\$ -	\$ -	\$ -	\$ -
(8)	Code Review/Inspection	\$ 196,293	\$ -	\$ 196,293	\$ -	\$ -	\$ -	\$ -
(9)	Construction Management	\$ 687,027	\$ -	\$ 687,027	\$ -	\$ -	\$ -	\$ -
(10)	Advertisements	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
(11)	Other (Specify)	\$ 771,467	\$ -	\$ 771,467	\$ -	\$ -	\$ -	\$ -
(12)	Inflation Cost for Professional Services	\$ 216,172	\$ -	\$ 216,172	\$ -	\$ -	\$ -	\$ -
(13)	Inflation Percentage Applied		0.00%	5.00%	0.00%	0.00%	0.00%	0.00%
(14)	<b>Total Professional Services</b>	\$ 4,539,618	\$ -	\$ 4,539,618	\$ -	\$ -	\$ -	\$ -
<b>Construction or Improvement</b>								
(15)	Infrastructure Service/Utilities	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
(16)	Infrastructure Site Improvements	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
(17)	<b>Structure/Systems/ Components:</b>							
(18)	Cost for New (GSF):	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
(19)	New at \$ _____ X _____ GSF							
(20)	Cost for Renovation (GSF):	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
(21)	Renovation at \$ _____ X _____ GSF							
(22)	Cost for Capital Renewal (GSF):	\$ 11,929,729	\$ -	\$ 11,929,729	\$ -	\$ -	\$ -	\$ -
(23)	Renewal at \$ _____ X _____ GSF							
(24)	Other (Specify)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
(25)	High Performance Certification Program	\$ 724,339	\$ -	\$ 724,339	\$ -	\$ -	\$ -	\$ -
(26)	Prevailing Wage Requirement	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
(27)	Inflation for Construction	\$ 632,703	\$ -	\$ 632,703	\$ -	\$ -	\$ -	\$ -
(28)	Inflation Percentage Applied		0.00%	5.00%	0.00%	0.00%	0.00%	0.00%
(29)	<b>Total Construction Costs</b>	\$ 13,286,771	\$ -	\$ 13,286,771	\$ -	\$ -	\$ -	\$ -
<b>Equipment and Furnishings</b>								
(30)	Equipment	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
(31)	Furnishings	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
(32)	Communications	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
(33)	Inflation for Equipment & Furnishings	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
(34)	Inflation Percentage Applied		0.00%	0.00%	0.00%	0.00%	0.00%	0.00%
(35)	<b>Total Equipment &amp; Furnishings Cost</b>	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
<b>Miscellaneous</b>								
(36)	Art in Public Places	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
(37)	Relocation Costs	\$ 378,880	\$ -	\$ 378,880	\$ -	\$ -	\$ -	\$ -
(38)	Other Costs [Abatement]	\$ 488,458	\$ -	\$ 488,458	\$ -	\$ -	\$ -	\$ -
(39)	Other Costs [specify]	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
(40)	Other Costs [specify]	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
(41)	Other Costs [specify]	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
(42)	<b>Total Misc. Costs</b>	\$ 867,338	\$ -	\$ 867,338	\$ -	\$ -	\$ -	\$ -
<b>Total Project Costs</b>								
(43)	<b>Total Project Costs</b>	\$ 18,693,727	\$ -	\$ 18,693,727	\$ -	\$ -	\$ -	\$ -
<b>Project Contingency</b>								
(44)	5% for New	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
(45)	10% for Renovation	\$ 1,869,373	\$ -	\$ 1,869,373	\$ -	\$ -	\$ -	\$ -
(46)	<b>Total Contingency</b>	\$ 1,869,373	\$ -	\$ 1,869,373	\$ -	\$ -	\$ -	\$ -
<b>Total Budget Request</b>								
(47)	<b>Total Budget Request</b>	\$ 20,563,100	\$ -	\$ 20,563,100	\$ -	\$ -	\$ -	\$ -
<b>Funding Source</b>								
(48)	Capital Construction Fund (CCF)	\$ 20,353,100	\$ -	\$ 20,353,100	\$ -	\$ -	\$ -	\$ -
(49)	Cash Funds (CF)	\$ 210,000	\$ -	\$ 210,000	\$ -	\$ -	\$ -	\$ -
(50)	Reappropriated Funds (RF)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
(51)	Federal Funds (FF)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
<b>TOTAL</b>		<b>20,563,100</b>	<b>-</b>	<b>20,563,100</b>	<b>-</b>	<b>-</b>	<b>-</b>	<b>-</b>



FY 2021-22 CAPITAL CONSTRUCTION/CAPITAL RENEWAL PROJECT REQUEST- NARRATIVE (CC_CR-N)	
Capital Construction Fund Amount (CCF):	\$20,353,100
Cash Fund Amount (CF):	\$210,000
Funding Type:	General Funded
Intercept Program Request? (Yes/No):	No
Institution Name:	Auraria Higher Education Center (AHEC)
Project Title:	Campus-wide Capital Renewal Project B: Critical Campus-wide HVAC Infrastructure Replacement – AMMENDED 2/15/2022
Project Phase (Phase _of_):	Phase 1 of 1
State Controller Project Number (if continuation):	N/A
Project Type:	<input type="checkbox"/> Capital Construction (CC)
	<input checked="" type="checkbox"/> Capital Renewal (CR)
Year First Requested:	FY 2020-21
Priority Number (Leave blank for continuation projects):	1 OF 1
Name & Title of Preparer:	Carl Meese, Director of Campus Planning
Email of Preparer:	carl.meese@ahec.edu
Institution Signature Approval:	Colleen Walker, CEO 5/25/2020
OSPB Signature Approval:	Date
CDHE Signature Approval:	Date

**A. FACILITY PLANNING DOCUMENTATION:**

CDHE approved Facility Program Plan Yes \_\_\_ No \_\_\_ N/A X Date Approved \_\_\_\_\_

**B: PROJECT SUMMARY/STATUS:**

Similar to Project A: the campus steam to natural gas conversion project funded two years ago; **Project B seeks to address many critical HVAC components of nine two campus buildings that are over 40 years old.** These aging building components are **essentially obsolete** with **failing parts** that are difficult or impossible to acquire. The current HVAC systems require custom-built maintenance and repairs, which leads to an increase in out-of-service time. This often results in **uncomfortable environmental conditions** and in some cases can **render an entire building unusable**. Further, many of these buildings do not meet current code for airflow and building wide air exchange rates; this can create an air quality issue and can be a user health risk. The alternate if not funded is for AHEC to request these projects in smaller pieces through the controlled maintenance process. This would result in the delay of these much-needed projects and will put the campus at increased risk for loss of building use and require the use of emergency funds to repair any unforeseen breakdowns.

The Auraria Campus is requesting capital renewal funding to replace the aging campus-wide **critical HVAC infrastructure**. Currently the campus relies on these **outdated building systems** to provide the heating, ventilating and air conditioning needs for **over 1,250,000 170,000 square feet of space** in

~~eleven two~~ classroom, lab, and office buildings **shared by three separate institutions of higher education**. Buildings with HVAC system components to be funded by this project include ~~Bear Creek, Boulder Creek, Central Classroom, Cherry Creek, Facilities Annex, North Chiller Plant (provides cooling to the Auraria Library, Science Building, and Arts Building), PE/Events Center, Plaza, and West Classroom~~. These HVAC systems are over forty years old and are deteriorating rapidly. Dramatic, multiple building, loss of use consequences would result if there would be a system failure or equipment failure. The potential impact to campus operation of a critical HVAC system failure would be catastrophic to daily operations. A failure would result in multiple building closures, course cancellation, research disruption, faculty and staff job impacts, and the need for emergency repair funds.

The Auraria Higher Education Center (AHEC) has determined the Campus-wide Capital Renewal Project B: Critical Campus-wide HVAC Infrastructure Replacement as the main priority project and is the **responsible path forward for the campus in terms of financial accountability, utility reliability, and environmental sustainability**. As such, **this project, which has no programmatic components, is of the highest importance to the campus** with full support from the Community College of Denver (CCD), Metropolitan State University of Denver (MSU Denver), University of Colorado Denver (CU Denver), and the Auraria Higher Education Center.

