



CCHE AGENDA

June 7, 2013 - 1:00 PM

**University of Northern Colorado, University Center Panorama Room
Corner of 10th Avenue and 20th Street
Greeley, Colorado 80639-0119**

**CALL-IN NUMBER: 1-877-820-7831
PARTICIPANT CODE: 128479#**

STATE OF COLORADO



DEPARTMENT OF HIGHER EDUCATION
Colorado Commission on Higher Education

John Hickenlooper
Governor

Lt. Gov. Joseph A. Garcia
Executive Director

Richard Kaufman, Chair
Patricia L. Pacey, Vice Chair
Luis Colon
Jeanette Garcia
Allegra Haynes

C. Hereford Percy
Monte Moses
James T. Polsfut
Regina Rodriguez
BJ Scott

Colorado Commission on Higher Education Agenda
June 7, 2013 - 1:00 PM
University of Northern Colorado
University Center, Panorama Room
20th Street between 10th and 11th Avenues,
Greeley, Colorado 80639

I. Opening Business

- A. Attendance
- B. Approval of Minutes for the May 9, 2013 Commission Meeting
- C. Reports by the Chair, Commissioners, Commission Subcommittee and Advisory Committee
- D. Executive Director Report
- E. Public Comment

II. Consent Items

- A. COF Eligibility for Extended Studies Programs for FY2014
- B. Recommend Approval of Master of Information Technology Management (MITM) at CSU-Global Campus
- C. Proposal to Offer a Master of Arts in Early Childhood Special Education with Early Childhood Special Education Specialist Endorsement at University of Denver
- D. Two-Year Cash Funded Capital Program List Amendment – Fort Lewis College
- E. Two-Year Cash Funded Capital Program List Amendment – Colorado Northwestern Community College
- F. Two-Year Cash Funded Capital Program List Amendment – Colorado Mesa University

III. Action Items

- A. Waivers From gtPathways for Baccalaureate Programs that have Additional Requirements – Dr. Ian Macgillivray
- B. Degree Authorization Act: Revisions to CCHE Policy: Section I, Part J – Heather DeLange
- C. Degree Authorization Act: Institute of Logistical Management - Request for Provisional Authorization – Heather DeLange
- D. FY 2013-2014 Financial Aid Allocations - Celina Duran

IV. Information Items

- A. ASSET Implementation – Celina Duran
- B. 2013 Legislative Report on the Postsecondary Progress and Success of High School Graduates - Brenda Bautsch
- C. 2012 Legislative Report on Remedial Education – Dr. Beth Bean
- D. Core To College P20 Partnerships: An Initiative To Convene High School Teachers And Higher Education Faculty Across Colorado – Emmy Glancy
- E. Concurrent Enrollment Advisory Board recommendations – Tamara White
- F. Jobs for the Future – Early College Design report – Tamara White
- G. Update on the Process to Consider Modification to Admission and Remedial Policies – Tamara White
- H. Budget Report and Final Legislative Update – Mark Cavanaugh and Chad Marturano

Minutes of the Colorado Commission on Higher Education (CCHE) Meeting
May 9, 2013
Teleconference call

Chairman Kaufman called the meeting to order at 2:05pm.

Chairman Richard Kaufman, Vice Chair Patty Pacey, Commissioners Jeanette Garcia, Monte Moses, Hereford Percy, Jim Polsfut, Regina Rodriguez and BJ Scott attended via conference call. Also in attending via conference call were CCHE Advisory Committee members Senator Evie Hudak, Toni Larson, Michael Mincic and Ruth Annette Carter.

Commissioner Percy moved to approve the minutes of the April 5, 2013 CCHE meeting. The motion was seconded by Commissioner Scott and passed unanimously.

EXECUTIVE DIRECTOR REPORT

Dr. Matt Gianneschi, Deputy Executive Director, gave the Executive Director Report in Lt. Governor Joe Garcia's stead. He reported that the ASSET Bill was signed into law by the Governor the previous week and has been fully implemented by the department with guidance from the Attorney General's Office. Dr. Gianneschi told the Commissioners the CCHE Jobs Report is complete and will be sent to them prior to the June 7, 2013 CCHE meeting. He also informed the Commission that there are two FTE that have been granted to the DHE by the legislature; one for the research division and the one for the communications division.

PUBLIC COMMENT

Mr. George Walker, of Denver, expressed his frustration at having both a State Board of Education and the University of Colorado's Board of Regents so heavily conservative. He thinks this is an impediment to both education reform and the need for diversity.

CONSENT ITEMS

Proposal to Offer Culturally and Linguistically Diverse Education Endorsement at Fort Lewis College

Proposal to Offer Culturally and Linguistically Diverse Education Endorsement at University of Colorado Boulder

Proposal to Offer Culturally and Linguistically Diverse Education Endorsement at University of Colorado - Colorado

Approval of gtPathways Courses

Commissioner Percy moved to approve the consent items. The motion was seconded by Commissioner Scott and unanimously passed.

ACTION ITEMS

Request for Authorization to Offer Supplemental Academic Instruction From Metropolitan State University of Denver – Tamara White, Director of Admission and Access Policy, requested approval for this item to accommodate Metropolitan State University of Denver’s request for authorization to begin offering credit bearing, COF eligible Supplemental Academic Instruction (SAI) for English 1010 and non-credit bearing, non-COF eligible SAI for Math 1080, Math 1310, Math 1112 and Math 1110. The institution submitted a proposal to the Commission indicating how they intent to implement SAI and which students would be offered the courses.

Commissioner Pacey moved to authorize the SAI for Metropolitan State University of Denver. The motion was seconded by Commissioner Percy and unanimously passed.

Having no further Commission business, the meeting was adjourned at 2:25 pm.

TOPIC: COF ELIGIBILITY FOR EXTENDED STUDIES PROGRAMS FOR FY2014

PREPARED BY: IAN MACGILLIVRAY, ASSISTANT DEPUTY DIRECTOR FOR ACADEMIC AFFAIRS

I. SUMMARY

This item recommends approval of College Opportunity Fund (COF) eligibility for the Extended Studies degree programs listed below for Fiscal Year 2014. Most of these are the same programs that were approved last year at the Commission's June 7, 2012 meeting (Item III, C) and in previous years. The two new programs for this year are the B.A. Early Childhood and B.A. American Sign Language: English Interpretation, both at University of Northern Colorado.

II. BACKGROUND

College Opportunity Fund (COF) eligibility for off-campus (Extended Studies) undergraduate programs may be approved by the Commission per C.R.S. §23-1-109(5) and §23-18-202(5)(d)(I)(f). CCHE Policy Section IV: Statewide Extended Studies, subsection 5.02, states that, "Up to one-half of one percent of the total estimated state eligible [COF] credit hours will be allocated to off-campus programs." Following this policy, Department staff collect proposals from Extended Studies units to recommend to the Commission for approval, in consultation with the Statewide Extended Studies designated officers. The Department recommends Commission approval only for programs that result in the completion of a degree or other credential. Other considerations include how the program will help meet the State of Colorado's workforce development needs; the extent to which the program is directed at underserved populations; and justification of any duplication of a similar program offered by another institution in the same geographic area.

III. DEGREE PROGRAMS FOR PROPOSED FY2014 COF ELIGIBILITY

Staff recommend the following institutions' off-campus programs and requested FTE for COF eligibility be approved for:

Adams State University (30 COF FTE)

Offered at Pueblo Community College

- B.S. in Business Administration with Health Care Administration Emphasis

Colorado State University – Pueblo (152 COF FTE)

Offered at CSU-Pueblo at Colorado Springs Citadel Center, Ft. Carson, Peterson Air Force Base, Schriever Air Force Base, Pueblo Community College & Pikes Peak Community College

- B.S. in Liberal Studies/Elementary Education (25 COF FTE)
- B.S. in Business Administration (17 COF FTE)
- B.S. in Social Work (35 COF FTE)
- B.S. in Sociology (25 COF FTE)
- B.S. in Sociology with an Emphasis in Criminology (50 COF FTE)

Metropolitan State University of Denver (155 COF FTE)

South Campus

- B.S. in Accounting (25 COF FTE)
- B.S. in Behavioral Science (25 COF FTE)
- B.A. in Hospitality, Meeting, and Travel Administration (25 COF FTE)
- B.S. in Management (25 COF FTE)
- B.S. in Computer Information Systems (10 COF FTE)

North Campus

- Upper Division Professional Elementary Education Licensure Sequence taken in conjunction with an approved major course of study (10 COF FTE)
- B.A. in Behavioral Science (20 COF FTE)

Offered at Front Range Community College

- B.S. in Nursing (15 COF FTE)

University of Northern Colorado (205 COF FTE)

Offered at Lowry Campus

- B.A. in Interdisciplinary Studies: Elementary Teacher Licensure or Early Childhood option “Urban Education Program”
- B.A. in Special Education
- B.A. Early Childhood (190 COF FTE for 3 educator preparation programs)
- B.A. American Sign Language: English Interpretation (15 COF FTE)

Amounts of requested FTE for COF eligibility are summarized below in Table 1.

Table 1: Requested COF FTE for FY2013

Institution	Requested COF FTE
Adams	30
CSU-Pueblo	152
Metro	155
UNC	205
TOTAL	542

IV. STAFF ANALYSIS

Per CCHE Policy Section IV: Statewide Extended Studies, “Up to one-half of one percent of the total estimated state eligible [COF] credit hours will be allocated to off-campus programs.” The Department’s Division of Budget and Finance reports that COF has been appropriated at 140,605 FTE. The amount allocated to off-campus programs is 703 FTE. The institutions’ off-campus requested 542 FTE for COF eligibility for FY2014 listed above does not exceed the allowable amount. Moreover, Department staff and Statewide Extended Studies designated officers verify that these programs are designed to help meet the State of Colorado’s workforce development needs; extend opportunities to underserved populations; and are justifiable in light of any duplication of similar programs offered by another institution in the same geographic area.

V. STAFF RECOMMENDATION

That the Commission approve the off-campus programs and requested FTE for COF eligibility for FY2014 listed above.

VI. STATUTORY AUTHORITY

C.R.S. §23-1-109(5) establishes the Commission’s role in overseeing of state funding for off-campus instruction: *The Commission shall set policies, after consultation with the governing boards of institutions, which define which courses and programs taught outside the geographic boundaries of the campus may be eligible for general fund support. The commission may include funding for those courses and programs in its system wide funding recommendations to the general assembly.*

TOPIC: RECOMMEND APPROVAL OF A MASTER OF INFORMATION TECHNOLOGY MANAGEMENT (MITM) AT COLORADO STATE UNIVERSITY – GLOBAL CAMPUS

PREPARED BY: IAN MACGILLIVRAY, ASSISTANT DEPUTY DIRECTOR FOR ACADEMIC AFFAIRS

I. SUMMARY

This item recommends approval for a Master of Information Technology Management (MITM) degree at Colorado State University – Global Campus.

II. BACKGROUND

The following is summarized from CSU –Global Campus’s proposal:

The MITM degree is designed to prepare students for a wide variety of leadership roles within technology management. The program will incorporate leadership skills, knowledge, analytical abilities, global perspectives, and management tools needed to effectively and efficiently lead and manage information technology within organizations. Students will gain an increased understanding and awareness in managing, leading, and planning technical operations at the enterprise level such as the management of a technology department. Graduates of the program will be prepared for positions as managers and senior leaders in information technology management in non-technology sectors.

EVIDENCE OF NEED

Student demand for the MITM degree is demonstrated through the number of IT management graduate degrees annually conferred in the United States and through the volume of Google Search impressions per month for undergraduate information technology management programs:

- In 2009, there were 4,641 degrees conferred;
- Google search requests for information technology management degrees were over 215,061 per month; and
- Estimates show the number of yearly graduates will range from 50 - 1,453 students based on the top 15 producers nationally (proprietary market research, 2011).

DUPLICATION

Within the CSU System, there is not currently a Master of Information Technology Management degree. CSU in Fort Collins has a Master of Science

in Business Administration - Computer Information Systems, which has a stronger focus on software and infrastructure development compared with the CSU-Global MITM program's focus on developing managers who can provide IT leadership in organizations. The MITM is a program designed for professionals who manage information systems or would like to move into upper level IT management. In addition, the CSU-Global program is fully online and is built on the CSU-Global learning environment.

There are currently no other online Master of Information Technology Management programs offered by Colorado public institutions. Additionally, the program addresses an area currently being fulfilled by proprietary online institutions at a substantially higher cost.

FACULTY, LIBRARY AND FACILITIES RESOURCES

CSU-Global Campus currently has six program-specific faculty members under contract who have terminal degrees and relevant industry experience. Additionally, the CSU-Global Campus faculty includes an additional 20 qualified graduate faculty members who deliver related coursework and would be able to support elements of the program. Existing faculty members have been identified for curriculum development and course instruction for the proposed program.

Due to the depth of current CSU-Global library resources, there are no new required resources for the Information Technology Management degree program.

Based on the scalability of the CSU-Global infrastructure, additional resources are not required for the MITM program. As a fully online university, CSU-Global Campus utilizes Blackboard for its electronic learning environment as well as Collaborate software for synchronous communication enhancement tools. CSU-Global Campus also provides 24/7 live tutoring, technical support, library database access, career center information, student skills workshops, updates, and student feedback and survey forms through the Blackboard interface.

BUDGET SUMMARY

The CSU-Global Master of Information Technology Management program learning outcomes and course scope and sequence were developed based on a comprehensive review of university programs in addition to faculty feedback and guidance from external stakeholders. Table 1, below, shows the projected student enrollment for five years.

Table 1: Enrollment Projections

	Year 1	Year 2	Year 3	Year 4	Year 5	Five Year Total
Student Headcount	125	175	245	343	480	1,368
FTE	75	105	147	205	288	820
Graduates	0	23	52	74	103	144

The curriculum can be developed with existing and new faculty members. The cost for development for each of the two new core courses for the program is \$6,000 for a total cost of \$12,000. Based on actual revenue per course, it is estimated that CSU-Global will break even on its \$12,000 investment with the completion of approximately 10 enrollments in major courses. Table 2, below, shows the financial projections for five years.

Table 2: Financial Projections

	Year 1	Year 2	Year 3	Year 4	Year 5	Five Year Total
Gross Revenue	\$1,012,500	\$1,417,500	\$1,984,500	\$2,778,300	\$3,888,000	\$11,080,800
Total Costs	\$470,082	\$567,521	\$794,529	\$1,112,341	\$1,556,469	\$4,500,941
Net Income	\$542,418	\$849,979	\$1,189,971	\$1,665,959	\$2,331,531	\$6,579,859

ROLE AND MISSION SUPPORT

This degree supports CSU-Global Campus’s statutory role and mission, which states in part:

There is hereby established an on-line university to be known as Colorado state university - global campus, referred to in this article as "CSU global campus". CSU global campus is a baccalaureate and graduate on-line university with the mission in Colorado of offering upper division baccalaureate degree completion programs for nontraditional students in partnership with the Colorado community college system and selected master-level graduate programs... C.R.S. 23-31.3-101

III. STAFF ANALYSIS

Pursuant to Colorado Revised Statutes 23-5-129(6)(b), department staff finds that CSU-Global Campus’s proposed Master of Information Technology Management (MITM) degree

is consistent with the institution's statutory role and mission. Staff confirms there are no other master's degrees like this offered at Colorado public institutions of higher education.