### **The Problem**

The Auraria Campus is a thriving center of higher education thanks to the pioneering spirit of the campus leaders and their commitment to collaboration. The successful outcome is evident in the extensive growth and development of the campus over the past several years. Yet, there remains a significant impediment to the sustainable vitality of the Campus. **More than 65% of the campus buildings were built all at once or were repurposed buildings that existed prior to the creation of the campus (including many structures that are over 100 years old)**. This means that the shared infrastructure is not only aging, but has passed its anticipated productive life.

The shared Auraria Campus currently has approximately **\$24.8M in utility infrastructure and mechanical system needs** according to the 2016 Campus Technical Energy Audit and Campus Facility Condition Audits. It has further been identified that there is approximately **\$33.0M in additional controlled maintenance needs** for the campus general-funded facilities and **more than \$13.0M** for other campus-wide maintenance projects.

### **Current Sources of Controlled Maintenance Funding**

The institutions collectively fund approximately \$2.0M annually for deferred maintenance projects. In the past ten years, **the institutions** have directly contributed **nearly \$18.9M to the Campus maintenance needs**. In the same timeframe, **the state controlled maintenance program** has provided **\$18.7M to the maintenance needs** of the campus.

The institutions have pledged to utilize the Steam to Natural Gas cost savings from Project A to increase deferred maintenance funding to \$3.0M per year in 2021. Despite these efforts, based on the current backlog of needs, the Auraria Campus and its three institutions are losing ground in ever-mounting maintenance needs. The current commitment, while a dedicated attempt, **would take more than 25 years to achieve the needs currently identified**, and obviously do not address additional needs that will become known in time. An alternative strategy is needed to adequately resolve the growing critical

need for this campus and the majority of its shared facilities, which are now past the end of life for the vital infrastructure elements.

The Auraria Campus collective leadership recognizes **the importance of maintaining the existing assets** for the campus, and serving the combined population of **nearly 38,000 students**. It has been determined that **the highest priority needs to be finding a way to care for these assets** in a sustainable manner. The urgency of the maintenance needs was initially revealed as a result of facility condition audits and the formulation of the campus Deferred Maintenance 8-Year Plan.

**Proposal for Caring for Existing State Assets and Related Critical Infrastructure**

In order to maintain the overall principles and goals of the Auraria Campus Master Plan, it is critical to take care of the numerous shared facilities. This strategy proposes that the **\$20.6M HVAC Infrastructure Replacement Project** be packaged into a **one-phase Capital Renewal project** request to the State. Two subsequent Capital Renewal projects, Projects C and D, also one-phase, will be submitted in future years to address the remaining controlled maintenance identified in the package or projects. Upon completion of the four projects (Projects A-D), it is **projected annual energy savings and cost avoidance will be over \$2.0M dollars**.

**If funded, all resulting energy savings will be committed 100% to providing additional funding for future maintenance of the shared facilities on campus, thereby increasing the current internal annual maintenance funding level of \$2.0M (provided directly by the institutions) to \$4.0M**, upon completion of all four projects. It is anticipated that the annual savings upon completion of just Project B will be nearly \$200K. This represents a **projected 20-year savings total of \$4.0M**. The institutions have also committed to increase that fund by \$100K per year on an ongoing basis. This increased level of funding would allow the campus to more effectively address current and future maintenance needs moving forward.

**C. SUMMARY OF PROJECT FUNDING REQUEST (CC CR-C form):**

Funding Source	Total Project Cost	Total Prior Appropriation	Current Budget Year Request	Year Two Request	Year Three Request	Year Four Request	Year Five Request
Capital Construction Funds (CCF)	\$20,353,100	\$0	<b>\$20,353,100</b>	\$0	\$0	\$0	\$0
Cash Funds (CF)	\$210,000	\$0	<b>\$210,000</b>	\$0	\$0	\$0	\$0
Reappropriated Funds (RF)	\$0	\$0	<b>\$0</b>	\$0	\$0	\$0	\$0
Federal Funds (FF)	\$0	\$0	<b>\$0</b>	\$0	\$0	\$0	\$0
<b>Total Funds (TF)</b>	<b>\$20,563,100</b>	<b>\$0</b>	<b>\$20,563,100</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>	<b>\$0</b>

**D. PROJECT DESCRIPTION/SCOPE OF WORK/JUSTIFICATION:**

**Campus-wide Capital Renewal Project B: Campus-wide HVAC Infrastructure Replacement**

This stand-alone project (Project B) will convert the aging HVAC equipment in the following buildings: ~~Bear Creek, Boulder Creek, Central Classroom, Cherry Creek, Facilities Annex, Plaza Building, PE/Events Center, West Classroom, and the North Chiller Plant (provides cooling to Science Building, Auraria Library and Arts Building).~~ **The Auraria Campus is at a tipping point crisis.** Project B seeks to address the aging HVAC systems in multiple buildings at once in order to increase project efficiency and reduced design, construction and equipment costs by bundling the buildings together. Many of these HVAC systems are estimated per building at over the \$2.0M threshold that would make these projects eligible for Controlled Maintenance. In addition, we have almost \$20.0M in identified HVAC improvement projects just in these ~~nine~~ **two** buildings. In order to fund that many projects through Controlled Maintenance AHEC would have to prioritize which project to advance on the CM list each year. This would leave other buildings exposed as we wait for two decades or more to realize full project completion. For these reasons, AHEC feels compelled to make this capital renewal request for State Funding this year.

Project B would lend itself to phased project approach if we could accurately predict what piece of equipment was going to breakdown first. However since these building systems were installed at almost the same time and all have been or are all being used in the same way, there is no way of knowing, with any degree of certainty, which is most likely to fail. The ongoing cost of operating this inefficient system is continuing to rise, even without addressing repairs. **If there is a failure, it will be catastrophic – The campus must act now because each of these systems is on borrowed time.**

**Project B Scope of Work and Cost Estimate**

Building	Deficiency Description	Discipline	Costs
<b>Bear Creek</b>	Replace mechanical system (beyond life cycle), update building automation system controls, replace air handling units with evaporative cooling, replace condensing unit, replace boiler, replace three unit heaters, replace pneumatic controls, replace variable air valves, and replace restroom exhaust fans. Current Building FCI is 24.3 after Projects A and B the anticipated FCI will be 75.0.	HVAC	\$ 569,912
<b>Boulder Creek</b>	Replace mechanical system (beyond life cycle and failing), update building automation system controls, replace heat and hot water pumps, replace 3 air handling units with evaporative cooling, replace chilled water and hot water pumps, replace pneumatic controls, replace three entryway heaters, replace variable air valves, replace restroom exhaust fans, and replace mechanical climate control (over 40 years old). Current Building FCI is 27.9 after Projects A and B the anticipated FCI will be 45.4.	HVAC	\$ 2,420,773
<b>Central Classroom</b>	Replace mechanical system (beyond life cycle), update building automation system controls; replace three air-handling units with evaporative cooling, replace chilled water and hot water pumps, replace pneumatic controls, replace three entryway heaters, replace variable air valves, replace restroom exhaust fans. Current Building FCI is 47.5 after Projects A and B the anticipated FCI will be 82.4.	HVAC	<del>\$ 3,588,149</del> \$ 7,779,427
<b>Cherry Creek</b>	Replace mechanical systems, replace air handling unit, update direct digital controls, repair chilled water system (temperature and flow issues), replace two hot water pumps, and replace mechanical climate control (over 40 years old). Current Building FCI is 67.1 after Projects A and B the anticipated FCI will be 73.6.	HVAC	\$ 2,168,264

<b>Facilities Annex</b>	Replace mechanical system, and update building automation system controls (over 40 years old). Current Building FCI is 24.7 after Projects A and B the anticipated FCI will be 54.0.	HVAC	\$ 583,776
<b>North Chiller Plant</b>	Replace Chillers. North Chiller Plant provides cooling for Science Building, Auraria Library, and Arts Building. Current Building FCI is 22.0 after Projects A and B the anticipated FCI will be 90.8.	Plumbing	\$ 2,600,598
<b>PE/EC</b>	Replace mechanical system (beyond life cycle), update building automation system controls, replace pneumatic controls with direct digital controls, replace three air handling units with evaporative cooling, replace chilled water and hot water pumps, replace ten roof top units, replace pneumatic controls, replace variable air valves, and replace restroom exhaust fans. Current Building FCI is 36.8 after Projects A and B the anticipated FCI will be 55.5.	HVAC	\$ 4,761,238
<b>Plaza Building</b>	Replace four air handling units (over 40 years old, system has many failed components and is unreliable), and replace mechanical climate controls. Current Building FCI is 63.1 after Projects A and B the anticipated FCI will be 71.8.	HVAC	\$ 2,068,572
<b>West Classroom</b>	Replace mechanical system (over 40 years old), replace two air-handling units with evaporative cooling, replace chilled water and hot water pumps, replace three unit heaters, replace pneumatic controls, replace variable air valves, and replace restroom exhaust fans. Current Building FCI is 54.4 after Projects A and B the anticipated FCI will be 71.8.	HVAC	\$ 1,801,818 \$ 6,666,536
<b>TOTAL</b>			\$ 20,563,100 \$ 14,445,963

History of Appropriated Projects funded with controlled maintenance, capital renewal, capital construction, emergency CM repairs, cash, or operational funds completed within the last fifteen (15) years or ongoing projects that can be associated with either this CC/CR building or infrastructure request.

Project No.	Project Title	Project Cost \$	Completion date or status
EM-506	Central Classroom Emergency Steam Line Replacement	\$273,855	11/2/2010
Various	Bear Creek total HVAC deferred maintenance and/or operational fund projects since 2010*	\$36,263	Completed Work through 6/2019
Various	Boulder Creek total HVAC deferred maintenance and/or operational fund projects since 2010*	\$69,112	Completed Work through 6/2019
Various	Central Classroom total HVAC deferred maintenance and/or operational fund projects since 2010*	\$128,340	Completed Work through 6/2019
Various	Cherry Creek total HVAC deferred maintenance and/or operational fund projects since 2010*	\$157,498	Completed Work through 6/2019
Various	Facilities Annex total HVAC deferred maintenance and/or operational fund projects since 2010*	\$10,944	Completed Work through 6/2019
Various	North Chiller Plant total HVAC deferred maintenance and/or operational fund projects since 2010*	\$409,792	Completed Work through 6/2019
Various	PE/Event Center total HVAC deferred maintenance and/or operational fund projects since 2010*	\$528,657	Completed Work through 6/2019
Various	Plaza Building total HVAC deferred maintenance and/or operational fund projects since 2010*	\$279,914	Completed Work through 6/2019
Various	West Classroom total HVAC deferred maintenance and/or operational fund projects since 2010*	\$62,001	Completed Work through 6/2019
Backfill	MSU Denver Backfill Project in Central Classroom Building	\$160,000	2011
Backfill	CCD Backfill Project in Cherry Creek	\$1,134,033	2012

\*These projects and numbers reflect the best information that is available in our records.

### **Project Criteria for State Funding Consideration**

This Capital Renewal project (Project B) has **clear and urgent loss of use and life safety implications** on primary campus academic building infrastructure systems that are **over 43 years old**. This narrative has established the critical nature of this project and the implications if not funded. A **catastrophic building failure** of any individual building's HVAC system would result in **building closures, course cancellations, research disruptions, faculty and staff job impacts, and the need for emergency repair funds from the State**.

The campus is seeking **\$20,353,100 in capital construction funds** and will provide **\$210,000 in cash funds** toward the **\$20,563,100 total project costs**. None of the cash funding is from student fees. The \$200,000 cash match is a significant contribution for an AHEC project, and represents the combined commitment of the three institutions, each of which also have individual project priorities being presented to the State. AHEC, on its own, is unable to fund raise, does not collect tuition, and receives no direct State appropriations, like other state institutions of higher education. The total project costs are broken down into the following categories: Professional Services (\$4,539,618), Construction Costs (\$13,286,771), Miscellaneous Costs (\$867,338), and Project Contingency (\$1,869,373).

There are **no space needs** associated with this project as it is a Capital Renewal request and has **no programmatic elements**.

This project clearly affects the **entire campus population** as all three institutions have significant portions of **academic teaching, research and office space in the buildings in Project B**. Currently the campus relies on the **over 1,250,000 170,000 square feet** of space in the **eleven two classroom/lab/office buildings impacted by this project to provide the bulk of shared use by CCD, MSU Denver, and CU Denver**. The HVAC systems in these buildings are forty-three years old and deteriorating rapidly with dramatic building loss of use consequences if there would be systems failure or catastrophe. The savings achieved will **benefit all users of the campus**, as those savings will be reinvested in improving the buildings shared by all students, faculty and staff.

In addition, Project B **aligns with many goals** of the CCHE Higher Education Master Plan, State Goals and Needs, AHEC Infrastructure Master Plan (Institutional Facilities Master Plan), Auraria Campus Master Plan, the Institutional Master Plans and Strategic Plans, and the Five-Year Capital Construction/Capital Renewal Project Plan. The project addresses **Strategic Goal 4: Invest in Affordability and Innovation of the Higher Education Master Plan** by decreasing utility costs and providing additional maintenance funds, both of which will help to keep overall costs down and reduce the burden of tuition expenses to provide education to the students. The conversion from outdated HVAC systems to a modern system is an investment in innovation, as the new systems will have higher efficiency, performance, and reliability. As such, this system will be much more sustainable by saving energy and reducing greenhouse gas emissions. This is a major goal of the **State of Colorado as identified by the Governor's Office**, which has established specific goals for five priority areas including Economic & Infrastructure Development; Environment & Energy; Health; Quality Government Services; and Workforce Development & Education. Project B helps to advance all of these goals as it seeks to improve State owned infrastructure, enhance the learning environment of the campus, and provide a safe and reliable teaching and learning space for the services provided to students, faculty and staff. **The Auraria Higher Education Center (AHEC) Infrastructure Master Plan** recommends replacing older HVAC equipment in buildings to reduce utility usage and to allow for more efficient use of our current

infrastructure. Updating old HVAC systems in these buildings is the responsible path forward for the campus in terms of financial accountability, utility reliability, and environmental sustainability. In addition, the project meets the **Strategic Plans of CCD, MSU Denver, CU Denver, and AHEC** as it helps achieve self-funding for future maintenance projects without relying on state funds for these needs. This project will help to establish, through annual utility savings, a maintenance fund with the ultimate goal of achieving a yearly budget of 1% of combined building value. Project B is the number one priority project on the **Five-Year Capital Construction/Capital Renewal Project Plan** for AHEC as well as the combined priority project for CCD, MSU Denver, and CU Denver. This project is the second step in a multi-year capital renewal plan to address crucial campus building and infrastructure needs.

#### **ADDITIONAL 5-YEAR CAPITAL RENEWAL PLAN PROJECTS**

While Project B will provide significant cost and energy savings, the Auraria Campus has identified two additional stand-alone projects to complement Project A and Project B. Combined, **the four projects (Projects A through D) will allow the Auraria Campus to address the most pressing issues in eighteen buildings that have an average age of 55 years.** The overall result will realize significant annual savings estimated at over \$2.0M per year. The next two projects will be submitted in years two through three and are described below.

#### **Campus-wide Capital Renewal Project C: Campus Building Envelope Energy Code Deficiency Replacement Projects**

Multiple buildings on the Auraria Campus have pressing building envelope needs which include over 40 year old single pane window system replacements as well as roof replacements. Failure to address these needs has potential building usability and reliability impacts as well as being a tremendous waste of energy. Similarly, there is a great need to replace florescent and metal halide lighting systems with LED technology both interior and exterior. This will yield a much improved quality learning and campus user safety environment as well as dramatically reduce maintenance needs - saving energy, lowering costs, and improving worker productivity and safety.

#### **Campus-wide Capital Renewal Project D: Critical ADA, Life Safety, Code, and Building Function Replacement Projects**

The Auraria Campus has a very high per capita population of differently abled individuals. It is very important to the usability of the campus for this population that ADA codes and practices are met or exceeded, particularly as it applies to building access and movement through the building, as well as from building to building across the campus. Multiple projects are needed to keep up with the newest codes and best practices that achieve usability of campus-wide facilities. In tandem with the ADA essentials are life safety system needs that benefit all of the campus. Many of the buildings on campus have existing systems that are antiquated and do not meet current code or best practice.