IV. STAFF RECOMMENDATION

That the Commission approve Colorado State University – Global Campus's proposal to offer a Master of Information Technology Management.

V. SUPPLEMENTAL INFORMATION

Copies of all relevant materials are on file in the Academic Affairs Division and are available upon request.

STATUTORY AUTHORITY

C.R.S. §23-5-129 Governing boards - performance contract - authorization - operations

(6) While operating pursuant to a performance contract negotiated pursuant to this section, the governing board of a state institution of higher education:

(b) Need not consult with nor obtain approval from the Colorado commission on higher education to create modify, or eliminate academic and vocational programs offered by the institution, so long as such creations, modifications, and eliminations are consistent with the institution's statutory role and mission. Institutions shall submit information to the department demonstrating that the creation or modification of an academic or career and technical education program is consistent with the institution's statutory role and mission. The Colorado commission on higher education shall have the authority to override the creation or modification of an academic or vocational program if the change made by the governing board is inconsistent with the institution's statutory role and mission.

TOPIC: PROPOSAL TO OFFER A MASTER OF ARTS IN EARLY CHILDHOOD SPECIAL EDUCATION WITH EARLY CHILDHOOD SPECIAL EDUCATION SPECIALIST ENDORSEMENT AT UNIVERSITY OF DENVER

PREPARED BY: BRITTANY LANE, ACADEMIC POLICY OFFICER FOR EDUCATOR PREPARATION & RESEARCH

I. SUMMARY

This item recommends approval of University of Denver's proposal to offer a Master of Arts in Early Childhood Special Education degree with teacher licensure endorsement in Early Childhood Special Education Specialist (9.04).

II. BACKGROUND

Pursuant to §23-1-121, C.R.S., the Colorado Commission on Higher Education considers approval of all educator preparation programs at public and private institutions of higher education. The process for initial approval of new educator preparation programs is as follows: Colorado Department of Education (CDE) conducts a review of the content of the endorsement program to ensure that the content is designed and implemented in a manner that will enable a candidate to meet the requirements for licensure and endorsement in Colorado (C.R.S. §22-60.5). Given that requirements are met, CDE recommends approval of the content to the State Board of Education. Once State Board of Education has approved the content, DHE reviews the proposed program for the following statutory performance criteria: a comprehensive admission system; ongoing advising and screening of candidates; integration of theory and practice in coursework and field based training; supervised field based experience; and assessment of candidates' subject matter and professional knowledge and ability to apply the professional knowledge base [C.R.S. §23-1-121(2)].

III. STATE BOARD OF EDUCATION APPROVAL

At its meeting on May 15, 2013, the Colorado State Board of Education approved the content of University of Denver's proposal to offer Early Childhood Special Education Specialist (endorsement number 9.04) in the *Rules for the Administration of the Educator Licensing Act of 1991*). CDE staff transmitted its affirmative recommendation to DHE.

IV. DEPARTMENT REVIEW

Pursuant to §23-1-121(2), C.R.S., department staff reviewed this program and confirmed that it meets performance criteria.

V. STAFF RECOMMENDATION

Staff recommends that the Commission approve University of Denver's proposal to offer a Master's of Arts in Early Childhood Special Education with teacher licensure endorsement in Early Childhood Special Education Specialist (9.04).

VI. SUPPLEMENTAL INFORMATION

Copies of all relevant materials are on file in the Academic Affairs office and are available upon request.

STATUTORY AUTHORITY

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

**TOPIC: TWO-YEAR CASH FUNDED CAPITAL PROGRAM LIST
AMENDMENT– FORT LEWIS COLLEGE**

PREPARED BY: TONYA GOMEZ, FINANCE POLICY OFFICER

I. SUMMARY

This item requests approval of a Two-Year Cash Funded Capital Program list amendment for Fort Lewis College (FLC). The list includes one project that FLC will pursue. The cash list is included as Attachment A.

II. BACKGROUND

Current law allows governing boards to amend their two-year capital construction lists at any point during the fiscal year, and such amendments are to be submitted to the Commission and the Capital Development Committee (CDC) for approval or re-approval.

Department and CDC policy and practice is that no Cash Funded project may commence until it has received approval from the Commission and the CDC on the Two-Year list for non-intercept projects. In addition to CDC and Commission Two-Year Cash Funded list approval, a program plan must be reviewed and approved for intercept projects. Last December, the Commission approved all submitted Two-Year Cash Funded Capital Program lists. They were approved in January by the legislature's Capital Development Committee. This will be the first Two-Year Cash Funded list in this fiscal year, as Fort Lewis College did not have any projects to submit in December 2012.

III. STAFF ANALYSIS

The FLC list adds one new project at a cost of approximately \$3.2 million. This cost is to be covered primarily from net revenues generated from the College's auxiliary facilities. Table 1 displays the new cash funded project as reported on the two-year list by funding type.

**Table 1:
Two-Year Cash Funded Capital Program
FY2012-2014**

CF	\$3,200,000
FF	\$0
TF	\$3,200,000

For this project, Table 2 displays the breakdown between the academic and auxiliary nature of the project and whether or not the project will be financed under the Higher Education Revenue Bond Intercept Program (C.R.S. 23-5-139). The Intercept program permits schools to issue bonds for capital construction and use either the state's credit rating (opt in), or use their own credit rating (opt out). Academic facilities are those that are considered core to the role and mission of the institution

(e.g. classrooms, student services, libraries), while auxiliary facilities are those that are not considered core to the role and mission and exist for some other purpose (e.g. residence halls, recreation centers, parking facilities).

**Table 2:
Cash Funded Project Types**

	Academic	Auxiliary	Total
Intercept	0	0	0
Non-Intercept	0	1	1
Total	0	1	1

Senate Bill 09-290, allows academic facilities constructed to be eligible for state Controlled Maintenance Funds. Non-intercept projects will only have their cost projections reviewed in the Two-Year list, while Intercept projects require approval in the Two-Year list as well as program review. In accordance with the two step approval process for cash funded projects, the Department will review all budget documents submitted for Intercept Act cash projects and submit all forms to the General Assembly's Capital Development Committee as they are approved.

The new addition to FLC's Two-Year List is described briefly below:

"Bader/Snyder Residence Hall Improvements Phase I" project will renovate two of the six buildings within the Bader/Snyder Residence Hall Complex, including updating interiors, finishes, furnishings, fixtures and equipment. Originally built in 1968, the renovations will make the buildings code compliant. Renovating the existing buildings was found to be the most sustainable approach to upgrading FLC's residence hall inventory. It will be will paid for using net revenues generated from the College's auxiliary facilities, such as student housing and conference services, food service, and bookstore. If approved, the project would commence in September 2013 and would be completed in April 2014.

IV. STAFF RECOMMENDATION

Approval of the Two-Year Cash Funded Capital Program for Fort Lewis College for submission to the Governor, the Office of State Planning and Budgeting, and the Capital Development Committee.

V. STATUTORY AUTHORITY

C.R.S. 23-1-106 (7)

(c) (I) The commission annually shall prepare a unified, two-year capital improvements report for projects to be constructed or acquired pursuant to subsection (9) or (10) of this section and 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, and the general assembly, consistent with the executive budget timetable.

(II) (A) Commencing in the 2010 regular legislative session, and in each regular legislative session thereafter, the commission shall submit the two-year projections prepared by each state institution of higher education for the 2010-11 and 2011-12 fiscal years, and for each two-year period thereafter as applicable, to the office of state planning and budgeting and the capital development committee. Beginning in the 2010 regular legislative session and in each regular legislative session thereafter, the capital development committee shall conduct a hearing on the projections and either approve the projections or return the projections to the institution 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 institution for modification. The commission and the office of state planning and budgeting shall provide the capital development committee with comments concerning each amendment.

ATTACHMENT A: FLC Two-Year Cash Funded Capital Program List

Form CC-LCF

Two-Year Capital Construction - List of Cash Funded Projects
 FY 2012-13 to FY 2013-14
 Revised 5/13

Institution Name:		Fort Lewis College					
Project Title:		Bader / Snyder Residence Hall Improvements Phase 1					
Funding Source		Total Project Cost		Project Type:		Project Category:	
Cash Funds	CF	\$	3,200,000	Renovation		Auxiliary	
Federal Funds	FF			Intercept Project:	No	Est. Start Date:	September-13
Total Funds	TF	\$	3,200,000	DHE Approved Program Plan:	No	Est. Completion Date:	April-14
				List Approval Date (month/year)		Funding Method:	Other

**TOPIC: TWO-YEAR CASH FUNDED CAPITAL PROGRAM LIST
AMENDMENT– COLORADO NORTHWESTERN COMMUNITY
COLLEGE**

PREPARED BY: TONYA GOMEZ, FINANCE POLICY OFFICER

I. SUMMARY

This item requests approval of a Two-Year Cash Funded Capital Program list amendment for Colorado Northwestern Community College (CNCC). The list includes one project that CNCC will pursue. The cash list is included as Attachment A.

II. BACKGROUND

Current law allows governing boards to amend their two-year capital construction lists at any point during the fiscal year, and such amendments are to be submitted to the Commission and the Capital Development Committee (CDC) for approval or re-approval.

Department and CDC policy and practice is that no Cash Funded project may commence until it has received approval from the Commission and the CDC on the Two-Year list for non-intercept projects. In addition to CDC and Commission Two-Year Cash Funded list approval, a program plan must be reviewed and approved for intercept projects. Last December, the Commission approved all submitted Two-Year Cash Funded Capital Program lists. They were approved in January by the legislature's Capital Development Committee. This will be Colorado Northwestern Community College's first Two-Year Cash Funded list in this fiscal year, as CNCC did not have any projects to submit in December 2012.

III. STAFF ANALYSIS

The Colorado Northwestern Community College list adds one new project at a cost of approximately \$3.6 million. This \$3 million of this cost will come from the Rangely Junior College District (taxing board) and the remaining \$0.6 million will come from available foundation funds, grants, and a CNCC Foundation led donor campaign. Table 1 displays the new cash funded project as reported on the two-year list by funding type.

**Table 1:
Two-Year Cash Funded Capital Program
FY2012-2014**

CF	\$3,600,000
FF	\$0
TF	\$3,600,000

For this project, Table 2 displays the breakdown between the academic and auxiliary nature of the

project and whether or not the project will be financed under the Higher Education Revenue Bond Intercept Program (C.R.S. 23-5-139). The intercept program permits schools to issue bonds for capital construction and use either the state's credit rating (opt in), or use their own credit rating (opt out). Academic facilities are those that are considered core to the role and mission of the institution (e.g. classrooms, student services, libraries), while auxiliary facilities are those that are not considered core to the role and mission and exist for some other purpose (e.g. residence halls, recreation centers, parking facilities).

**Table 2:
Cash Funded Project Types**

	Academic	Auxiliary	Total
Intercept	0	0	0
Non-Intercept	1	0	1
Total	1	0	1

Senate Bill 09-290, allows academic facilities constructed to be eligible for state Controlled Maintenance Funds. Non-Intercept projects will only have their cost projections reviewed in the Two-Year list, while Intercept projects require approval in the Two-Year list as well as program review. In accordance with the two step approval process for cash funded projects, the Department will review all budget documents submitted for Intercept Act cash projects and submit all forms to the General Assembly's Capital Development Committee as they are approved.

The new addition to CNCC's Two-Year List is described briefly below:

“Rector Science Building/Science Lab Renovations, Rangely Campus” project will update CNCC's main science and lab building, which hasn't been renovated since it was built in 1962 and is far below current standards. Each week, 1,100 student hours per week in biology, Human Physiology, Chemistry, Math and Humanities Courses take place in Rector, which accounts for over 30% of the aggregate CNCC local course load. The renovations will result in additional, modern lab space and a large, multi-use lecture hall. It will be will paid for through Rangely Junior College District (taxing board), CCNC Foundation, and grant funds. If approved, the project would commence in Summer 2013 and would be completed in Fall 2014.

IV. STAFF RECOMMENDATION

Approval of the Two-Year Cash Funded Capital Program for Colorado Northwestern Community College for submission to the Governor, the Office of State Planning and Budgeting, and the Capital Development Committee.

V. STATUTORY AUTHORITY

C.R.S. 23-1-106 (7)

(c) (I) The commission annually shall prepare a unified, two-year capital improvements report for projects to be constructed or acquired pursuant to subsection (9) or (10) of this section and 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, and the general assembly, consistent with the executive budget timetable.

(II) (A) Commencing in the 2010 regular legislative session, and in each regular legislative session thereafter, the commission shall submit the two-year projections prepared by each state institution of higher education for the 2010-11 and 2011-12 fiscal years, and for each two-year period thereafter as applicable, to the office of state planning and budgeting and the capital development committee. Beginning in the 2010 regular legislative session and in each regular legislative session thereafter, the capital development committee shall conduct a hearing on the projections and either approve the projections or return the projections to the institution 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 institution for modification. The commission and the office of state planning and budgeting shall provide the capital development committee with comments concerning each amendment.

ATTACHMENT A: CNCC Two-Year Cash Funded Capital Program List

Form CC-LCF

Two-Year Capital Construction - List of Cash Funded Projects
 FY 2012-13 to FY 2013-14
 Revised 5/13

Institution Name:		Colorado Northwestern Community College					
Project Title:		Rector Building/Science Lab Renovations, Rangely Campus					
Funding Source		Total Project Cost		Project Type:		Project Category:	
Cash Funds	CF	\$	3,600,000	Renovation and Expansion		Academic	
Federal Funds	FF			Intercept Project:	No	Est. Start Date:	Summer 2013
Total Funds	TF	\$	3,600,000	DHE Approved Program Plan:	N/A	Est. Completion Date:	Fall 2014
				List Approval Date (month/year)		Funding Method:	Other

**TOPIC: TWO-YEAR CASH FUNDED CAPITAL PROGRAM LIST
AMENDMENT- COLORADO MESA UNIVERSITY**

PREPARED BY: TONYA GOMEZ, FINANCE POLICY OFFICER

I. SUMMARY

This item requests approval of a Two-Year Cash Funded Capital Program list amendment for Colorado Mesa University (CMU). The list includes one additional project that CMU will pursue. The cash list is included as Attachment A.

II. BACKGROUND

Current law allows governing boards to amend their two-year capital construction lists at any point during the fiscal year, and such amendments are to be submitted to the Commission and the Capital Development Committee (CDC) for approval or re-approval.

Department and CDC policies and practices are that no Cash Funded project may commence until it has received approval from the Commission and the CDC on the Two-Year list for non-intercept projects. In addition to CDC and Commission Two-Year Cash Funded list approval, a program plan must be reviewed and approved for intercept projects. Last December, the Commission approved all submitted Two-Year Cash Funded Capital Program lists. They were approved in January by the legislature's Capital Development Committee.

III. STAFF ANALYSIS

The CMU list adds one new project at a cost of approximately \$9 million making CMU's total projection of cash needs approximately \$45.2 million. This cost is to be covered by a capital campaign supplemented by bond proceeds using the state intercept rating. Table 1 displays the new cash funded project as reported on the two-year list by funding type.