#### **E. PROGRAM INFORMATION:**

This project is entirely a controlled maintenance-based, campus utility and building systems improvement project, and it does not have any program driven components.

## **F. CONSEQUENCES IF NOT FUNDED:**

Just as the success of the Auraria Campus is magnified through serving three public institutions of higher education in an efficient environment, so is the impact of failing to serve those institutions through proper maintenance of their shared facilities. Ultimately, as systems fail and funding is not adequate to conduct emergency repairs, there will be no alternative but to shut down these facilities. Since the facilities are shared, the effect will be to three institutions rather than one (the collective population of 38,000 students). Facilities without adequate mechanical systems and proper HVAC and airflow will become unusable for learning, resulting in cancelled and/ or reduced classes. The Auraria Campus already operates at a higher efficiency in space utilization than any other campus, with classrooms functioning from 6:30 AM to 10:00 PM M-F and on weekends, resulting in 85% or higher utilization. Because of this high utilization, displaced programs will not have available space to migrate to, as campus facilities are so heavily occupied. As a result of shutting down the facilities, the three institutions will be forced to lease or rent property off campus, thus escalating costs and disrupting maximum use schedules.

Further, segmented failures of the system are at high probability of creating life safety and health issues, as the facility environment further deteriorates. In addition, due to the age of most facilities, asbestos is present in multiple areas and must be remediated as systems fail. Casual exposure is increased over time, if not addressed appropriately. Additionally, economies of scale are not obtained when asbestos is removed in a piecemeal fashion for like-for-like system component replacement after failure. It is a better management practice to remove all asbestos containing materials in a containment area to support multiple replacement endeavors from a cost and time perspective. An asbestos survey identifies campus-wide location and type.

It is evident that the entire HVAC systems in these old buildings are seriously compromised and deteriorating rapidly. Failing to respond in some manner is not an option. As evidenced by the photos, repair of the HVAC components will be an extensive and very expensive undertaking. If Project B is not funded maintenance and repair, costs will continue to escalate, increasing operational costs more and more each year. Postponing the HVAC system replacement in these buildings will result in additional deferred maintenance costs and increased future replacement project costs. Additionally if a catastrophic failure of an HVAC system were to occur there could be property damage caused by flooding or other impacts as a result of the compromised system.

## **G. LIFE CYCLE COST (LCC)/COST-BENEFIT COMPARATIVE ANALYSIS:**

Project B would reduce AHEC's controlled maintenance backlog by addressing many projects that would otherwise be included in this year's controlled maintenance request. This project utilizes the purchasing power of buying like equipment in large quantities as well as savings realized by designing and constructing systems in several buildings at once rather than in small projects appropriated over many years. There is efficiency in bundling these similar projects all at once. Overall project costs and negative construction impacts to campus activity will be minimized. Future maintenance of these systems will be greatly improved by purchasing the same equipment for all nine buildings. Consistent equipment will make it very easy to stock replacement parts.

## **H. ASSUMPTIONS FOR CALCULATIONS:**

Project B costs have been estimated using current construction rates seen on similar projects. Projects C and D costs have been escalated by a 5% inflation factor. This inflation factor has been seen on projects undertaken on campus and in the construction community and is the same inflation factor used by the University of Colorado system.

## **I. SUSTAINABILITY:**

By replacing HVAC components like air handler units, building automation systems, heat and hot water pumps, and system controls, AHEC will see a reduction in the energy demand of all nine buildings included in this project. These new systems will be more efficient and reliable than the old components in place today and will require less ongoing maintenance.

## **J. GOVERNOR'S INITIATIVE**

The individual components of Project B were identified in a 2016 Ameresco Technical Energy Audit (TEA) completed as part of an anticipated Energy Performance Contract (EPC). This document and potential partnership had the primary goal of reducing utility costs by reducing utility usage and reducing waste of energy, water and other resources. After analyzing the proposed financial strategy presented in the TEA, AHEC along with the three institutions determined that it was not worth perusing the EPC as presented by Ameresco.

The new HVAC components proposed for this project will help reduce campus greenhouse gas emissions and will reduce campus energy consumption. These buildings represent a total of 1,250,000 square feet of space and are heavily occupied. Even a small improvement in efficiency of the new equipment will be multiplied over the large amount of building area and will result in major advancements towards our campus-wide greening goals as well as to meet the goals of the Governor's Initiative.

## **K. OPERATING BUDGET IMPACT:**

Project B, once complete, will result in operating appropriations for utilities being reduced due to energy savings; and in a like amount, funds for ongoing, internally managed, maintenance will be increased. The four institutions have created a plan to dedicate future utility savings generated by the this project along with additional funding provided by the three academic institutions to AHEC to establish an annual controlled maintenance fund with the ultimate goal of achieving a yearly budget of 1% of combined building value. If funded, all resulting energy savings would be committed 100% to providing additional funding for future maintenance of the shared facilities on campus, thereby increasing the current internal annual maintenance funding level of \$2.0M (provided directly by the institutions) to almost \$4.0M, upon completion of all four projects. It is anticipated that the annual savings upon completion of Project B would be nearly \$200K. This represents a projected 20-year savings total of almost \$4.0M. The institutions have also committed to increase that fund by \$100K per year on an ongoing basis. This increased level of funding would allow the campus to address current and future maintenance needs more effectively.

The HVAC system replacements proposed in this project would decrease maintenance needs in nine buildings on the Auraria Campus. This represents a significant decrease in ongoing operational needs to maintain and repair the old systems. Staff time saved by this project will allow AHEC to address other ongoing maintenance needs elsewhere on campus. There will be no need for any additional operational funding in the current year or out years as a result of this project as there will be no additional operational needs.

**L. PROJECT SCHEDULE:**

Phase 1 of 2	Start Date	Completion Date
Pre-Design	May 1, 2021	November 1, 2021
Design	November 1, 2021	June 1, 2022
Construction	June 1, 2023	August 30, 2023
FF&E /Other		
Occupancy		

Phase 2 of 2	Start Date	Completion Date
Pre-Design	Complete	Complete
Design	Complete	Complete
Construction	June 1, 2024	August 30, 2025
FF&E /Other		
Occupancy		

**M. ADDITIONAL INFORMATION:**

Three-year roll forward spending authority is required:	<input type="checkbox"/> Yes	<input checked="" type="checkbox"/> No
Link to the program plan or attach the document:	N/A	
Request 6-month encumbrance waiver:	<input type="checkbox"/> Yes	<input checked="" type="checkbox"/> No
Total estimated square footage (new):	N/A ASF	N/A GSF
Total estimate square footage (renovated):	N/A ASF	N/A GSF
Is this a continuation of a project appropriated in a prior year:	<input type="checkbox"/> Yes	<input checked="" type="checkbox"/> No
State Controller Project Number (if continuation):	2020-055P21	

**TOPIC:** CCHE SURVEY RESULTS ON MEETING AGENDAS AND STRUCTURE

**PREPARED BY:** DR. BENNETT BOGGS, DEPUTY DIRECTOR

**I. SUMMARY**

This discussion item will review the results of a recent survey sent to Commission members, advisors, and department staff regarding the use and structure of meeting time, as well as the time between monthly CCHE meetings.

**II. BACKGROUND**

On January 31, 2021, Chair Kerr and Vice Chair Hughes asked that the following note be sent to Commission members, advisors, and the Department staff who most regularly present/interact with the Commission:

Commissioners, Advisors and Staff:

As we approach the New Year and our work ahead, we are hoping each of you will take a moment to complete this brief survey. Many Commissioners have expressed a desire to think more strategically about our time and agendas, and we are using this survey to seek your input on how we proceed.

Please complete the short survey by Wednesday night so we can prepare some materials for our Friday meeting at which we will discuss the results and people's preferences. If you have any difficulties with the link, please contact Ben.

Many thanks for your continued commitment to the learners and earners of CO seeking a better livelihood through postsecondary education.