**Table 1:
Two-Year Cash Funded Capital Program
FY2012-2014**

CF	\$8,978,883
FF	\$0
TF	\$8,978,883

For this project, Table 2 displays the breakdown between the academic and auxiliary nature of the

project and whether or not the project will be financed under the Higher Education Revenue Bond Intercept Program (C.R.S. 23-5-139). The Intercept program permits schools to issue bonds for capital construction and use either the state's credit rating (opt in), or use their own credit rating (opt out). Academic facilities are those that are considered core to the role and mission of the institution (e.g. classrooms, student services, libraries), while auxiliary facilities are those that are not considered core to the role and mission and exist for some other purpose (e.g. residence halls, recreation centers, parking facilities).

Table 2:
Cash Funded Project Types

	Academic	Auxiliary	Total
Intercept	1	0	1
Non-Intercept	0	0	0
Total	1	0	1

Senate Bill 09-290, allows academic facilities constructed to be eligible for state Controlled Maintenance Funds. Non-Intercept projects will only have their cost projections reviewed in the Two-Year list, while Intercept projects require approval in the Two-Year list as well as program review. In accordance with the two step approval process for cash funded projects, the Department will review all budget documents submitted for Intercept Act cash projects and submit all forms to the General Assembly's Capital Development Committee as they are approved.

The new addition to CMU's Two-Year List is described briefly below:

"Tomlinson Library Addition and Renovation - Phase I" project will expand the Tomlinson Library. The addition will accommodate the Information Commons function, which merges library services with technology. This will replace the current "silo" layout of the library that does not integrate source referencing, technology, IT assistance, and student study and collaboration spaces. The addition will also provide temporary surge space during the renovation of the library in phase II of the project and allow it to remain operational. It will be paid for through a \$5 million capital campaign supplemented by bond proceeds using the state intercept rating. If approved, the project would commence in July 2013 and would be completed in August 2014.

Note, in FY 2013-14, this project was requested as a state-funded project costing about \$26 million. This project is unique to most that appear on two-year cash funded lists in that it is the first, stand-alone phase of a project. For FY 2014-15, the University will also be separately requesting state funds of \$8,626,769 with a revised CC-C submittal revising the existing Tomlinson Library Addition and Renovation funding request. This revision reduces CMU's request for state capital funds by \$18,147,964 from the original request of \$26,774,733. If the Commission approves CMU's amended two-year cash list, this project will not be considered a continuation project in the FY 2014-15 prioritization process, but the cash-funds will be considered as a portion of the overall project costs.

IV. STAFF RECOMMENDATION

Approval of the Two-Year Cash Funded Capital Program for Colorado Mesa University for submission to the Governor, the Office of State Planning and Budgeting, and the Capital Development Committee.

V. STATUTORY AUTHORITY

C.R.S. 23-1-106 (7)

(c) (I) The commission annually shall prepare a unified, two-year capital improvements report for projects to be constructed or acquired pursuant to subsection (9) or (10) of this section and 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, and the general assembly, consistent with the executive budget timetable.

(II) (A) Commencing in the 2010 regular legislative session, and in each regular legislative session thereafter, the commission shall submit the two-year projections prepared by each state institution of higher education for the 2010-11 and 2011-12 fiscal years, and for each two-year period thereafter as applicable, to the office of state planning and budgeting and the capital development committee. Beginning in the 2010 regular legislative session and in each regular legislative session thereafter, the capital development committee shall conduct a hearing on the projections and either approve the projections or return the projections to the institution 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 institution for modification. The commission and the office of state planning and budgeting shall provide the capital development committee with comments concerning each amendment.

ATTACHMENT A: CMU Two-Year Cash Funded Capital Program List

Form CC-LCF

Two-Year Capital Construction - List of Cash Funded Projects
 FY 2012-13 to FY 2013-14
 Revised 4/16

Institution Name: Colorado Mesa University									
Project Title: Tomlinson Library Renovation and Expansion Phase I									
Funding Source		Total Project Cost		Project Type: Renovation and Expansion		Project Category: Auxiliary			
Cash Funds	CF	\$	8,978,833	Intercept Project: Yes		Est. Start Date: July-13			
Federal Funds	FF			DHE Approved Program Plan: Pending		Est. Completion Date: August-14			
Total Funds	TF	\$	8,978,833	List Approval Date (month/year)		Funding Method: Other			
Project Title: Housing Phase VI									
Funding Source		Total Project Cost		Project Type: New Construction		Project Category: Auxiliary			
Cash Funds	CF	\$	16,400,000	Intercept Project: No		Est. Start Date: July-13			
Federal Funds	FF			DHE Approved Program Plan: Pending		Est. Completion Date: August-14			
Total Funds	TF	\$	16,400,000	List Approval Date (month/year)		Funding Method: Other			
Project Title: Student Parking Structure									
Funding Source		Total Project Cost		Project Type: New Construction		Project Category: Auxiliary			
Cash Funds	CF	\$	13,950,000	Intercept Project: No		Est. Start Date: August-13			
Federal Funds	FF			DHE Approved Program Plan: N/A		Est. Completion Date: May-14			
Total Funds	TF	\$	13,950,000	List Approval Date (month/year) No		Funding Method: Other			
Project Title: Rec Center Expansion									
Funding Source		Total Project Cost		Project Type: Renovation and Expansion		Project Category: Auxiliary			
Cash Funds	CF	\$	5,875,000	Intercept Project: No		Est. Start Date: July-13			
Federal Funds	FF			DHE Approved Program Plan: Pending		Est. Completion Date: August-14			
Total Funds	TF	\$	5,875,000	List Approval Date (month/year) No		Funding Method: Other			

TOPIC: WAIVERS FROM gtPATHWAYS FOR BACCALAUREATE PROGRAMS THAT HAVE ADDITIONAL REQUIREMENTS

PREPARED BY: IAN MACGILLIVRAY, ASSISTANT DEPUTY DIRECTOR FOR ACADEMIC AFFAIRS

I. SUMMARY

This action item requests the commission's approval to waive certain baccalaureate programs from having to include the entire thirty-one credit gtPathways curriculum in their general education cores. These degree programs have additional state and national accreditation requirements and the faculty at some institutions created their own general education cores for these degrees that do not "map" well with the structure of the gtPathways curriculum. If approved, this action would not change current practice but would simply clarify that institutions are operating within statute and commission policy. It should be noted that this waiver is separate from Addendum B of the 2013 Performance Contracts, which gives institutions flexibility from having to include the gtPathways curriculum in the general education core of their Liberal Arts & Sciences baccalaureate degrees, as long as the institution continues to offer a full gtPathways curriculum for those Liberal Arts & Sciences to students who choose it.

II. BACKGROUND

The gtPathways curriculum is described in §23-1-125(3), C.R.S. The main principles are that the curriculum should be designed to ensure students demonstrate certain competencies, shall consist of at least thirty-one credits, and shall apply to all public institutions of higher education. The original intent of gtPathways, when it was created by statute in 2001, was to ease transfer between institutions and preserve credit for courses taken to the extent feasible. Faculty agree that the original intent has been met, that gtPathways benefits students, and department staff confirm that complaints regarding transfer of credit are rare. The few complaints the department receives are most often the result of misunderstandings that are easily rectified and are not indicative of any widespread problems with student transfer.

The reason for this agenda item is that gtPathways statute [23-1-108.5(2)(c)] defines the gtPathways curriculum as "the group of courses... that every student enrolled in the institution must successfully complete..." which implies every degree program should contain the gtPathways curriculum. It was recognized by the department early on, however, that the gtPathways curriculum "mapped" best to the general education cores of Liberal Arts & Sciences degrees and was difficult to apply to some degrees that have very different general education cores and additional accreditation requirements, like nursing and engineering. While faculty at some institutions were able to fit the entire 31-credit gtPathways curriculum in the general education core of every degree, faculty at other institutions created their own general education

cores for their degrees that have additional requirements. It should be noted that although these general education cores do not contain the gtPathways curriculum, they are still in line with the gtPathways competency requirement that they be "...designed to ensure that students demonstrate competency in reading, critical thinking, written communication, mathematics, and technology" [§23-1-125(3), C.R.S.]. It is also important to note that institutions are still required to accept gtPathways courses in transfer when these degrees contain gtPathways courses in their general education cores. In fact, institutions often accept more gtPathways and other courses in transfer than they are required to under statute and Commission policy.

Clarifying Standard Practice

While it has been standard practice for the commission to approve these degrees for the last ten years or so, the department believes it would be helpful to clarify that these degree programs meet state requirements, even though they do not contain the entire gtPathways curriculum. To accomplish this, H.B. 12-1155 amended C.R.S. §23-1-125(3) to include the language, "In creating and adopting the guidelines, the department and the commission, in collaboration with the public institutions of higher education, may make allowances for baccalaureate programs that have additional degree requirements recognized by the commission." The purpose of this action item is for the Commission to clarify that the degrees listed in the table below, which have already been approved and are currently being offered, have additional requirements and are waived from having to include the gtPathways curriculum.

It is important to note that many of these degrees previously received commission waivers from the 120-credit cap [per C.R.S. 23-1-125(1)(a)], also because of state and national accreditation additional requirements (see April 1, 2004 commission meeting minutes). To assist the department and the commission in tracking degrees that have received gtPathways and 120 credit cap waivers in the future, department staff has added this information to the new degree proposal submission website at <http://higher.colorado.gov/Academics/DegreePrograms/default.html>.

III. STAFF ANALYSIS

Department staff requested the public institutions of higher education submit lists of their degrees for which they seek waivers from having to include the gtPathways curriculum in the degrees' general education cores. Table 1 (below) contains a list of institutions and the degrees for which the institutions request this waiver.

Table 1: List of Degrees by Institution for which Waivers from the gtPathways Curriculum are Sought

Institution	Degree	Rationale
Adams State University	Nursing, BSN	Curriculum needs to follow standards mandated by CO State Board of Nursing and Commission on Collegiate Nursing Education (CCNE).

Colorado Mesa University	No waivers requested.	
Colorado School of Mines	All degrees.	CSM's degrees have core course requirements that are very different than the traditional Liberal Arts & Sciences core of courses, after which gtPathways is modeled. CSM's core is tightly tied to the technical STEM degrees it offers and does not "map" well to the structure of the gtPathways curriculum.
Colorado State University	No waivers requested.	
Colorado State University - Pueblo	No waivers requested.	
Fort Lewis College	Engineering, BS	Accreditation Board for Engineering and Technology (ABET) compels the major to have more requirements.
MSU Denver	No waivers requested.	
University of Colorado Boulder	Aerospace Engineering Sciences, BS	These are all specialized professional degree programs requiring completion of 128 credit hours; furthermore, the first ten programs are ABET-accredited and subject to accreditation criteria set by ABET (www.abet.org).
	Architectural Engineering, BS	
	Chemical Engineering, BS	
	Chemical & Biological Engineering, BS	
	Civil Engineering, BS	
	Computer Science, BS	
	Electrical Engineering, BS	
	Electrical & Computer Engineering, BS	
	Environmental Engineering, BS	
	Mechanical Engineering, BS	
	Applied Mathematics, BS	
	Engineering Physics, BS	
	Bachelor of Music, BM	
	Bachelor of Music Education, BME	
Business Administration, BS	Coursework must conform to international accreditation standards set by AACSB.	

	Environmental Design, B.Envd.	Specialized curriculum to meet national accreditation standards for fields of architecture, landscape architecture, and urban planning.
	Journalism, BS	Specialized accreditation requirements.
University of Colorado Colorado Springs	Business, BS	Faculty response to specialized accreditation requirements.
	Computer Engineering, BS	
	Computer Science (CS), BI™	
	Computer Science, BS	
	Computer Science: Security (CS S), BI™	
	Electrical Engineering, BI™	
	Electrical Engineering, BS	
	Game Design and Development (GDD), BI™	
	Health Sciences, BS	
	Mechanical Engineering, BS	
	Nursing, BSN	
	RN-to-BSN	
University of Colorado Denver	Nursing, BSN	Faculty response to specialized accreditation requirements.
University of Northern Colorado	No waivers requested.	
Western State Colorado University	No waivers requested.	

IV. STAFF RECOMMENDATION

That the commission approves waivers from having to include the gtPathways curriculum in the general education cores for the degrees listed above in Table 1.

V. STATUTORY AUTHORITY

C.R.S. §23-1-125

(3) Core courses. The department, in consultation with each Colorado public institution of higher education, is directed to outline a plan to implement a core course concept that defines the general education course guidelines for all public institutions of higher education. The core of

courses shall be designed to ensure that students demonstrate competency in reading, critical thinking, written communication, mathematics, and technology. The core of courses shall consist of at least thirty credit hours but shall not exceed forty credit hours. Individual institutions of higher education shall conform their own core course requirements with the guidelines developed by the department and shall identify the specific courses that meet the general education course guidelines. Any such guidelines developed by the department shall be submitted to the commission for its approval. In creating and adopting the guidelines, the department and the commission, in collaboration with the public institutions of higher education, may make allowances for baccalaureate programs that have additional degree requirements recognized by the commission. If a statewide matrix of core courses is adopted by the commission, the courses identified by the individual institutions as meeting the general education course guidelines shall be included in the matrix. The commission shall adopt such policies to ensure that institutions develop the most effective way to implement the transferability of core course credits.

**TOPIC: DEGREE AUTHORIZATION ACT: REVISIONS TO CCHE
POLICY: SECTION I, PART J**

PREPARED BY: HEATHER DELANGE, ACADEMIC POLICY OFFICER

I. SUMMARY

This action item recommends approval of revisions of some portions of the Colorado Commission on Higher Education (CCHE) policy, Section I, Part J, the Degree Authorization Act: Policy Pertaining to Authorization to Operate as a Postsecondary Institution of Higher Education in Colorado.

II. BACKGROUND

At its November 1, 2012 meeting, the Commission approved the Degree Authorization Act policy (I, J) based on revisions to the state’s Degree Authorization Act, §23-2-101, et seq., C.R.S. Since then, staff recognized areas within the policy that require additional language for clarity or additional guidance for private, degree-granting institutions to follow.

III. SUMMARY

Addendum A provides the working document with track changes so that the changes proposed are easily distinguished from the current language. The two following changes are proposed:

1. On pg. 2-3 of Addendum A, under section 3.04.01 Authorization Types, the definition of “probationary authorization” has been revised to clarify that institutions may be put on probationary authorization if their accrediting agency or body loses its U.S. Department of Education recognition, or the institution is otherwise found to be out of compliance with the policy.
2. On pg. 7 of Addendum A, the definition of “Seminary or religious training institution” has been revised to clarify that this type of institution is prohibited from offering or awarding degrees in any content areas that have a secular curriculum, or are associated with specific professional fields or endeavors not clearly and directly related to theology or theological occupations. Seminaries and religious training institutions may only offer baccalaureate, master’s, or doctoral degrees or diplomas, the content of which are limited to the principles of the church or denomination with which it is affiliated and that contain on their face, in the written description of the title of the degree or diploma being conferred, a

reference to the theological or religious aspect of the degree's subject area.

IV. STAFF RECOMMENDATION

Staff recommends that the Commission approve and adopt the revised Degree Authorization Act policy as CCHE Section I, Part J.