**Link to Survey:** <https://forms.gle/XUM8g3ZqA4C9FnFP8>

Thank you,  
Vanecia and Sarah

The message was re-sent on February 2, 2022, to help increase survey responses. Results of the survey will be presented with discussion as to recommendations being undertaken and others under consideration.

**III. STAFF RECOMMENDATIONS**

**Discussion item only – no official Commission action required.**

**TOPIC:** STRATEGIC PLAN REVISION/DEVELOPMENT

**PREPARED BY:** DR. BENNETT BOGGS, DEPUTY DIRECTOR

## **I. SUMMARY**

The Colorado Commission on Higher Education (CCHE) began a process in February to review and update its Strategic Plan. This discussion item provides an opportunity for updates about recent activities, developments and progress, and input sought pertaining to the Strategic Plan. Each regularly scheduled CCHE meeting going forward until the Plan is complete will include such time for updates and input.

## **II. BACKGROUND**

See Agenda Item IV.B. of the February 4, 2022, CCHE meeting for background on the Strategic Plan update and revision process.

## **III. STAFF ANALYSIS**

Since the last CCHE meeting, a Working Group was established comprising five commissioners (Vice Chair Sarah Hughes, Berrick Abramson, Josh Scott, Eric Tucker, and Jim Wilson); Executive Director Angie Paccione and other department staff; and Inta Morris (consultant). The Working Group will drive the process and serve as a liaison between the full Commission, the Department, and stakeholders.

The Working Group held its first meeting on February 16 and plans meetings weekly on Wednesdays at 10:30 unless canceled. The Working Group modified the high-level timeline with the intent of having a near-final draft for discussion at the Commission's July retreat.

The Working Group facilitated the first of many anticipated stakeholder conversations with institutional trustees at the February 23 trustee convening and posed the following questions:

- ...if Colorado were to have the best postsecondary ecosystem in the country by 2030, what does that look like for our learners/earners, our campuses, and our state's economic vitality?
- Which of these factors are largely within the span of control of our institutions?
- As CCHE embarks on the reboot of its strategic plan, what information, guidance, or thoughts do you want Commissioners to hear/know/consider as they begin their work? Why?
- At a high level, what components in *Colorado Rises* are no longer applicable or require revision? Are there key components obviously missing?

## **IV. STAFF RECOMMENDATIONS**

This is a discussion item. No formal action is required.

**V. STATUTORY AUTHORITY**

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

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

**TOPIC:** APPROVED BACHELOR’S DEGREE PROGRAMS AT AIMS COMMUNITY COLLEGE AND COLORADO MOUNTAIN COLLEGE

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

## **I. SUMMARY**

This information item is to alert the Commission to new bachelor’s degree programs approved by the governing boards of Aims Community College and Colorado Mountain College.

## **II. BACKGROUND**

HB21-1330 modified the bachelor’s degree approval requirements for Colorado Community College System (CCCS) institutions and for local district colleges. Among the changes made were to eliminate the requirement that CCCS institutions and local district colleges obtain approval from the Commission to offer the Bachelor of Applied Science (BAS) degree. The requirement was replaced with language for governing boards to “consider student and workforce demand, cost effectiveness for the students, and accreditation and licensing requirements” when approving BAS programs, with a requirement to notify the Commission of any new approved programs.

Additionally, HB21-1330 struck the special statutory criteria for approval of bachelor’s degree programs at Colorado Mountain College (CMC). As a result, review of any new bachelor’s degree programs at CMC considers only whether a program “is consistent with the institution’s statutory role and mission” (§23-1-107(1), Colorado Revised Statutes) and complies with Commission policy on credit caps (120 for bachelor’s degree programs) and GT Pathways (general education) requirements. The Commission has delegated review of these standard, default requirements to Department staff per Commission policy on the creation of academic programs ([Section I, Part V](#)). The Commission revised this policy in October 2021 to align with statutory changes from HB21-1330.

## **III. STAFF ANALYSIS**

On December 14, 2021, Aims Community College informed the Department that a new Bachelor of Applied Science in Public Safety was approved by its Board of Trustees and will launch in the Fall of 2022, pending approval by the Higher Learning Commission (HLC). Since this will be the first bachelor’s degree program at Aims, HLC will conduct a substantive change review process that includes a site visit and “[consideration of readiness](#)” to offer academic programs at a new degree level.

Colorado Mountain College will offer two new bachelor’s degree programs following approval by its Board of Trustees: a Bachelor of Arts in Human Services, approved by the CMC Board of Trustees on January 25, 2022 (with notification to the Department on February 7, 2022), and a Bachelor of Science in Ecosystems Science and Stewardship, approved by the Board on October 5, 2021 (with notification to the Department on October 20, 2021). Both programs are scheduled to launch in the Fall of 2022

pending approval by the Higher Learning Commission. These will be the sixth and seventh bachelor's degree programs offered by CMC, which is authorized by statute to offer "a limited number of baccalaureate degree programs, as its board of trustees determines appropriate to address the needs of the communities within its service area" (§23-71-102(1)(b)(I), Colorado Revised Statutes).

For all three degree programs, staff have affirmed consistency with institutional role and mission and compliance with both the 120-credit limit for bachelor's degree programs and with GT Pathways requirements.

#### **IV. STAFF RECOMMENDATIONS**

**Informational item only – no Commission action required.**

#### **V. STATUTORY AUTHORITY**

**§23-1-107, C.R.S. – 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."

**§23-71-102, C.R.S – Local district colleges – organization – definitions.**

As used in this article 71, unless the context otherwise requires:

(1)(a) ...

(b) Notwithstanding the provisions of subsection (1)(a) of this section:

(I) Colorado mountain college is a dual mission institution, operating as a local district college and offering a limited number of baccalaureate degree programs, as its board of trustees determines appropriate to address the needs of the communities within its service area and as are approved by the Colorado commission on higher education. Colorado mountain college may also offer bachelor of applied science degree programs that are approved by the board of trustees pursuant to section 23-71-134.

(II) 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:

(A) Bachelor of applied science degree programs that are approved by the board of trustees pursuant to section 23-71-134; and

(B) 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 Colorado commission on higher education pursuant to section 23-1-133(2).

**§23-71-134, C.R.S. – Local district colleges – bachelor of applied science degree programs - approval.**

(1) A local district college may, with the approval of its board of trustees, offer a bachelor of applied science degree. A local district college may request authority to offer more than one bachelor of applied science degree. In considering whether to approve a request to offer a bachelor of applied science degree, the board of trustees shall consider student and workforce demand, cost effectiveness for the students, and accreditation and licensing requirements.

(2) The board of trustees shall notify the Colorado commission on higher education of each bachelor of applied science degree program that the board of trustees approves pursuant to this section.

...

**TOPIC:** PROPOSED PROCESS TO REVISE CCHE POLICY SECTION I, PART N (SERVICE AREAS)

**PREPARED BY:** DR. KIM POAST, CHIEF STUDENT SUCCESS & ACADEMIC AFFAIRS OFFICER

**I. SUMMARY**

This information item concerns the process to revise Commission Policy I, N: Service Areas of Colorado Public Institutions of Higher Education, as recommended by the Student Success & Workforce Revitalization Task Force in its report published in December, 2021.

**II. BACKGROUND**

Colorado Revised Statutes §23-1-109(2) requires the Colorado Commission on Higher Education to define, after consultation with the governing boards of institutions, the geographic and programmatic service areas for Colorado public institutions of higher education for providing off-campus instruction.

The current service area policy provides precise narrative descriptions of the geographic service areas for all 13 institutions in the Colorado Community College System, the two local district colleges (Aims Community College and Colorado Mountain College), the three area technical colleges, and the two public four-year universities with a two-year statutory role and mission (Adams State University and Colorado Mesa University). For all institutions with a four-year statutory role and mission, the service area is the entire state of Colorado.

In 2021, HB 21-1330 directed the Commission to convene a task force to, in part,

*Review the role and mission and service area of each state institution of higher education, each local district college, and each area technical college, including all instruction offered by whatever means outside the geographic boundaries of a campus ... to determine whether the availability of and access to postsecondary credential programs is sufficient throughout the state without undue overlap and to ensure the most efficient use of resources;*

And

*Review the history, purpose, effect, and continuing benefit of service areas and the commission's policy concerning service areas, based on the degree to which service areas should continue and whether the service areas should be redrawn.*

The task force authorized by HB 21-1330 addressed service areas during its work and recommended that the CCHE “include the service area policy update in its 2022 agenda, with a

commitment to convene stakeholders to further address the current service area policy and make recommendations for change by July 1, 2022.”

### **III. STAFF ANALYSIS**

The task force report provides a brief narrative history of public institution service areas in Colorado and addresses how population growth and technological change calls for a different approach to the very idea of service areas:

*The CCHE Service Area Policy was created in 1985 to provide guardrails for institutions of higher education offering two-year degree and/or career and technical education (CTE) programs regarding the availability of educational programming and focused marketing and communication strategies in a given geographic region, and ensuring that local municipalities are able to respond to the needs of their residents. Over time, the service area policy has become primarily a tool for ensuring that concurrent enrollment programs are closely connected to public school districts located within the area of the local community college, or a public university that offers two-year programs. While CCHE is responsible for maintaining the service area policy, the Colorado Community College System (CCCS) maintains rules from its state board that provide additional guidance for community colleges that are within the system, including processes for waiving service area policies when there is a program that is desired, but not offered, by the local institution.*

*It is important to note that service area policies were constructed when the emphasis of higher education was on ‘brick and mortar’ delivery of programming - with very limited availability for distance education - and certainly no options for the online expansion that has occurred over the past 35 years. Since that time, the state’s population has doubled, and online learning is available from institutions both within and beyond Colorado. This reflects new challenges to meeting Coloradans’ changing needs with quality programs offered at reasonable expense.”*

Themes identified by stakeholders during the Student Success & Workforce Revitalization Stakeholder Convening on institutional role and mission and service areas included the following:

- *There should be recognition that some institutions and systems are much better equipped than others (due to size, funding structure, infrastructure, etc.) for any potential competition.*
- *The marketplace has changed dramatically over the past 30 years, and the current service area policy has not kept up with those changes.*
- *Communities, and community needs, have dramatically expanded far beyond the physical boundaries drawn around institutions of higher education.*
- *Concurrent enrollment programs are a key stakeholder in this conversation, and that program has evolved as well. There is a need to more closely examine the relationship between CCCS and the state in this conversation.*
- *Online programs have dramatically impacted the fundamental role/function of service areas.*

Based on feedback from the task force, and consultation with institutional leaders since the completion of the report, it is recommended that the Commission update its service area policy using a principle-based approach, rather than a prescriptive dependence on geographic boundaries. Staff believe there is broad consensus among institutions of higher education that the current service area policy is indeed outdated, and that institutions would be generally supportive of the approach that is outlined below.

The following are recommendations for substantive changes to the CCHE Service Area Policy to be addressed during stakeholder feedback sessions during March and April:

- The Commission affirms its intention that institutions have maximum opportunity to address workforce demands, serve local needs, and provide innovative approaches to educating Colorado's students.
- The Commission expects that institutions work collaboratively to ensure that the needs of the state and its students are met.
- All public institutions of higher education must operate educational programs pursuant to their statutory role and mission, as described in Title 23, Colorado Revised Statutes.
- To the extent possible, the Commission defers to governing boards to coordinate service area distinctions among their institutions and campuses (including concurrent enrollment programs):
  - Colorado Community College System institutions should defer to the State Board for Community Colleges & Occupational Education (SBCCOE) board policy SP 9-20b.
  - Area technical colleges (Emily Griffith Technical College, Pickens Technical College and Technical College of the Rockies), as primary providers to the city and/or county in which they reside, should defer to local school boards of education, and to the SBCCOE for career and technical education programs.
  - Local district colleges (Colorado Mountain College and Aims Community College) should align with local taxing district boundaries for in-district tuition rates and focused educational programming, with service outside of taxing districts as determined by their governing boards.
  - [Regional education providers](#), per C.R.S. §23-1-127 (Adams State, Colorado Mesa, and Western Colorado Universities), are the primary educational providers for the counties near and in which they are located and should defer to their governing boards to determine how to best meet the needs of their local communities. The Commission should collaborate with institutions to establish the criteria for designation as a regional education provider. *(Consideration should be given to repealing C.R.S. 23-1-127 in the 2023 legislative session, and IHE's should repeal in their R/M).*

- The Commission should create and adopt a “right of first refusal and primary responsibility” clause in the text of the service area policy that affirms that local institutions that have physical presence within defined geographic regions have the right to operate educational programs within their role and mission, and to coordinate other offerings. Additionally, the CCHE should require that institutions utilize a consultative/collaborative approach to educational program development by other institutions of higher education. If agreements cannot be made, institutions should defer to the [CCHE Policy Section 1, part K](#) (Policies & Procedures for Resolution of Disputes Among Public Institutions of Higher Education).
- Institutions of higher education must adhere to all state and local laws/policies regardless of where educational programs are offered, including tuition setting (e.g., in district vs. out of district tuition for local district colleges, community college resident tuition rates for concurrent enrollment programs), state funding for off-campus instruction (i.e., extended studies), and delivery of educational programs pursuant to statutory role and mission.
- Institutions of higher education should inform the Department of any changes in geographic boundaries, service areas, or local taxing districts, as approved by local governing boards within 30 days of adoption.
- The Commission should require the transmittal of any cooperative agreement or memorandum of understanding between institutions of higher education that creates collaborative approaches to meeting regional needs within 30 days of execution.

#### IV. STAFF RECOMMENDATIONS

**Information Item Only.** Staff will work in collaboration with the Commission and institutions of higher education to begin an engagement process for feedback on proposed changes during March and April, 2022. Stakeholders to be consulted include institutional CEO’s, Academic Council (chief academic officers), Chief Financial Officers, and governing boards, as requested. It is expected that a new policy will be presented to the CCHE for discussion at its May 2022 meeting, and for adoption at its June 2022 meeting. Proposed timeline and expected activities include:

- **February 2022 Student Success & Workforce Alignment (SSWA) Sub Committee meeting** – review approach and reach consensus on process for review.
- **March 2022 CCHE meeting** – present approach during work session
- **March/ April 2022** – stakeholder feedback and input (redlined version)
- **April 2022 SSWA Subcommittee Meeting** – review policy revisions (red lined version)
- **May 2022** – CCHE Meeting; present revised policy to CCHE for action

**V. STATUTORY AUTHORITY**

**§23-1-109 - Duties and powers of the commission with regard to off-campus instruction.**

(1) The general assembly declares its intent that the state-supported institutions of higher education may engage in instruction off the geographic boundaries of their campuses.

(2) The commission shall define, after consultation with the governing boards of institutions, the geographic and programmatic service areas for each state-supported institution of higher education. No such institution shall provide instruction off-campus in programs or in geographic areas or at sites not approved by the commission, unless otherwise provided by law.

**ATTACHMENTS:**

- Attachment A: CCHE Policy I, N (created January 1986; last revised September 2019)



**COLORADO**

Department of  
Higher Education

## SECTION I

### PART N SERVICE AREAS OF COLORADO PUBLIC INSTITUTIONS OF HIGHER EDUCATION

#### 1.00 Introduction

C.R.S. §23-1-109(2) requires the Colorado Commission on Higher Education to define the geographic and programmatic service areas for Colorado public institutions of higher education:

*“The commission shall define, after consultation with the governing boards of institutions, the geographic and programmatic service areas for each state-supported institution of higher education. No such institution shall provide instruction off-campus in programs or in geographic areas or at sites not approved by the commission, unless otherwise provided by law.”*

This policy provides precise narrative descriptions of the geographic service areas for all Colorado universities with a two-year statutory role and mission, community colleges, local district colleges, and area technical colleges.

See Section 4.00 below for all four-year institutions.

When discussing the service areas of community college, local district colleges, area technical colleges, and universities delivering educational services through their two-year statutory role and mission the precise narrative descriptions contained herein should be referenced. These narrative descriptions should also be used or referenced in planning documents concerning community college, local district colleges, and area technical colleges.