STATUTORY AUTHORITY

C.R.S. §23-2-101, et seq.

SECTION I, PART J

DEGREE AUTHORIZATION ACT: POLICY PERTAINING TO AUTHORIZATION TO OPERATE AS A POSTSECONDARY INSTITUTION OF HIGHER EDUCATION IN COLORADO

1.00 Introduction

The Colorado Commission on Higher Education (Commission) has statutory responsibility for the administration of Title 23, Article 2 of the Colorado Revised Statutes, (amended 2012), which authorizes certain types of institutions to offer degrees or degree credits: (1) accredited private, degree-granting colleges and universities; (2) postsecondary seminaries and religious training institutions; and (3) out-of-state, public institutions with a Colorado presence. Persons or organizations which violate the provisions of the statute are subject to legal penalties.

The Colorado Department of Higher Education (Department) shall administer the statute by seeking information from any entity offering degrees or degree credits to determine the authority of an institution to operate in Colorado under this statute. Criteria are established for each institutional type to offer degrees or credits leading toward a degree.

No private college or university, out-of-state public college or university, or religious training institution or seminary shall operate within the state until authorized by the Commission to do so.

2.00 Statutory Authority

The Commission's policy for private colleges or universities, seminaries, or religious training institutions is based on Title 23, Article 2, which states in part:

The general assembly declares that this article is enacted for the general improvement of the educational programs available to the residents of the State of Colorado; to establish high standards for the education of such residents; to prevent misrepresentation, fraud, and collusion in offering such educational programs to the public; to eliminate those practices relative to such programs which are incompatible with the public interest; and to protect, preserve, foster, and encourage the educational programs offered by private educational institutions which meet generally recognized criteria of quality and effectiveness as determined through voluntary accreditation. (C.R.S. §23-2-101).

3.00 Definitions

3.01 "Accrediting agency or accrediting body" means a regional, national, or specialized accrediting body that is recognized by the U.S. Department of Education and awards institutional accreditation. Specialized accreditation is only recognized by the state when an accreditable specialized program is offered in a freestanding institution offering programs in that specific discipline exclusively and the accrediting body has the authority to accredit both the institution and the program. Specialized accreditation normally applies to the evaluation of programs, departments, or schools which usually are parts of a total collegiate or

other postsecondary institution. The unit accredited may be as large as a college or school within a university or as small as a curriculum within a discipline. Most of the specialized accrediting agencies review units within a postsecondary institution which is accredited by one of the regional accrediting commissions. However, certain of the specialized accrediting agencies accredit professional schools and other specialized or vocational or other postsecondary institutions which are free-standing in their operations. Thus, a "specialized" or "programmatic" accrediting agency may also function in the capacity of an "institutional" accrediting agency. In addition, a number of specialized accrediting agencies accredit educational programs within non-educational settings, such as hospitals.

- 3.02 “Adverse action” means an official action by a U.S. Department of Education recognized accrediting body that results in “Show cause” or “probation” or equivalent.
- 3.03 “Alternate enrollment” means the opportunity for a student enrolled in a private college or university that ceases operation to meet the student’s educational objectives through education provided by another authorized private college or university, a community college, an area vocational school, or any other educational arrangement acceptable to the department and the commission.
- 3.04 “Authorization” means the authorization granted to a private college or university or seminary or religious training institution by the commission as provided in this article and the policies adopted pursuant to this article. Authorization is not an endorsement of the institution by either the commission or the department.

3.04.01 Authorization types:

a. Full Authorization

An institution which is institutionally accredited by a U.S. Department of Education recognized accrediting agency with an on-site review of its Colorado location(s); or

b. Provisional Authorization

Institutions, new or new to Colorado, which have been evaluated by Department staff under CCHE procedures and authorized by the Commission to enroll students, offer instruction, graduates students, and award degrees under the condition that the institution is continuously seeking and is making satisfactory progress toward accreditation; or

c. Probationary Authorization

An institution with an adverse action by its accrediting agency and/or by another governmental agency, or whose accrediting agency loses its U.S. Department of Education recognition, or is

otherwise found to be out of compliance with this policy may be recommended for probation by the Department, and, if imposed by the Commission, shall remain on probation until such time the adverse action is lifted by the accrediting body or a governmental agency, verified by the Department, and acted on by the Commission; or

d. Religious Authorization

A bona fide religious postsecondary educational institution, offering only programs which are religious in nature, which is exempt from property taxation under the laws of this state and whose degrees or diplomas have no state recognition; or

e. Authorization for a Place of Business (with no instruction)

If an institution has a place of business within Colorado but offers no instruction in the state, the institution must receive a formal exemption by the Commission and must annually renew, from the effective date of the previous exemption. The institution shall be subject to the deceptive trade practices provision as found in §23-2-104, C.R.S. Such an institution may be exempted from administrative procedures regarding accreditation and financial integrity. Closed or Defunct means institutions that either have voluntarily closed, have been de-authorized by the state, or otherwise cease to exist.

- 3.05 “Commission” means the Colorado Commission on Higher Education created pursuant to section Title 23, Article 1 of the Colorado Revised Statutes
- 3.06 “Degree” means a statement, diploma, certificate, or other writing in any language that indicates or represents, or that is intended to indicate or represent, that the person named thereon is learned in or has satisfactorily completed a prescribed course of study in a particular field of endeavor or that the person named thereon has demonstrated proficiency in a field of endeavor as a result of formal preparation or training.
- 3.07 “Degree File” includes all students who have received a certificate, degree, or formal award approved by the Department during the report year. Degrees earned but not conferred during the report period should be included in the following year’s report. The file is collected annually for federal and state reporting. A summer degree file is collected for use in graduation rate calculations, but these records are reported again in the full year file.
- 3.08 “Department” means the Colorado Department of Higher Education created and existing pursuant to section 24-1-114, C.R.S.
- 3.09 “Educator Preparation File” means data relating to the cooperative agreement between the Department and the institutions of higher education that offers an

educator preparation program, pursuant to Colorado Revised Statute §23-1-121(4)(c). This data includes teacher, principal, administrator, and special education endorsement area programs, as well as any endorsement listed in the Field Definitions in the SURDS database.

- 3.10 “Enrollment agreement” means the contract prepared by a private college or university or seminary or religious training institution that a student signs to indicate agreement to the terms of admission, delivery of instruction, and monetary terms as outlined in the institution’s student handbook or catalog. This definition also applies to electronic enrollment agreements.
- 3.11 “Enrollment File” includes all students enrolled in courses awarding credit toward a degree or other formal award. Also, report students enrolled in courses that are part of a vocational or occupational program, including those enrolled in off campus centers, as well as high school students taking college-level courses for credit. The population reported is not limited to students whose credit hours are included in official FTE reports. The file is collected every semester from each public postsecondary education institution participating in SURDS.
- 3.12 “Financial Aid File” The primary purpose of this file is to collect the most complete data possible about student aid awards for a fiscal year. Include all students who are enrolled with a FAFSA on file and applied for or received aid according to the criteria below:

Applied - All financial aid applicants who were enrolled and submitted a FAFSA and/or received aid reported on SURDS. This would include applicants who were never offered aid.

Received - Students who were accepted for enrollment and who received any of the following funds:

- any need-based aid;
- any non-need based aid, including no-need work-study, state, or institutional and private merit awards;
- loans;
- any other form of aid included on the financial aid file, and any aid that came through the financial aid office.

Note: recipients may not have applied for financial aid.

All students who submit an application for student aid maintained on the institution’s financial aid files, or who receive financial support from the institution and who are accepted for enrollment for one or more specific periods, if they enrolled are to be included.

Student aid includes all need-based aid, non-need based aid, merit awards, loans, and any other forms of aid included in the Financial Aid File Data Dictionary. All students who received any form of aid that came through the financial aid office are to be included, whether or not the applicant applied for need-based aid.

Specifically, all recipients of merit-based state funds must be included (e.g., undergraduate merit, no-need work study, etc.), as well as students who receive awards from outside the institution if the financial aid office has knowledge of the award.

- 3.13 “Governing board” means the elected or appointed group of persons that oversees and controls a private college or university or a seminary or religious training institution.
- 3.14 “Out-of-state public institution” means an institution of higher education that is established by statute in a state other than Colorado.
- 3.15 “Owner” means:
- a. An individual, if a private, for-profit college or university is structured as a sole proprietorship;
 - b. Partners, if a private, for-profit college or university is structured as a partnership;
 - c. Members in a limited liability company, if a private, for-profit college or university is structured as a limited liability company; or
 - d. Shareholders in a corporation that hold a controlling interest, if a private, for-profit college or university is structured as a corporation.
- 3.16 “Physical presence”
- a. Establishing a physical location in a state for students to receive synchronous or asynchronous instruction; or
 - b. Requiring students to physically meet in a location in the state for instructional purposes as required for the course; or
 - c. Establishing an administrative office in the state, including:
 1. Maintaining an administrative office in the state for purposes of providing information to prospective students or the general public about the institution, enrolling students, or providing services to enrolled students;
 2. Providing office space to instructional or non-instructional staff; or
 3. Establishing an institutional address or phone number in the state.

Physical presence is not triggered, solely, by any of the following:

- a. Courses offered at a distance that do not require the physical meeting of a student with instructional staff in another state;
- b. Consortial/cooperative offerings between accredited institutions with intentional cooperative agreements;

- c. Advertising to students within a state, whether through print, billboard, direct mail, internet, radio, television, or other medium. However, an institution that is seeking authorization to operate in Colorado shall not market or advertise prospective Colorado-based programs in- or outside-of Colorado until and unless the Commission grants authorization;
- e. An educational experience arranged for an individual student, such as a clinical, practicum, residency, or internship;
- f. An educational field trip arranged for a group of students that are normally in residence at an institution in another state;
- g. An accredited, out-of-state institution offering “in-house” courses, programs, and training exclusively and specifically for a private company or group is not required to seek authorization, but to avoid any regulatory misunderstanding should notify the Department of its activity;
- h. Course offerings by an accredited institution on a U.S. military installation, limited to military personnel and their dependents;
- i. Operation of a server, router or similar electronic service device when such a device is not housed in a facility that otherwise would constitute a physical presence; the presence of a server or similar pass-through switching device in a state does not by itself constitute the offering of a course or program from the state;
- j. Having faculty, adjunct faculty, mentors, tutors, recruiters, or other academic administrative personnel residing in the state. The presence of instructional faculty in the state, when those faculty offer entirely online or other distance-education instruction and never meet their students in person for educational purposes while in the state, does not establish a presence of the institution in the state; or
- k. Requiring a student to take a proctored exam at a location or with an entity in the state prescribed by the institution.

3.17 “Private college or university” means a postsecondary educational institution doing business or maintaining a place of business in the state of Colorado, which enrolls the majority of its students in a baccalaureate or postgraduate degree program. For the purposes of determining eligibility for participation as a Degree Authorization Act institution pursuant to this section, institutions offering certificates comprised of credit-bearing courses at the upper division baccalaureate or at the graduate level will be considered as a private college or university.

3.18 “Private nonprofit college or university” means a private college or university that maintains tax-exempt status pursuant to 26 U.S.C. sec. 501 (c) (3).

3.19 “Private occupational school” means an institution authorized by the private occupational school division under the provisions of article 59 of title 12, C.R.S., and that enrolls the majority of students at the certificate or associate level and is regulated by the Division of Private Occupational Schools pursuant to article 59 of title 12, C.R.S.

3.20 “Seminary or religious training institution” means a bona fide religious postsecondary educational institution that is operating or maintaining a place of business in the state of Colorado, that is exempt from property taxation under the laws of this state. Seminaries and religious training institutions are prohibited from offering or awarding degrees in any content areas of physical science or medicine, that have a secular curriculum, or are associated with specific professional fields or endeavors not clearly and directly related to theology or theological occupations. Seminaries and religious training institutions may only, and that offers baccalaureate, master’s, or doctoral degrees or diplomas, the content of which, are limited to the principles of the church or denomination with which it is affiliated and that contain on their face, in the written description of the title of the degree or diploma being conferred, a reference to the theological or religious aspect of the degree's subject area (e.g., Bachelor of Christian Studies, Master of Pastoral Ministry, or Doctor of Divinity). ~~These institutions are not required to hold institutional accreditation but are not prohibited from seeking accreditation.~~ Seminaries and religious training institutions are prohibited from offering or awarding degrees: in secular areas of study; in any area of physical science or medicine; appropriate only for academic institutions, such as but not limited to, Bachelor of Arts or Bachelor of Science, Master of Arts or Master of Science, Doctor of Philosophy or other degrees typically offered by academic institutions, regardless of curriculum or course content, unless the degree title would leave little doubt in a reasonable person’s mind that the program of study is theological in nature includes the religious field of study (e.g. Bachelor of Arts in Religious Christian Studies, Master of Arts in Pastoral Ministry, or Doctor of Divinity); or degrees associated with specific professional fields or endeavors not clearly and directly related to religious studies theology or theological occupations. Any seminary or religious training institution that offers instruction outside of this area must apply for authorization as a private, degree-granting institution and must hold institutional accreditation from a U.S. Department of Education recognized regional or national accrediting body. These institutions operating as seminaries or religious training institutions are not required to hold institutional accreditation but are not prohibited from seeking accreditation.

4.00 Responsibilities of the Private Colleges and Universities, Seminaries or Religious training institutions

4.01 Private colleges or universities, seminaries or religious training institutions are required to:

4.01.02 Seek and maintain authorization from the Commission to operate in Colorado pursuant to §23-2-101 et seq., C.R.S. In order to maintain authorization, an institution must:

- a. Seek and maintain institutional accreditation by an accrediting body recognized by the U.S. Department of Education (**private colleges and universities only**);

- b. Provide information and respond to inquiries by the Department and Commission; and
- c. Notify the Department of all changes regarding campus locations and accreditation status of the institution and substantive/material changes regarding operations and programs;
- d. Demonstrate financial integrity on an annual basis, pursuant to §23-2-103.8, C.R.S., **(private colleges and universities only)**;
- e. Annually submit the Enrollment File and Degree File and, if applicable, the Financial Aid File and Educator Preparation File, as described in §23-1-121, C.R.S., pursuant to §23-2-103.1, C.R.S.;
- f. Annually provide a true and complete copy of the institution's current enrollment agreement;
- g. Shall not make or cause to be made any oral, written, or visual statement or representation that violates section §23-2-104 CRS;
- h. Shall provide bona fide instruction, in accordance with the standards and criteria set by the institution's accrediting body or in accordance with the requirements set forth for seminaries and religious training institutions;
- i. If the ownership of the institution changes, the institution shall provide to the Department, within thirty (30) days after the change, any material information concerning the transaction that is requested by the Department;
- j. If a private college or university or seminary or religious training institution violates any of the requirements set forth in this section, the Department may recommend to the Commission that the institution's authorization be placed on probationary status or revoked; and
- k. Provide timely submission of fees, pursuant to §23-2-104.5, C.R.S.

4.01.03 Private colleges or universities and seminaries or religious training institutions authorized in Colorado must provide information regarding their authorization type and status to prospective and enrolled students. This information must be reasonably accessible and, minimally, must be found in each institution's official catalog and, as appropriate, enrollment agreement. An authorized institution may not use the Commission or the Department as a perceived endorsement. An authorized institution may not state that it is "accredited" by the Commission or Department. Noncompliance with this section may be treated as an instance of deceptive trade practice in accordance with §23.2.104, C.R.S.

4.01.04 Private colleges and universities that enroll the majority of students at the baccalaureate or higher level are required to seek authorization to operate in Colorado and maintain authorization through criteria and requirements specified throughout this policy and pursuant to §23-2-101, et seq., C.R.S.

4.01.05 Private colleges and universities that enroll the majority of students at the certificate or associate degree level and are occupational in nature shall be regulated by the Division of Private Occupational Schools and the Private Occupational Schools Board pursuant to Article 59 of Title 12, C.R.S.

4.02 Joint Authorization

Under special circumstances, institutions otherwise authorized by the Division of Private Occupational Schools (DPOS) that elect to offer baccalaureate degrees, and have received authority to do so by an approved accrediting body, may hold joint authorization between the DPOS and the CCHE. In these circumstances, the Division of Private Occupational Schools will remain the primary authorizing body; the Colorado Commission on Higher Education will authorize the baccalaureate and higher degrees.

4.02.01 Pursuant to §23-2-101, et seq., C.R.S. if as a result of changes in student enrollment, a private college or university at times meets the definition of a private college or university and should therefore be under the Colorado Commission on Higher Education and the Department of Higher Education, and at other times meets the definition of a private occupational school, therefore should be regulated by the Division of Private Occupational Schools and the Private Occupational Schools Board, the private college or university is subject to regulation by the entity that is appropriate as of July 1, 2012. If the private college or university is authorized as of said date, the institution shall be regulated by the same entity for the following three years.

4.02.03 If it is found that the institution no longer meets the definition of a private college or university, as defined by Article 59 of Title 12, C.R.S., the institution will have sixty (60) days to file an application to operate under the Private Occupational Schools Board. During the transition, and until the Private Occupational Schools Board takes action on the institution's application, the institution shall remain authorized by the Commission. Fees assessed during this process will be assessed on a case by case basis. The assessment of fees will consider fees that have been assessed by the current authorizing division.

4.02.04 Failure to apply for approval through the Division of Private Occupational Schools within sixty (60) days will subject the

institution to the powers and authorities of the Division or Board pursuant to §12-59-101, et seq., C.R.S., and, as necessary, their procedures for closure.

5.00 Responsibilities of the Commission and the Department

5.01 The Commission shall:

- 5.01.01 Establish procedures for the Department to make recommendations to the Commission.
- 5.01.02 Grant or deny authorizations, renew authorizations, place institutions on probation, and revoke authorizations pursuant to §23-2-103.3, C.R.S., and §23-2-103.4, C.R.S.;
- 5.01.03 Establish the types and amounts of fees that a college or university, seminary or religious training institution shall be assessed as required in §23-2-104.5, C.R.S.; and
- 5.01.04 Establish policies requiring private colleges, universities and seminaries, religious training institutions to submit to the department, upon request, the Enrollment File and Degree File and, if applicable, the Financial Aid File and Educator Preparation File as described in §23-1-121, C.R.S.

5.02 The Department shall:

- 5.02.01 Recommend that the Commission grant, deny, revoke, place on probation, or renew an authorization to operate a private college or university or seminary or religious training institution;
- 5.02.02 Maintain a list of the private colleges and universities and seminaries and religious training institutions that have authorizations on file with the Department;
- 5.02.03 Respond to requests from institutions and students and provide a timely review of information;
- 5.02.04 Establish and maintain a process in accordance with §23-2-104, C.R.S. and Commission policy I, T, concerning Student Complaints and Appeals; for review and action as appropriate on said complaints or appeal, providing the complaint is based on a claim of deceptive trade practice;
- 5.02.05 Receive and maintain academic records, pursuant to §23-2-103.5, C.R.S., and as described in section 23.01 of this policy. The Department shall permanently retain any student transcripts received;

- 5.02.06 Maintain the privacy protection of student level data submitted to the SURDS database. (See the privacy statement section).
- 5.02.07 Administer a fee invoice to the institutions on an annual basis,
- 5.03 Pursuant to §23-2-102.5(1)(b) CRS, on or about June 4, 2015, the Department shall review the status of the private college or university to determine whether the institution should be subject to regulation by the Department and the Commission or by the Division of Private Occupational Schools and the Private Occupational School Board.
- 5.03.01 On or about June 4, 2015, the Department shall:
- a. Compile the enrollment and program data provided by the institutions
 - b. Review the data to ensure compliance pursuant to Article 2 of Title 23.
 - i. If the data show the institution to be in compliance with this policy, no action is necessary on the part of the institution.
 - ii. If the majority of students enrolled in an institution do not meet the minimum requirements under this policy, Department staff will recommend revocation of authorization under the Commission and will provide the institution with an application for operation under the Division of Private Occupational Schools.
 - iii. If an institution does not apply for approval through the Division of Private Occupational Schools within the sixty (60) day timeframe, a recommendation for revocation of authorization will be made to the Commission.
 - iv. The Commission and Department are not authorized to regulate the operations of, including but not limited to the content of courses provided by, a private college or university or seminary or religious training institution except to the extent expressly set forth in this policy.

6.00 Privacy Statement

The Executive Director and an employee of the Department shall not divulge or make known in any way data for individual students or personnel, except in accordance with judicial order or as otherwise provided by law. A person who violates this paragraph commits a Class 1 misdemeanor and shall be punished as provided in §18-1.3-501 CRS and shall be removed or dismissed from public service on the grounds of malfeasance in office.

7.00 Interstate Reciprocity

The Commission may negotiate and enter into interstate reciprocity agreements with other states if, in the judgment of the Commission, the agreements do not obligate a private college or university or seminary or religious training institution to comply with standards or requirements that exceed the standards and requirements specified in this policy and the agreements will assist in accomplishing the purposes of this policy, unless the institution voluntarily decides to do so.

8.00 Seminaries and Religious Training Institutions

8.01 To operate in Colorado, a seminary or religious training institution shall apply for and receive authorization from the Department and establish that it qualifies as a bona fide religious institution and as an institution of postsecondary education, as defined by rules promulgated by the Commission. A bona fide religious institution and an institution of postsecondary education that applies for authorization pursuant to §23-2-103.3 shall pay the fee established according to §23-2-104.5. Nothing in this section shall preclude a seminary or religious training institution from seeking accreditation.

8.02 A seminary or religious training institution shall apply for renewal of authorization every three years to ensure compliance for those institutions authorized under the Authorization as a Seminary or Religious Training Institution.

9.00 Process for Seeking Authorization as a Seminary or Religious Training Institution

9.01 Criteria to Qualify

9.01.01 The statute recognizes only a “bona fide religious postsecondary educational institution” which is “exempt from property taxation under the laws of this state.” Institutions of this type may only offer programs appropriate to a religious institution.

9.01.02 To qualify as a “bona fide religious postsecondary institution,” the seminary or religious training institution must meet each of the following criteria:

- A. Be a non-profit institution owned, controlled, operated, maintained, or affiliated with a bona fide church or religious denomination, lawfully operating as a non-profit religious corporation pursuant to Title 7 of the Colorado Revised Statutes.
- B. Limit the educational programs to the principles of the church or denomination with which it is affiliated and grant degrees or diplomas only in areas of study that contain on their face, in the written description of the title of the degree or diploma being conferred, a reference to the theological or religious aspect of the degree’s subject area.

- C. Not offer or award degrees in: secular areas of study; any area of physical science or medicine; or secular degrees appropriate only for academic institutions, such as, but not limited to, Bachelor of Arts or Bachelor of Science, Master of Arts or Master of Science, Doctor of Philosophy, or other degrees typically offered by academic institutions, regardless of curriculum or course content, unless the degree title would leave little doubt in a reasonable person's mind that the program of study is theological in nature includes the religious field of study (e.g., “Bachelor of Arts in Religious-Christian Studies, Master of Arts in Pastoral Ministry or Doctor of Divinity”); or degrees associated with specific professional fields or endeavors not clearly and directly related to religious studies or occupations. Examples of such degree titles are e.g., Bachelor of Business Administration or Master of Business Administration; Bachelor of Education, Master of Education or Doctor of Education; and-or Doctor of Psychology.
- D. Require at least a high school diploma or its equivalent for admission.
- E. Not market, offer or grant degrees or diplomas which are represented as being linked to a church or denomination, but which actually are degrees in secular areas of study.
- F. Have obtained exemption from property taxation under state law and shall have submitted to the Department a copy of the certificate of this exemption for the school's site and facilities verified by the Colorado Division of Property Taxation and a letter of determination signed by the Property Tax Administrator, Division of Property Taxation, Colorado Department of Local Affairs, stating that the institution is exempt from real and personal property taxation under state law.
- G. Additional evidence that may be provided by an institution seeking to substantiate that the institution is a bona fide religious institution, including: a statement of institutional mission clearly establishing the mission of the institution as solely religious, and curricula and degree, diploma, or certification programs that clearly support that singular mission; or evidence that the school holds at least pre-accreditation status with one of the following nationally recognized accrediting associations:
1. The Accrediting Association of Bible Colleges; or
 2. The Association of Advanced Rabbinical and Talmudic Schools; or

3. The Association of Theological Schools in the United States and Canada

10.00 Process to Establish Authorization as a Seminary or Religious Training Institutions

- 10.01 An institution seeking authorization as a bona fide religious institution shall submit to the Department a completed and signed Declaration for Religious Authorization, as set forth in Appendix B and document compliance with all requirements in the Declaration, and shall provide a revised Declaration at any time that information originally submitted no longer is accurate.
- 10.02 As the first step in obtaining state authorization and prior to the submission of required documentation, institutions seeking to operate in Colorado as a seminary or religious training institution shall consult in person at the Department with the administrator of the Degree Authorization Act.
- 10.03 Following the consultation and review of all documents submitted, the Department shall determine if the institution qualifies for authorization as a seminary or religious training institution.

11.00 Evaluation of Application

- 11.01 Following the submittal of the required documents, the Department shall review the application for required components and documents and make a recommendation to the Commission regarding authorization.
- 11.02 The Department shall either:
 - Recommend for Seminary or Religious Training Authorization
 - Not Recommended for Authorization

12.00 Renewal of Authorization for Seminaries and Religious Training Institutions

- 12.01 A seminary or religious training institution shall apply for renewal of authorization every three years. The renewal of authorization process shall demonstrate that the seminary or religious training institution continues to meet the minimum operating standards specified in this policy and section 23-2-103.8, C.R.S. Failure to do so will result in an assumption that the minimum standards are not met and a recommendation for revocation of authorization will be made.
- 12.02 A seminary or religious training institution that continues to meet the minimum operating standards specified in 9.01 is presumed qualified for renewal of authorization, and the Department shall recommend that the Commission renew the seminary or religious training institution's authorization for three additional years.
 - 12.02.01 A seminary or religious training institution shall provide the Department for renewal:
 - a. Updated list of program offerings

- b. Confirmation of non-profit status
- c. Confirmation of affiliation with a religious organization
- d. Confirmation of tax-exempt status pursuant to Colorado State Law

12.03 A seminary or religious training institution that meets the criteria and rules established herein is exempt from the provisions of this policy that exclusively apply to the secular private colleges and universities authorized by the Commission.

13.00 Private Colleges and Universities

- 13.01 Pursuant to §23-2-103.3, C.R.S., to operate in Colorado, a private college or university shall apply for and receive authorization from the Commission. A private college or university shall obtain separate authorization for each campus, branch, or site that is separately accredited. A private, non-profit college or university shall submit with its application, verification of nonprofit status, including a copy of the institution's tax-exempt certificate issued by the Colorado Department of Revenue.
- 13.02 After receiving an application, the department shall review the application and any other pertinent information to evaluate whether the private college or university meets institutional accreditation requirements at the Colorado site by an accrediting body recognized by the United States Department of Education.
- 13.03 The Department shall not recommend and the Commission shall not approve an application from a private college or university that, in the two years preceding submission of the application, has had its accreditation suspended or withdrawn or has been prohibited from operating in another state or that has substantially the same owners, governing board, or principal officers as a private college or university that, in the two years preceding submission of the application, has had its accreditation suspended or withdrawn or has been prohibited from operating in another state.
- 13.04 To operate in Colorado, a private college or university shall be institutionally accredited on the basis of an on-site review by an accrediting body recognized by the United States Department of Education which is authorized to offer institutional accreditation; except that a private college or university may operate for an initial period without accreditation if the commission determines, that the private college or university is likely to become accredited in a reasonable amount of time or is making progress toward accreditation in accordance with the accrediting body's policies.
- 13.05 The Commission may grant a provisional authorization to a private college or university to operate for an initial period without accreditation. The private college or university shall annually renew its provisional authorization and report

annually to the Commission concerning the institution's progress in obtaining accreditation.

- 13.06 A private college or university shall notify the Department in a timely manner of any material information related to an action by the institution's accrediting body concerning the institution's accreditation status, including but not limited to reaffirmation or loss of accreditation, approval of a request for change, a campus evaluation visit, a focused visit, or approval of additional locations. In addition, the institution shall notify the Department in a timely manner if the United States Department of Education no longer recognizes the institution's accrediting body. Failure to provide this information shall lead to revocation or probationary authorization by the Commission.

14.00 Process for Authorization/Renewal of Authorization for Private Colleges and Universities:

14.01 Process to Establish Authorization as a Private College or University

- A. Institutions seeking state authorization to operate in Colorado as a private college or university shall consult in person at the Department with the administrator of the Degree Authorization Act prior to the submission of required documentation.
- B. The applicant shall submit all required materials to the Department and Department staff will determine if the criteria in section 9.01 have been met.
- C. To receive state authorization an organization must provide documentation that demonstrates that each of the following criteria has been met:
 - 1. The institution is familiar with and understands accreditation procedures and state authorization policies and procedures and identifies the accrediting association from whom accreditation will be sought.
 - 2. A statement of which accrediting body from which accreditation will be sought.
 - 3. The institution has a statement of mission formally adopted by its governing body and made public, which defines the basic character of the institution including a brief description of the educational programs to be offered and their purposes, the students for which the programs are intended and the geographical or demographic area served by the institution and a description of how the institution relates to Colorado's broader higher education community. The mission shall be appropriate to an institution of higher education and the institution must plan to award degrees.
 - 5. The institution has a governing board that possesses and exercises necessary legal power to establish and review basic policies that govern

the institution and shall have designated an executive officer to provide administrative leadership for the institution. The board shall include among its members some who represent the public interest and are sufficiently autonomous from the administration and ownership to assure the integrity of the institution. A list of the members of the board, and a brief resume for each, and the name and title of the executive officer and principal administrators and the address of the administrative office shall be submitted to the Department.