These institutions' service areas are the geographic areas in which these institutions may offer their programs.

## **2.00 Geographic Service Areas for Universities with a Two-Year Statutory Role and Mission, Community Colleges, Local District Colleges, and Area Technical Colleges**

### 2.01 Adams State University

- Adams State University (ASU) has both a two- and four-year statutory role and mission and may provide Resident Instruction, two-year academic programs in Saguache, Mineral, Rio Grande, Alamosa, Conejos, and Costilla counties.
- Adams State University shall cooperate with Colorado Mesa University in providing any necessary two-year academic programs in Gunnison and Hinsdale counties.

### 2.02 Aims Community College

Aims Community College serves Larimer and Weld counties. Its service area for career and technical education programs is the same and is shared with Front Range Community College.

### 2.03 Arapahoe Community College

Arapahoe Community College (ACC) serves the area defined by the boundaries below and all of Douglas County. Its service area for career and technical education programs is the same.

Western Boundary (from north to south): U.S. Highway 285 intersect at the western border of Jefferson County; and Jefferson County border south, encompassing all of south Jefferson County.

Northern Boundary (from west to east): U.S. Highway 85 to West Quincy Avenue; east on Quincy to South Irving; north on Irving to West Oxford; west on Oxford, following the Fort Logan Mental Health Center boundaries, to South Lowell; north on Lowell to West Hampden Avenue (U.S. 285); east on Hampden to South Federal Boulevard; north on Federal to West Dartmouth Avenue; east on Dartmouth to South Tejon; north on Tejon to Yale Avenue; east on Yale to University Boulevard; south on University to East Hampden Avenue; east on Hampden to I-25, south on I-25 to I-225; northeast on I-225 to South Yosemite Street; south on Yosemite to the intersect of I-25, which approaches Arapahoe Road; and east on Arapahoe Road to Boxelder Creek.

Eastern Boundary (from north to south): Intersect of East Hampden Avenue and I-25; I-25 southeast to I-225; I-225 northeast to South Yosemite; Yosemite south to I-25 intersect, approaching Arapahoe Road; Arapahoe Road east to Boxelder Creek; Boxelder Creek south through Arapahoe County to the Elbert County

border; northern Elbert County border west to Douglas County border; and Douglas County border south encompassing all of Douglas County.

Southern Boundary (from west to east): Southern borders of Jefferson and Douglas counties.

#### 2.04 Colorado Mesa University

- Colorado Mesa University (CMU) has both a two- and four-year statutory role and mission and may provide Resident Instruction, two-year academic programs in Mesa, Delta, Montrose, San Miguel and Ouray counties.
- It shall cooperate with Adams State University in providing any needed two-year academic programs in Gunnison and Hinsdale counties. CMU's service area for career and technical education programs is Mesa County.

#### 2.05 Colorado Mountain College

- Colorado Mountain College (CMC) serves Garfield, Eagle, Summit, Pitkin, Lake, Chaffee, Grand, and Jackson counties; the portion of Salida school district R-32-J located in Fremont County; and Routt County school district RE 2. (The section of Routt County school district RE 3 that extends into Eagle County is within the service area of Colorado Northwestern Community College.)
- CMC's service area for career and technical education programs is the same.

#### 2.06 Colorado Northwestern Community College

Colorado Northwestern Community College (CNCC) serves Moffat and Rio Blanco counties and Routt County school districts RE 1 and RE 3 (the latter extending into a small part of Eagle County). CNCC's service area for career and technical education programs is the same.

#### 2.07 Community College of Aurora

Community College of Aurora (CCA) serves an area defined by the boundaries described below. Its service area for career and technical education programs is the same.

Western Boundary (from north to south): Quebec Street south to Hampden Avenue; west on Hampden to I-25; south on I-25 to I-225; northeast on I-225 to South Yosemite Street; south on Yosemite to the I-225 intersect, which approaches Arapahoe Road.

Northern Boundary: Highway 2 from Quebec Street northeast to the Adams County line and along that line to Boxelder Creek.

Eastern Boundary (from north to south): From Adams County line to Boxelder Creek; south on Boxelder Creek to a point equivalent to Arapahoe Road as it extends east through Arapahoe County to Boxelder Creek.

Southern Boundary (from west to east): Arapahoe Road and a line extending east from Arapahoe Road to Boxelder Creek.

## 2.08 Community College of Denver

Community College of Denver (CCD) serves an area defined by the boundaries described below. CCD's service area for career and technical education programs is the same.

Western Boundary: Sheridan Boulevard.

Northern Boundary: Interstate 70.

Eastern Boundary: Quebec Street.

Southern Boundary (from west to east): West Quincy Avenue from Sheridan intersect to South Irving Street; north on Irving to west Oxford; west on Oxford, following Fort Logan Mental Health Center boundaries to South Lowell Boulevard; north on Lowell to U.S. 285 (Hampden); east on U.S. 285 to South Federal Boulevard; north on Federal to West Dartmouth; east on Dartmouth to South Tejon; north on Tejon to Yale Avenue; east on Yale to University Boulevard; south on University to East Hampden Avenue, and east on Hampden to the intersect of Quebec Street. The southern boundary of CCD coincides with the northern boundary of Arapahoe Community College.

## 2.09 Emily Griffith Technical College

Emily Griffith Technical College serves the city and county of Denver.

## 2.10 Front Range Community College

Front Range Community College (FRCC) serves an area defined by the boundaries described below and all of Larimer County, Broomfield County, Brighton and Commerce City. Its service area for career and technical education programs is the same. Front Range Community College also holds a service area assignment in Larimer County. Front Range Community College shares Larimer and Weld counties with Aims Community College for career and technical education programs.

Western Boundary (from north to south): Western borders of Boulder and Jefferson counties; Jefferson County border south to a point equivalent to 80th Avenue as it extends west to the border; 80th Avenue line east to Wadsworth Boulevard; Wadsworth south to West 66th Avenue; 66th Avenue east to Sheridan Avenue; and Sheridan south to I 70 intersect.

Northern Boundary (from west to east): Boulder County border to Adams County border and north Adams County border to I 76 intersect, reaching the intersection of Adams County border and I 76.

Eastern Boundary (from south to north): Quebec Street from I 70 to Highway 2; northeast on Highway 2 to the Adams County border.

Southern Boundary: Interstate 70.

#### 2.11 Lamar Community College

Lamar Community College (LCC) serves Cheyenne, Kiowa, Prowers, and Baca counties. Its service area for career and technical education programs is the same.

#### 2.12 Morgan Community College

Morgan Community College (MCC) serves Morgan, Kit Carson, and Lincoln counties. It will share responsibility for serving Washington and Yuma counties with Northeastern Junior College. Morgan Community College's service area also includes eastern Adams and Arapahoe counties extending to Boxelder Creek on the west and encompasses, among others, the communities of Bennett, Strasburg, Byers, and Deer Trail. MCC's service area for career and technical education programs is the same.

#### 2.13 Northeastern Junior College

Northeastern Junior College (NJC) serves Logan, Sedgwick, and Phillips counties exclusively and shall share the responsibility for serving Washington and Yuma counties with Morgan Community College. Its service area for career and technical education programs is the same.

#### 2.14 Otero Junior College

Otero Junior College (OJC) serves Crowley, Otero, and Bent counties. Its service area for career and technical education programs is the same.

## 2.15 Pikes Peak Community College

Pikes Peak Community College (PPCC) serves Teller, El Paso, and Elbert counties. Its service area for career and technical education programs includes Teller, El Paso, and Elbert counties and Kit Carson County School District RE 4J.

## 2.16 Pueblo Community College

Pueblo Community College (PCC) serves Pueblo, Fremont, Custer, Dolores, Montezuma, La Plata, San Juan, and Archuleta counties. Its service area for career and technical education programs is the same.

## 2.17 Red Rocks Community College

Red Rocks Community College (RRCC) serves an area defined by the boundaries described below. Its service area for career and technical education programs is the same.

Western Boundary: Western borders of Gilpin, Clear Creek, and Park counties.