6. If faculty members are employed at the time the application is filed with the department, the faculty, their academic credentials (degrees, previous experience, publications, etc.) and teaching fields shall be identified. If no faculty are employed, the institution shall describe the qualifications of the faculty that are to be recruited and the procedures that will be used to find and contract with faculty members.
7. Private institutions shall provide ownership information.
8. The institution's proposed academic programs shall be appropriately named and be based on fields of study recognized as appropriate (as demonstrated by the existence of professional literature in the field; the offering of similar programs in already-accredited institutions; and by the existence of professional organizations related to the field) for a postsecondary institution. The academic program shall comport with the institutional mission as described in documents provided to the department. The institution shall provide a list of the degrees it proposes to award and a degree (as defined in the Degree Authorization Act, §23-1-101 et seq., C.R.S.) is to be awarded upon successful completion of an educational program.
9. The content and length of the proposed academic program shall follow practices common to institutions of higher education. Typically, the proposed academic program shall include at least: (1) one undergraduate program planned for two or more years in length; or, (2) one graduate program of at least one academic year in length. Documentation shall be provided to the department that lists all requirements for a degree and the curricula offered leading to the degree, showing planned typical student programs by semester or term. Any proposed undergraduate degree program shall include a coherent general education component that is consistent with the institution's mission and appropriate to its educational programs.
10. Student access to all necessary learning resources and support services shall be provided. Necessary resources and support services vary by type of program, but all require some use of library resources. Laboratories may be required for some programs. Support services such as academic advising, financial aid counseling, and support for special, targeted, constituencies may be needed. The institution shall

describe the learning resources and support services that it will provide and state how they will be provided to students on a regular, dependable basis.

11. Admission policies shall be consistent with the institution's mission and appropriate to the educational program. The Department shall be provided with a copy of the institution's admission policies.
12. The institution shall have financial resources adequate to support start-up activities and sources of funds sufficient to ensure that the institution can sustain itself once students have been admitted. The Department shall be provided with a current financial statement, an audit report of a financial audit completed within the previous twelve months by a certified public accountant, or other substantial evidence.

- D. Following the submittal of the required documents and based on the institution's selected accrediting body, the Department shall contract with an evaluation team to review all submitted materials to determine the institution's readiness for on-site accreditation and make a recommendation regarding authorization.

14.02 Joint Authorization under Special Circumstances

- 14.02.01 In the special instance that a school authorized under C.R.S., Title 12, Article 59, otherwise known as the Division of Private Occupational Schools, offers baccalaureate degree programs but does not meet the majority rule (§12-59-104(d)(II)), the Colorado Commission on Higher Education will have authority to authorize the baccalaureate and higher level programs at the school under the Degree Authorization Act, §23-2-101, et seq., C.R.S. However, under such circumstances, the school will continue to follow the DPOS rule and statute until such time that the majority of its programs are at the baccalaureate level or higher.
- 14.02.02 Under the special circumstances, as stated in 4.02, department staff will address complaints received by students enrolled in the baccalaureate and higher degree programs pursuant to the process outlined in section 14.01.
- a. In the event that the department receives complaints by students enrolled at both the sub-baccalaureate and baccalaureate levels, department staff may coordinate the review of these complaints and include all relevant information in recommendations for board action, whether the DPOS board, the Commission or both.

15.00 Minimum Operating Standards to Qualify as a Private College or University

- 15.01 A private college or university is an institution which is “doing business or maintaining a place of business in the state of Colorado” and which offers courses of instruction or study wherein credits may be earned toward a degree in a field of endeavor. A publicly-supported college or university based in another state (and so would not meet the definition for a “state college or university” exemption) and which seeks or has physical presence in the state of Colorado, will be treated as a “private college or university.”
- 15.02 All institutions must meet the following criteria to qualify for consideration of authorization and renewal of authorization:
1. Demonstrate its ability to provide appropriate student services at the new site.
 2. Demonstrate its financial ability to support all operations at the new site.
 3. Demonstrate its physical presence in Colorado with the appropriate documentation.

16.00 Evaluation of Application

- 16.01 Following the submission of the required documents and based on the institution’s selected accrediting body, the Department shall review the application for required components and documents, the Department shall contract with an evaluation team to review all submitted materials to determine the institution’s readiness for on-site accreditation and make a recommendation regarding authorization.
- 16.02 Based on the recommendation of the evaluation team, the Department shall assign the institution to one of the following categories:
- Provisional Authorization
 - Not Recommended for Authorization
- 16.03 Each evaluation team will consist of several appropriate independent and fully credentialed evaluators selected by Department staff, based on institution type and the accrediting body from which the applicant shall seek accreditation.
- 16.04 In addition to the required documents, additional materials may be requested by the evaluation team and/or department staff based on the criteria established by the accreditation association.
- 16.05 If the evaluation team does not recommend the applicant institution for state authorization, the applicant institution may not reapply for a period of one year from the date of notice and the application fee will be assessed upon reapplication. If the evaluation team recommends a conditional approval based on minor technical changes, the applicant institution will have six months to reapply and the Department will not assess another application fee.

17.00 Renewal of Authorization for Private Colleges and Universities with “Full Authorization”

17.01 A fully authorized private college or university shall apply for renewal of authorization in accordance with the schedule for institutional reaccreditation by its accrediting body or every three years, whichever is longer.

17.02 Required documents for renewal of authorization:

- a. Self-evaluation report or similar
- b. Accreditation site visit team’s report
- c. Institution’s response to site visit report
- d. Final determination letter from the accrediting body

18.00 Renewal of Authorization for Private Colleges and Universities with “Provisional Authorization”

18.01 Private colleges and universities that hold provisional authorization shall renew its authorization annually until an on-site visit has occurred by the accrediting body, accreditation is achieved, and the Commission awards full authorization.

18.02 Required documents:

- a. Any and all communication to and from the accrediting body from which the institution is seeking accreditation;
- b. Accreditation progress report;
- c. Status report of institution’s activities;
- d. Updated enrollment information;
- e. Enrollment agreements, if applicable, and any other recruitment materials used for training staff and presented to potential students;
- f. Faculty resumes

19.00 Renewal of Authorization for Private Colleges and Universities with “Probationary Authorization”

19.01 Private colleges and universities that have been placed on probation by the Commission shall annually renew its authorization with the Commission until such time the probation action is lifted by the Commission.

19.01.02 Required documents for institutions with probationary authorization:

- a. Accreditation status update, identifying progress regarding the adverse action issued by the accrediting body or other governmental agency;

- b. Any and all communication regarding the adverse action issued by the accrediting body or other governmental agency;
- c. Prospective timeframe for when the adverse action is expected to be acted upon.

20.00 Renewal of Authorization – All Authorized Institutions

- 20.01 A private college or university that has authorization from the Commission pursuant to §23-2-103.3, C.R.S., and maintains its accreditation shall apply to the Department for renewal of authorization 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 renewal of authorization every three years. A private college or university or seminary or religious training institution that seeks renewal of authorization shall submit an application in accordance with the procedures and policies adopted by the Commission and shall pay the renewal of reauthorization fee established by the Commission pursuant to §23-2-104.5, C.R.S.
- 20.02 To renew its authorization to operate in Colorado, a private college or university or seminary or religious training institution shall demonstrate that it continues to meet all minimum operating standards specified in the Degree Authorization Act, specifically §23-2-103.8, C.R.S., and this policy. Failure to demonstrate compliance with the minimum operating standards will result in a presumption that the minimum operating standards are not met and a recommendation for revocation will be made.
- 20.03 A private college or university that has had its accreditation reaffirmed without adverse action is in compliance with §23-2-103.8, C.R.S., and is not subject to investigation pursuant to §23-2-103.4, C.R.S., (revocation) is presumed qualified for renewal of authorization, and the Department shall recommend renewal for a period of three years or the length of the institution’s accreditation, if applicable, whichever is longer.
- 20.04 A seminary or religious training institution that continues to meet the minimum operating standards is presumed qualified for renewal of authorization, and the Department shall recommend that the Commission renew the institution’s authorization for three additional years.
- 20.05 If a private college or university or seminary or religious training institution cannot demonstrate that it meets the minimum operating standards specified in Commission policy or pursuant to §23-2-103.3 or §23-2-103.8, if applicable, the Department shall recommend that the Commission deny the institution’s application for renewal of the authorization.
- 20.06 If, within six months after receiving the notice of denial of the application for renewal, the institution corrects the action or condition that resulted in denial of the application for renewal, the institution may reapply for renewal of the authorization.

- 20.07 If the institution does not correct the action or condition within the six month period, it may submit a new application for authorization after correcting the action or condition.
- 20.08 If a private college or university is under an adverse action from its accrediting body at the time it files for an application for renewal of authorization to operate in Colorado, the Department may recommend that the Commission renew the institution's authorization or that the Commission grant a probationary renewal of the institution's authorization.
- 20.09 If an institution receives a probationary renewal of its authorization, the institution shall reapply for renewal of its authorization annually until the accrediting body lifts the adverse action, and the institution shall annually report to the Commission concerning the institution's progress in removing the adverse action.
- 20.10 If the Department recommends that the Commission grant a probationary renewal of authorization or deny an application for renewal of authorization, the Commission shall notify the private college or university or seminary or religious training institution concerning the recommendation, and the Department and the Commission shall proceed in accordance with the provisions of the "State Administrative Procedures Act", Article 4 of Title 24, C.R.S.

21.00 Change of Authorization Type - Probationary Status or Revocation

- 21.01 If the Commission has reason to believe that a private college or university or seminary or religious training institution meets one or more of the grounds specified in the following section for revocation of authorization or for placing an institution on probationary status, the Commission may order the Department to investigate the private college or university or seminary or religious training institution and make a recommendation concerning whether to revoke the institution's authorization or to place the institution on probationary status.
- 21.02 To assist the Department in conducting an investigation pursuant to §23-2-103.4 (1), C.R.S., the Commission may subpoena any persons, books, records, or documents pertaining to the investigation, require answers in writing, under oath, to questions the Commission or Department may ask, and administer an oath or affirmation to any person in connection with the investigation. In conducting the investigation, the Department may physically inspect an institution's facilities and records. A subpoena issued by the Commission pursuant to this paragraph is enforceable by any court of record in the state.
- 21.03 Based on findings of an investigation pursuant to this section, the Department shall recommend that the Commission should or should not revoke the institution's authorization or place the institution on probationary status.
- 21.04 If the Department recommends revocation or probationary status, it shall identify the applicable grounds for revocation or probationary status specified below, and the Department and the commission shall proceed in accordance with the

provisions of the “State Administrative Procedures Act,” Article 4 of Title 24, C.R.S.

21.05 With regard to the authorization of a private college or university, the Commission may:

21.05.01 Revoke the private college’s or university’s authorization or place the institution on probationary status if the private college or university:

- a. Fails to meet any of the minimum standards set forth in this policy or in statute;
- b. Fails to substantially comply with the applicable laws or rules adopted or implemented by other governmental agencies that have jurisdiction over the institution; or
- c. Violates the federal criminal laws or the criminal laws of this state or any other state in which the institution operates;
- d. Revoke the private college’s or university’s authorization if the institution loses its accreditation;
- e. Place the private college or university on probationary status if the institution’s accrediting body places the institution on probation or the equivalent; or
- f. Revoke the private college or university’s authorization or place the private college or university on probationary status if the United States Department of Education ceases to recognize the institution’s accrediting body.

21.06 The Commission may revoke a seminary’s or religious training institution’s authorization or place the institution on probationary status if the seminary or religious training institution:

- a. No longer meets the definition of a seminary or religious training institution specified in §23-2-102, C.R.S.;
- b. Fails to meet any of the minimum standards set forth in statute or in the Commission’s policy or rule adopted to implement the statute; or
- c. Violates the federal criminal laws or the criminal laws of this state or any other state in which the institution operates.

22.00 Fee Schedule

Section 23-2-104.5, C.R.S., gives the Commission authority to establish fees for direct and indirect costs of administering the Degree Authorization Act. After initial

determination of fees, fees will be established on an annual basis no later than June 30 of the year preceding implementation. The Department and Commission shall give thirty (30) days for comment unless no changes are made to the fee structure. The fee shall reflect the direct and indirect costs of administering the article. Fees shall include, but not be limited to, application fees, authorization/annual fees, renewal of authorization fees, educator preparation fees (if applicable), and gtPathways review fees (if applicable).

23.00 Deposit of Records upon Discontinuance

23.01 Pursuant to §23-2-103.5, C.R.S., if an authorized private college or university or seminary or religious training institution ceases operating in the state, the owner of the institutions or his or her designee shall deposit with the department the original or legible true copies of all educational records of the institution. If the Commission determines that the records of an authorized institution are in danger of being destroyed, secreted, mislaid, or otherwise made unavailable to the Department, the Commission may seek a court order authorizing the Department to seize and take possession of the records.

23.02 The Department or the Attorney General may enforce the provisions of this section by filing a request for an injunction with a court competent jurisdiction. A person may request, in accordance with the provisions of the Colorado Open Records Act, Part 2 of Article 72 of Title 24, C.R.S., a copy of a record held by the Department pursuant to this section. The Department shall permanently retain any student transcript. The Department shall retain any other records received for ten years following the date on which it receives or obtains the records. After the ten years, the Department shall dispose of the records in a manner that will adequately protect the privacy of personal information included in the records.

24.00 Procedure for the Closure of an Institution

24.01 In the event an institution closes and ceases operations, the owner or designee is required to provide timely notification, with as much advanced notice as is possible, the Department and currently enrolled or recruited students in writing immediately of intention to close/cease operation.

24.02 Written notification the Department to close or cease operations must include:

- a. Name of the institution;
- b. Name of the owner, active mailing address, and telephone number where he or she may be reached after the institution physically closes;
- c. Name of the institution's Chief Executive Officer, President, or other appropriate administrator;
- d. Date of closure (or approximate of anticipated closing date);

- e. A report of the status of all students currently enrolled and those students on leave of absence whose education and training program will not be fully completed by the date of the institution's closure;
- f. Identify in writing whether there are refunds due to any students;
- g. Submit a written statement from the owner or designee affirming that all recruitment efforts, program marketing, advertisement (regardless of type, i.e. newspaper, website, television broadcast, etc.), solicitation and enrollment of new students has ceased;
- h. A copy of the written notice given to current students or recruited-but-no-yet-enrolled student informing them of the school's intent to close and copies of any other record of students having been so notified; and
- i. The expected deposit date of the student records to the Department.

24.03 Student Records must include:

- a. The individual enrollment agreement and other instruments relating to the payment for educational services, including student financial aid;
- b. Academic grades and attendance (when in doubt preserve it; seek technical assistance from the Department; or turn it over to the Department to make a final determination);
- c. The date the student began instruction at the school and information about each program in which the student is or was enrolled, including (a) the name of program, (b) length of program in clock hours or credit hours and (c) date of last instruction or of course completion;
- d. Record of any student grievance and subsequent resolution; and
- e. Transcript/record of completion showing extent of each student's record of achievement up to last date attended or up to time the institution ceased operation.

25.00 Alternative Enrollment

An option for students faced with a closure is to continue their education in order to complete their program. Alternative enrollment may be provided, under which (1) either the students complete their studies at the original private college or university in which they are enrolled, before it closes or (2) arrangements are made and students are given an opportunity to complete their education at another private, Commission authorized school which offers substantially the same education. Alternative enrollment is intended to fulfill the original contract between the closing institution and the student. If alternative enrollment is arranged for another approved institution to provide the remaining education that other institution must provide comparable education and agree that students transferring from the closing institution will pay only what cost of tuition/fees remains unpaid, according to the terms and conditions found in the enrollment agreement

entered into between the student and the closing institution. The Department will work with the closing institution to determine if alternative enrollments can be made available. The option of alternative enrollment is voluntary and a student may decline such an arrangement.

26.00 Financial Integrity – Surety

26.01 Pursuant to §23-2-103.8, C.R.S., the Department shall determine the financial integrity of private colleges or universities except when the private college or university:

- a. Is a party to a performance contract with the Commission under §23-5-129, C.R.S.;
- b. Has been accredited for at least twenty years by an accrediting agency that is recognized by the United States Department of Education;
- c. Has operated continuously in this state for at least twenty years; and
- d. Has not at any time filed for bankruptcy protection pursuant to Title 11 of the United States Code.

26.02 If a private college or institution does not meet the criteria above, the Department shall determine the institution's financial integrity by confirming that the institution meets or does not meet the following criteria:

- 26.02.01 The institution has been accredited for at least ten years by an accrediting agency that is recognized by the United States Department of Education;
- 26.02.02 The institution has operated continuously in this state for at least ten years;
- 26.02.03 During its existence, the institution has not filed for bankruptcy protection pursuant to Title 11 of the United States Code;
- 26.02.04 The institution maintains a composite score of at least 1.5 on its equity, primary reserve, and net income ratios, as required in 34 CFR 668.172; and
- 26.02.05 The institution meets or exceeds the pro rata refund policies required by the federal Department of Education in 34 CFR 668 or, if the institution does not participate in federal financial aid programs, the institution's refund and termination procedures comply with the requirement of the institution's accrediting body.

26.03 If a private college or institution is part of a group of private colleges and universities that are owned and operated by a common owner, so long as all of the

other institutions in the group meet the criteria specified above then the Department shall determine the institution's financial integrity by confirming that the institution meets the following criteria:

- 26.03.01 The institution has received and maintains full accreditation without adverse action from an accrediting agency that is recognized by the United States Department of Education, which accrediting agency requires the institution to maintain surety or an escrow account or has affirmatively waived or otherwise removed the requirement for the institution;
- 26.03.02 The institution has been continuously authorized by the Commission for at least five years:
 - a. The institution owns and operates a permanent instructional facility in the state;
 - b. The institution annually provides to the Department audited financial statements for the most recent fiscal year that demonstrate that the institution maintains positive equity and profitability;
 - c. The institution maintains a composite score of at least 1.5 on its equity, primary reserve, and net income ratios, as required in 34 CFR 668.172; and
 - d. The institution meets or exceeds the pro rata refund policies required by the federal Department of Education in 34 CFR 668 or, if the institution does not participate in federal financial aid programs, the institution's refund and termination procedures comply with the requirements of the institution's accrediting body.

26.04 Surety

Each private college or university that is not exempt and cannot demonstrate financial integrity shall file evidence of surety in the amount calculated by the Department using the criteria above prior to receiving authorization to operate in Colorado. The surety may be in the form of a savings account, deposit, or certificate of deposit that meets the requirements of §11-35-101, C.R.S., or an alternative method approved by the Commission, or by bond. The Commission may disapprove an institution's surety if it finds there are insufficient funds to provide students with indemnification and alternative enrollment.

26.05 Bonds

- 26.05.01 If a private college or university files a bond, it shall be executed by the institution as principal and by a surety company authorized

to do business in Colorado. The bond shall be continuous unless the surety is released as set forth in this section.

- 26.05.02 The surety shall be conditioned to provide indemnification to any student that the Department finds to have suffered loss of tuition or any fees as a result of any act or practice that is a violation of this policy and to provide alternate enrollment, as described below, for students enrolled in an institution that ceases operation.
- 26.05.03 The amount of the surety that a private college or university submits is the greater of five thousand dollars or an amount equal to a reasonable estimate of the maximum prepaid, unearned tuition and fees of the institution for the period or term during the applicable academic year for which programs of instruction are offered, including but not limited to programs offered on a semester, quarter, monthly, or class basis, except that the institution shall use the period or term of greatest duration and expense in determining this amount if the institution's academic year consists of one or more periods or terms. The private college or university shall recalculate the amount of the surety annually.
- 26.05.04 The Colorado Commission on Higher Education may consider alternative surety requirements for institutions that can demonstrate that existing surety covers students served by the institution operating subject to authorization by the Colorado Commission on Higher Education.

26.06 Claims of Loss of Tuition and Fees

A student, or parent or guardian of the student, who claims loss of tuition or fees, may file a claim with the Department if the claim results from an act or practice that violates a provision of this policy. Claims filed with the Department are public records except that the Department shall not make the claims records public if the release would violate a federal privacy law. The Department shall not consider a claim that is filed more than two years after the date the student discontinues his or her enrollment with the institution.

26.07 Ceasing Operation and Alternate Enrollment

If a private college or university ceases operation, the Commission may make demand on the surety of the institution and the holder of the surety upon the demand for a refund by a student or the implementation of alternate enrollment. If the surety is a bond, the principal on the bond shall pay the claim due in a timely manner. To the extent practicable, the Commission shall use the amount of the surety to provide alternate enrollment through a contract with another authorized private college or university, a community college, an area vocational school, or any other arrangement that is acceptable to the Department. The alternate enrollment provided to a student shall replace the original enrollment

agreement, if any, except that the student shall make the tuition and fee payments as required by the original enrollment agreement, if any.

26.08 Payment of Debt

A student who is enrolled in a private college or university that ceases operation and who declines alternate enrollment may file a claim with the Commission for the student's prorated share of the prepaid unearned tuition and fees that the student paid. The Commission shall not make a subsequent payment to a student unless the student submits proof of satisfaction of any prior debt in accordance with this policy. If the amount of the surety is less than the total prepaid, unearned tuition and fees that have been paid by students at the time the institution ceases operation, the Department shall prorate the amount of the surety among the students. This section applies only to students enrolled in the institution at the time it ceases operation. Once an institution ceases operation, no new students shall be enrolled. The Commission is the trustee for all prepaid, unearned tuition and fees, student loans, Pell grants, and other student financial aid assistance if an authorized private college or university ceases operation.

26.09 Claims That Do Not Involve Ceasing Operation

For claims made that do not involve a private college or university that ceases operation, the Commission shall conduct a hearing to determine whether there is loss of tuition or fees, and, if the Commission finds that claim is valid, it shall make demand upon the surety.

26.10 Suspending Authorization Based on Loss of Surety

26.10.01 A private college's or university's authorization is suspended by operation of law when surety as required by this policy no longer covers the institution. The Department shall give written notice to the institution at the last-known address at least forty-five days before the release of the surety. Authorization is suspended by operation of law until the institution files evidence of surety in like amount as the surety being released.

26.10.02 The principal on a bond filed under the provisions of this section is released from the bond after the principal serves written notice thereof to the Commission at least sixty days before the release. The release does not discharge or otherwise affect a claim filed by a student or enrollee or his or her parent or legal guardian for loss of tuition or fees that occurred while the bond was in effect or that occurred under any note or contract executed during any period of time when the bond was in effect, except when another bond is filed in a like amount and provides indemnification for any such loss.

26.10.03 Each private college or university that files a surety shall provide annual verification of continued coverage by surety in a report to

the Commission due by January 1 of each year. If a private college or university that is exempt from the provisions of this policy or that demonstrates financial integrity ceases to operate in this state, the State Attorney General may filing a claim against the institution on behalf of students enrolled at the time the institution ceases operation to recover any amount of unearned, prepaid tuition that may be owed to the students. A seminary or religious training institution is not subject to the requirements of this section.

27.00 Data Submission

Refer to SURDS data submission guidelines

28.00 Student Complaints and Appeals

Refer to CCHE policy I, T; concerning Student Complaints and Appeals.

**TOPIC: DEGREE AUTHORIZATION ACT: INSTITUTE OF LOGISTICAL
MANAGEMENT - REQUEST FOR PROVISIONAL
AUTHORIZATION**

PREPARED BY: HEATHER DELANGE, ACADEMIC POLICY OFFICER

I. SUMMARY

This item recommends provisional authorization for Institute of Logistical Management (ILM) to operate as an authorized private, degree-granting institution in Colorado pursuant to the Degree Authorization Act. ILM, based in New Jersey, proposes to establish an office in Colorado. ILM currently runs online certificate programs out of its New Jersey office and intends to run an online Master of Business Administration (MBA) degree out of its Colorado office once Commission and accrediting agency approvals are obtained.

II. BACKGROUND

The Colorado Commission on Higher Education has statutory responsibility for administration of Title 23, Article 2 of the Colorado Revised Statutes, commonly referred to as the Degree Authorization Act, which outlines the terms by which certain types of institutions¹ may offer degrees or degree credits. Persons or organizations that violate the provisions of the statute are subject to legal penalties.

All private colleges and universities, out-of-state public colleges and universities, and seminaries and bible colleges are required to register with the Colorado Department of Higher Education and meet criteria in CCHE Policy Section I Part J, Degree Authorization Act, in order to have authorization to offer degrees within Colorado. Authorization by CCHE must be received by the institution prior to: offering any program of instruction, academic credits, or degrees; opening a place of business; soliciting students or enrollees; or offering educational support services.

II. STAFF ANALYSIS

The Institute of Logistical Management (ILM) is applying for provisional authorization to open an office in Colorado. ILM is a private, for-profit postsecondary institution that is currently based in New Jersey. The institution is accredited by the Distance Education & Training Council (DETC), a U.S. Department of Education recognized accrediting agency.

¹ Includes (1) properly accredited private colleges and universities; (2) out-of-state, public institutions; (3) postsecondary seminaries and bible colleges; and (4) private occupational schools authorized by the Division of Private Occupational Schools.

As required by the Degree Authorization Act, ILM submitted the initial documentation concerning its organization, programs, and finances along with an application fee of \$3,000 which is required of institutions that are already accredited. Department staff empanelled an evaluation team to review ILM's application. Staff provided the team with statutory references, DAA rules and regulations, ILM's application materials and supporting documents and charged the team with assessing whether ILM has the potential to get the new Colorado office accredited by DETC.

The Degree Authorization Act requires private colleges and universities to file evidence of surety in the amount of \$5,000 in the first year of operation in Colorado. The amount will continue to be \$5,000 until such time that the maximum prepaid, unearned tuition and fees exceeds this amount. ILM shall recalculate the amount of the surety annually to ensure that it has the financial ability to provide students with indemnification and alternative enrollment, in the event of an unexpected closure, as required by Colorado law. ILM is currently seeking surety and staff's recommendation is that obtaining surety be a condition of the Commission's approval of provisional authorization.

Staff requested and received completion rates for ILM. ILM focuses more on course completion rates, rather than certificate completion rates, because students often benefit by taking only one course (often required by an employer) and if students do not go on to complete any other courses in a certificate track, there is no mechanism in place to suggest that the student did or did not intend to take more courses in the certificate track when they first signed up for an individual course. Furthermore, the institution does not oblige any student beyond the course for which they are registered. The course completion rates for the past three years are: 92% (2010), 96% (2011), and 100% (2012). For comparison purposes, the mean standards for course completion set by DETC are 79%, 79%, and 92% respectively. Thus, ILM exceeds DETC's course completion rate requirement. ILM also provided certificate completion rates and these are attached as Addendum A.

The proposed Colorado office will administer a Master of Business Administration with a concentration in Logistics, which will be offered online. After all approvals have been received, ILM plans to move its headquarters to Colorado, though staff currently in New Jersey will remain there in order to administer the institution's existing certificate programs.

Under the Degree Authorization Act, an institution that has received provisional authorization by the CCHE will not be eligible for full authorization until the institution's accrediting agency conducts an on-site accreditation visit resulting in the accreditation of the site. The DETC has provided official acknowledgement of ILM's intent to open an administrative office in Colorado and reiterates the fact that ILM must first obtain necessary authorization from the Commission and then must seek and receive DETC approval for the new office and proposed Master of Business Administration degree. Under the same policies, the new site may not become operational until DETC approval is formally issued.

Addendum B is the first evaluation report provided by the evaluation team. Current procedure allows the institution to respond to the team's concerns, correct any inaccurate statements, and address institutional recommendations, the binding items in the consultants' report. During the review process, the evaluation team members noted changes they believe are necessary to bring the institution into compliance with the Degree Authorization Act. Addendum C contains ILM's response to the first report. Addendum D includes evaluators' comments from the institution's response to the report. Addendum E is a formal acknowledgement of any additional action by the institution to ensure compliance with Commission policy and statute.

Finally, it should be noted that Department staff requested ILM change two items on its website: one regarding seemingly contradictory information about how long students can take to complete a class and another regarding needed clarification that ILM courses may not transfer to other institutions. ILM made these requested changes to its website the same day Department staff requested them.

IV. STAFF RECOMMENDATION

Staff recommends that the Commission approve provisional authorization for the Institute of Logistical Management, on the condition that the institution obtains the required surety.

STATUTORY AUTHORITY

C.R.S. §23-2-103.3

C.R.S. §23-2-103.8 (5)

ATTACHMENTS

Addendum A – Certificate Completion Rates

Addendum B – Evaluators' report

Addendum C – Institution's response to report

Addendum D – Evaluators' response to institution response

Addendum E – Institution's written acknowledgement of conditions

Institute of Logistical Management

"ILM puts the LOGIC in LOGISTICS" Worldwide

April 22, 2013



Founded 1923

Accredited Member
Distance Education
and Training Council

Licensed by the State of
New Jersey, Department
of Education (Labor and
Workforce Development)

Listed in ACE Directory of
Postsecondary Institutions

DANTES Affiliated

Approved For
Veterans Benefits

Accredited Member CCPAC
(Certified Claims Professional
Accreditation Council, Inc.)

Course Work is Articulated
with the University of Phoenix®
and Other Leading Colleges
and Universities

Recognized by Office of the
Under Secretary of Defense

ILM is a member of:

The Council of Advisors -
Gerson Lehrman Group

Warehousing Education
& Research Council (WERC)

Council of Supply Chain
Management Professionals
(CSCMP)

Safety and Loss Prevention
Management Council of ATA

U.S. Chamber of Commerce
Transportation/Logistics
Committee

TLC
(Transportation and
Logistics Council, Inc.)

IANA (International Association
of North America)

Affiliated with TIA,
Transportation Intermediaries
Association

Dun & Bradstreet
07-944-9307

Subject: Course Completion Rates for Institute of Logistical Management (ILM)

- Every 12 Months, ILM must submit a comprehensive report to the Distance Education and Training Council (DETC), reporting on key factors of financial and operating significance for DETC's evaluation and approval.
- A key element in the Annual Report deals with Student Completion Rates:

<u>Certifications Awarded</u>	<u>Enrolled</u>	<u>Completed</u>	<u>Incomplete</u>	<u>Completion Ratio</u>
Certified Logistics Practitioner	25	22	3	88%
Logistics Practitioner	6	5	1	83%
Transportation and Logistics Certification	13	12	1	92%
<u>Total Enrolled in Certification Program</u>	44			

- Non-Completion of courses are minimal as evidenced by the very high completion percentage. Many variables could adversely influence completion rates due to the possible reasons below:
 1. currently poor economic conditions and high unemployment
 2. corporate downsizing, eliminating jobs and training programs
 3. personal reasons, such as Health, family issues, financial matters
 4. business interference, such as unusually heavy workload, overtime, new job, greater travel.
 5. military deployment due to 2 wars, (Iraq and Afghanistan)
- Refunds rarely occur. We may have had 1 or 2 Refunds requested and granted in last 3 years. Refunds are always processed within 30 days of written request.
- All of the foregoing is incorporated in our Annual Reports to DETC who consistently confirm our compliance.