Northern Boundary (from west to east): Northern border of Gilpin County; Highway 72 south to a point equivalent to 80th Avenue; 80th Avenue extending east to Wadsworth Boulevard; Wadsworth south to 66th Avenue; and 66th Avenue east to Sheridan Boulevard.

Eastern Boundary (from north to south): Eastern border of Gilpin County to a point equivalent to 80th Avenue; 80th Avenue east to Wadsworth Boulevard; Wadsworth south to 66th Avenue; 66th east to South Sheridan Boulevard; and Sheridan south to West Quincy Avenue.

Southern Boundary (from west to east): U.S. 285 from Jefferson County border to West Quincy Avenue east to Sheridan Boulevard.

## 2.18 Pickens Technical College

Pickens Technical College serves the area defined by the boundaries described below.

Western Boundary (from north to south): Quebec Street south to Hampden Avenue; west on Hampden to I-25; south on I-25 to I-225; northeast on I-225 to South Yosemite Street; south on Yosemite to the I-225 intersect, which approaches Arapahoe Road.

Northern Boundary: Highway 2 from Quebec Street northeast to the Adams County line and along that line to Boxelder Creek.

Eastern Boundary (from north to south): From Adams County line to Boxelder Creek; south on Boxelder Creek to a point equivalent to Arapahoe Road as it extends east through Arapahoe County to Boxelder Creek.

Southern Boundary (from west to east): Arapahoe Road and a line extending east from Arapahoe Road to Boxelder Creek.

#### 2.19 Technical College of the Rockies

Technical College of the Rockies (previously Delta-Montrose Technical College) serves Delta, Gunnison, Ouray, Montrose, and San Miguel counties, Hinsdale school district RE 1, and Gunnison Watershed School District RE 1J in Saguache County.

#### 2.20 Trinidad State Junior College

Trinidad State Junior College (TSJC) serves Las Animas and Huerfano counties with both academic and career and technical education programs. Trinidad State Junior College also serves Conejos, Costilla, Alamosa, Rio Grande, Mineral, and Saguache counties with career and technical education programs. Academic courses required in the career and technical education certificate and degree programs in those six counties shall be provided by Adams State University. Trinidad State Junior College may offer other courses in those six counties that are not clearly either academic or career and technical education with the agreement of Adams State University.

In cooperation with the State Board for Community Colleges and Occupational Education and the Colorado Commission on Higher Education, the college may continue to extend educational opportunities to northern New Mexico through formal reciprocity arrangements.

### **3.00 Programmatic Distinctions Recognized By the Commission**

Two-year lower division programs currently approved for Colorado Mesa University and Adams State University may be delivered as part of these institutions' resident instruction programs within service areas designated. Career and technical education instruction and academic instruction at the lower division level shall be offered in separate and distinct service areas.

### **4.00 Geographic Service Area for Four-Year Institutions**

For all institutions with a four-year statutory role and mission, the service area is the entire state of Colorado, except that the geographic service area for four-year institutions delivering services through a two-year statutory role and mission shall be as is described in Sections 2.00 and 3.00.

## 5.00

### Process to Seek a Concurrent Enrollment Exception

House Bill 18-1052 established a process (C.R.S §23-1-109(6)) to facilitate local education provider participation in a Concurrent Enrollment course or program, pursuant to §22-35-112, C.R.S., with an institution of higher education that is outside of the institution's geographic service area in which the local education provider is located. This policy shall apply when the local education provider requests, in writing, a Concurrent Enrollment course or program from an institution of higher education within which geographic service area the local education provider resides. The institution may decline, in writing, to provide the requested Concurrent Enrollment course or program. If the institution fails to respond to the local education provider within 45 days of the request, the institution shall be deemed to have declined to provide the requested Concurrent Enrollment course or program.

- 5.01 If an institution in the local education provider's Commission-approved geographic service areas declines or is deemed to have declined to provide a requested Concurrent Enrollment course or program, the local education provider may then partner with an institution of higher education outside of the Commission-approved geographic service area where the local education provider is located to provide the requested Concurrent Enrollment programs or courses. After a local education provider reaches an agreement with an institution outside the Commission-approved geographic service area, the local education provider must provide the Department with the following:
- i. A dated copy of the request made in writing to the institution in the local education provider's geographic service area and an explanation of the institution's response and/or decision to decline to offer the requested Concurrent Enrollment course or program;
  - ii. A detailed account of the specific Concurrent Enrollment academic programs or courses;
  - iii. Identification of which institution(s) outside of the geographic service area the local education provider plans to partner with to offer the requested Concurrent Enrollment programs or courses; and
  - iv. The length of time of the agreement
- 5.02 If an institution is deemed to have declined because they do not respond to the Local Education Provider's request within 45 days then the concurrent enrollment service area exception will, by default, last two years unless a shorter time is requested by the Local Education Provider. If both parties agree in writing to the exception then the concurrent enrollment service area exception can last up to five years. Once a concurrent enrollment service area exception has expired then the local education provider must submit another request. However, requests may be submitted on a yearly basis.

- 5.03 When an institution of higher education provides a Concurrent Enrollment course or program outside of its service area pursuant to this policy, it shall be funded in the same manner as Concurrent Enrollment courses and programs offered within the institution's service area and shall be treated as on-campus instruction.

HISTORY: January 1986; May 1987; March 1988; December 1992; September 1994; May 1995; CCHE Agenda 10/5/95 Item III, D; CCHE Agenda 9/12/17 Item IV, A; CCHE Agenda 10/23/17 Item V, D; CCHE Agenda 10/22/2018 Item V, A; CCHE Agenda 9/5/2019 Item IV, F.

## COLORADO COMMISSION ON HIGHER EDUCATION - BYLAWS

### **Section 1. Organization and Meetings**

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

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

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

## **Section 2. Duties and Responsibilities of Officers**

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

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

### **Section 3. The Advisory Committee**

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

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

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

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

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

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

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

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

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

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

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

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

#### **Section 4. Change in Bylaws**

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

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



## COLORADO COMMISSION ON HIGHER EDUCATION

- Chair Vanecia Kerr (*D- 6th Congressional District*) 2nd term ends June 2022
- Vice Chair Sarah Kendall Hughes (*D-3rd Congressional District*) 1st term ends July 2023
- Commissioner Paul Berrick Abramson (*U-7<sup>th</sup> Congressional District*) 1<sup>st</sup> term ends July 2023
- Commissioner Aaron Harber (*D-2nd Congressional District*) 1st term ends July 2025
- Commissioner Teresa Kostenbauer (*U-4<sup>th</sup> Congressional District*) 1<sup>st</sup> term ends July 2024
- Commissioner Steven Meyer (*U-3<sup>rd</sup> Congressional District*) 1<sup>st</sup> term ends July 2024
- Commissioner Josh Scott (*D-1<sup>st</sup> Congressional District*) 1<sup>st</sup> term ends July 2025
- Commissioner Ana Temu Otting (*D-2nd Congressional District*) 1st term ends July 2025
- Commissioner Steven Trujillo (*D-3<sup>rd</sup> Congressional District*) 1<sup>st</sup> term ends July 2023
- Commissioner Eric Tucker (*U-5<sup>th</sup> Congressional District*) 1<sup>st</sup> term ends July 2023
- Commissioner Jim Wilson (*R-5th Congressional District*) 1st term ends July 2025

## ADVISORY COMMITTEE

### Legislative Advisors

- Representative Julie McCluskie, *House Majority Appointment*
- Representative Cathy Kipp, *House Majority Appointment*
- Representative Tonya Van Beber, *House Minority Appointment*
- Senator Rachel Zenzinger, *Senate Majority Appointment*
- Senator Tammy Story, *Senate Majority Appointment*
- Senator Kevin Priola, *Senate Minority Appointment*

### Subject Matter Advisors

- Mr. Brad Baca, *Institutional Finance Representative*
- Mr. Daniel Casillas, *Student Representative*
- Mr. Mark Cavanaugh, *IHEC Representative*
- Ms. Donnis Hurd, *Parent Representative*
- Ms. Colleen O'Neil, *K-12 Representative*
- Dr. Melinda Piket-May, *Faculty Representative*
- Dr. Landon Pirius, *Academic Council Representative*





## INSTITUTION AND SYSTEM LEADERS

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