Frank R. Breslin, Dean

"Education is not a mere means to Life . . . Education is Life!"

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Accredited Member DETC

*Department of Higher Education
State of Colorado
Institutional Review*

CONSULTANT(S) REVIEW OF PROPOSAL

Institute of Logistical Management

Summary of Strengths & Weaknesses

INSTITUTIONAL PROFILE

The Institute of Logistical Management (ILM), founded in 1923, has many years of experience in providing a certificate program in logistics. ILM is proposing two graduate online programs, an MBA and an MSIT, to be administered from Colorado. Its accrediting agency, the Distance Training and Education Council, has suggested that it begin with the MBA degree with a concentration in logistics, and wait to add the others until the MBA is approved and operational for some time. ILM has decided to follow the suggestion.

MISSION/PURPOSE AND OBJECTIVES/GOALS

Strengths:

- The mission statement is complete and contains both a vision statement and the process for measuring the college's attainment of its mission.

Weaknesses:

- The mission statements in the graduate catalog, in the Faculty Handbook, and in the February 1, 2013 letter to Heather Delange are all somewhat different.
- The mission does not contain "a brief description of the educational programs to be offered and their purposes, the students for which the programs are intended and the geographical or demographic area served by the institution and a description of how the institution relates to Colorado's broader higher education community," as required by Colorado regulations.

ACCREDITATION /AUTHORIZATIONS and APPROVALS

Strengths:

- ILM has been accredited since 2001 by the Distance Education and Training Council (DETC), an accrediting agency recognized by the U.S. Department of Education.

Weaknesses:

- The DETC accreditation covers only the 12 courses in the certificate program, none of which will be included in the new program.

INSTITUTIONAL ORGANIZATION / GOVERNANCE STRUCTURES

Strengths:

- The institution provided an organizational chart for its proposed Colorado campus. Positions were listed, but no staff names were provided, since none have been hired yet. The organizational chart is typical of those found at similar institutions.

Weaknesses:

- Since the institution has decided to limit its Colorado offering to only one MBA program with a concentration in logistics, it needs to provide an updated organizational chart that takes its limited initial offering into account.

LIBRARY RESOURCES AND SERVICES

Strengths:

- ILM is aware of the need for electronic resources to support an online program.

Weaknesses:

- The resources proposed by ILM for the program are those available through LIRN. LIRN is not an online academic library; it is a cooperative that provides institutions with a number of databases at a low negotiated price. The proposal does not indicate which databases will be purchased. One important business database, ProQuest's *ABI Inform*, is available as an optional module. The more highly regarded one, EBSCO's *Business Source Premier*, is not. Any MBA program should provide both, as well as the *Wall Street Journal*. While information technology is covered to a slight degree in the business literature, there are no IT resources available through LIRN.
- Given that the proposed programs require the completion of a capstone/thesis at a graduate level, the suggested resources are inadequate. Moreover, there is no indication of a plan to provide students with materials not available through local resources (interlibrary loan or document delivery).

FACULTY

Strengths:

- The credentials of many of the listed graduate faculty are impressive.
- Faculty have input into the shaping of the curriculum.

Weaknesses:

- Five of the eleven identified graduate faculty do not hold terminal degrees, as required by DETC: Robert Schirmer (MBA), Leon Cohan (B.S.), Ken Ackerman (MBA), Frank Breslin (MBA) and Brent Primus (no data sheet). Unlike the MFA degree, the MBA degree is not considered a terminal degree, inasmuch as numerous colleges offer either a Ph.D. or DBA degree in business.

- The proposed teaching/advising/research load for the graduate faculty is not identified.
- The Faculty Handbook is missing important information, including FERPA requirements and an appeal process for faculty. Discussions of policies in the Handbook do not distinguish between adjunct and fulltime faculty.
- The faculty grievance policy appears to deal only with student grievances against the faculty. The student services coordinator and a student are inappropriate choices to hear a grievance on the part of a faculty member against the administration.
- It is not clear if faculty can participate in faculty committees remotely. If not, many remotely based faculty may be unable to participate.
- It is not clear if fulltime faculty members are also independent contractors. If they cannot accept outside employment without permission, the IRS may not consider them to be independent contractors.
- The Handbook specifies that every student assignment is to show evidence of correct spelling, grammar, and sentence structure. However, sprinkled throughout the Handbook and the Catalog are instances of incorrect capitalization and sentence structure.
- The organization chart does not show a fulltime faculty member responsible for the proposed program, particularly needed in the light of the reliance on part-time distance instructors.

STUDENTS SUPPORT SERVICES

Strengths:

- The founders state that they will add appropriate student support services as students enroll.

Weaknesses:

- While there is a listing of the ethical requirements for admission counselors, the number and purpose of admission counselors are not discussed.
- The catalog appears to also serve as the Student Handbook, but it does not discuss financial aid, academic advising, technical support, or career services.
- The catalog does not include the address for the Department of Higher Education, Degree Authorization Act Officer, for complaints.

DEGREES/ACADEMIC PROGRAMS/GENERAL EDUCATION

Strengths:

- The course syllabi submitted were comprehensive and well-written and should provide students with all the information they need to succeed in each course.

Weaknesses:

- Page 15 of the graduate catalog states that the MBA program “prepares students to fill business leadership roles as *senior* managers in large corporate environments.” No documentation is provided to show that new MBA graduates are prepared to fill *senior* management roles.
- No graduate marketing course is required for the MBA in numerous of the concentrations. Thus, students can graduate with an MBA degree that includes no marketing education. This is not equivalent to similar MBA programs offered at other institutions.
- The MBA program with a concentration in logistics, which will be the only program of study offered initially, does not contain a single required logistics course.
- BUS720 International Economics states that students must have a “basic understanding of economic concepts.” Yet, economics is not one of the undergraduate courses stated in the admissions requirements as needed for admission.
- Similarly, FIN720 Corporate Financial Modeling states that students should enter the course with Microsoft Excel skills; yet, this requirement is not listed in the admissions criteria.
- Only two graduate courses (PM710 Advanced Project Management and the capstone course) have any graduate prerequisites. Thus, students can take, for example, MIS720 Systems Analysis & Design before taking the introductory MIS700 Management Information Systems course. Or students can take MIS730 Corporate Computer Security before taking any other MIS courses. Thus, the system of prerequisites does not ensure proper qualifications of students in any class or provide an increasing level of difficulty as the student progresses.

ADMINISTRATIVE SERVICES / ADMISSION POLICIES

Strengths:

- The catalog lists admissions requirements.
- A list of required ethical behaviors of student recruiters is in the catalog.
- Total cost of a degree is given. The cost of a degree is lower than other similar programs.

Weaknesses:

- Admissions requirements in the graduate catalog state that a student “should” have prior academic work in the major business disciplines or five years of relevant demonstrated professional experiences.
- Page 8 of the graduate catalog lists the disciplines that students should have completed for admission—either through undergraduate course work or through work experience. Basic knowledge of economics is not included.

ASSESSMENT/EVALUATION

Strengths:

- The New Jersey campus currently submits an annual assessment plan and outcomes to its accrediting agency.

Weaknesses:

- It is not clear in the catalog if students are responsible for finding a proctor or if the institution is.
- The appeal process as described in the catalog does not state to whom the student is to direct the appeal.
- The catalog does not state to whom a student is to address a request to withhold disclosure.
- There was no indication of whose responsibility institutional assessment might be.
- The assessment plan as submitted rates its student satisfaction highly, even though it is based on less than a 15% response rate to its surveys.

BUDGET/FINANCIAL PLAN

Strengths:

- A 3-year financial plan was presented.

Weaknesses:

- The financial plan includes only \$5000 for marketing to yield 100 students for the first year. This may be insufficient.
- No admissions counselors are budgeted for the first year.
- The financial materials provided were the result of an accounting review, rather than an audit. Typically institutions that receive federal funding, including student loans, require an audit rather than a review.
- There was no needs assessment. The founders have not indicated a need for their program. In a time when enrollments at for-profit schools are dropping, the founders have not indicated where they will draw prospective students.

INSTITUTIONAL RECOMMENDATIONS

Recommendations are binding items in the Consultants' Report. During the program review process, the review team members noted changes that they believe are necessary to bring the institution into compliance with the CCHE Degree Authorization Act. A written response to each of the recommendations is required.

1. Develop one mission statement that is consistent across all institutional publications. This mission should contain “a brief description of the educational programs to be offered and their purposes, the students for which the programs are intended and the geographical or demographic area served by the institution and a description of how the institution relates to Colorado’s broader higher education community.”
2. Submit an organizational chart that will be in effect at the time the institution commences operations in Colorado.
3. Include as a required part of the curriculum for the MBA degree with a logistics concentration at least one or two logistics courses—such as Supply Chain Management, Logistics Systems Management, or Distribution and Materials Management.
4. Following state approval, provide documentation that DETC has approved the new master’s program. This documentation must be provided before classes begin.
5. In order that the proposed curriculum match that of other recognized schools, these changes should be made:
 - a. Require a graduate marketing course in the MBA in all concentrations.
 - b. As part of the admissions requirements, require that students have a basic knowledge of economics—either through undergraduate course work or through documented work experience.
 - c. Review graduate course prerequisites (presently, only two courses have any graduate prerequisites) to ensure proper qualifications of students in any class and to provide an increasing level of difficulty as the student progresses.
6. On page 7 of the graduate catalog, under Admissions Requirements, change “students *should* have prior academic work” to “students *must* have prior academic work.”
7. On page 15 of the catalog, either provide documentation that the MBA program prepares new MBA graduates for “senior” management roles—or delete the statement.
8. Either delete “Microsoft Excel skills” as a prerequisite for FIN720 Corporate Financial Modeling—or add it to the admissions requirements.

9. In the catalog, clarify whose responsibility it is to find a proctor (p. 12), to whom a student should address an appeal (p. 13), and to whom a student is to address a request to withhold disclosure (p. 15).
10. Create a student handbook with information on financial aid, technical support, academic advising, and career services, or add this information to the catalog.
11. In the Faculty Handbook, provide a description of the grievance policy for faculty.
12. Identify the exact library databases that the Institute will be purchasing and indicate how they will be made available through the learning management system.
13. Indicate who will be responsible for selecting online library resources, seeing that they are organized, and preparing instructions for their use.
14. Before the beginning of the first semester, submit to the Department of Higher Education a list of faculty and their credentials.
15. At the end of the first year of classes, submit to the Department of Higher Education the student services provided and the names and credentials of those hired to provide them.
16. At the end of the first year of classes, submit to the Department of Higher Education a financial report, indicating expenses and income for the year.

INSTITUTIONAL SUGGESTIONS

Suggestions are non-binding items in the Consultants' Report. During the program review process, the review team members noted changes that they believe would enhance or improve the institution or the program. The team's suggestions are presented below. Although these suggested changes are not necessary to bring the program into compliance with the CCHE Degree Authorization Act, the institution is encouraged to discuss the suggestions with relevant stakeholders and implement them where appropriate. A written response to the suggestions is not required.

1. Edit institutional publications to ensure that they are written with correct capitalization and sentence structure.
2. Identify the teaching/advising/research loads for full-time and part-time faculty members.
3. Investigate the need for a full audit should the institution accept federal funding.
4. Investigate ways to ensure a higher rate of response on student surveys.
5. Clarify in the Faculty Handbook which policies apply to all faculty and which apply only to fulltime. If policies apply to adjunct faculty, then it should be so stated.
6. Clarify in the Faculty Handbook whether or not faculty members are able to participate remotely in faculty meetings.

Consultants:

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*Department of Higher Education
State of Colorado
Institutional Review*

CONSULTANT(S) REVIEW OF PROPOSAL

Institute of Logistical Management

Summary of Strengths & Weaknesses

INSTITUTIONAL PROFILE

The Institute of Logistical Management (ILM), founded in 1923, has many years of experience in providing a certificate program in logistics. ILM is proposing two graduate online programs, an MBA and an MSIT, to be administered from Colorado. Its accrediting agency, the Distance Training and Education Council, has suggested that it begin with the MBA degree with a concentration in logistics, and wait to add the others until the MBA is approved and operational for some time. ILM has decided to follow the suggestion.

MISSION/PURPOSE AND OBJECTIVES/GOALS

Strengths:

- The mission statement is complete and contains both a vision statement and the process for measuring the college's attainment of its mission.

Weaknesses:

- The mission statements in the graduate catalog, in the Faculty Handbook, and in the February 1, 2013 letter to Heather Delange are all somewhat different.
- The mission does not contain "a brief description of the educational programs to be offered and their purposes, the students for which the programs are intended and the geographical or demographic area served by the institution and a description of how the institution relates to Colorado's broader higher education community," as required by Colorado regulations.

ILM Comments:

We agree with the reviewers that the mission of an organization is an essential key in aligning its activities, measuring its effectiveness, ensuring organizational alignment, and defining its reason for existence. We have carefully reviewed the comments provided in this review, and have made the following changes to the ILM mission statement as aligned to Colorado regulation. We do note that as we continue through the review and approval processes, additional clarifications may be requested by accreditation reviewers. If additional nuances are added to or taken away from the ILM mission statement as part of the broader review processes, we will notify CDHE upon final approvals prior to program implementation.

The reviewers commented that Colorado regulations require several components to a school's mission statement identified as:

- Part A: “a brief description of the educational programs to be offered and their purposes”
- Part B: “the students for which the programs are intended and the geographical or demographic area served by the institution”
- Part C: “a description of how the institution relates to Colorado’s broader higher education community”

While we believe each of those elements was present in the provided mission statement, we agree that some of the relationships were more abstract than literal. We agree that in some subsequent materials where the mission statement was paraphrased instead of provided in quotations it could be possible to derive slight differences in its interpretation concerning scope and breadth. While these differences were nuanced, they still could provide for confusion and we agree that it is more prudent and responsible to avoid possible confusion concerning ILM’s mission.

To address this, we have implemented an institutional policy to represent the school's mission statement as a quotation in all publications and not to paraphrase it or provide other non-literal representations.

ILM conducted research on the two premier Colorado higher education institutions, Colorado State University, and the University of Colorado, to examine appropriate mission statement examples meeting the above provided criteria.

- University of Colorado lists their mission as: “The University of Colorado is a public research university with multiple campuses serving Colorado, the nation and the world through leadership in high-quality education and professional training, public service, advancing research and knowledge, and state-of-the-art health care.”¹
- Colorado State University lists their mission as: “Inspired by its land-grant heritage, CSU is committed to excellence, setting the standard for public research universities in teaching, research, service and extension for the benefit of the citizens of Colorado, the United States and the world.”²

After careful analysis of the above approved Colorado institutional mission statements, provided CDHE requirements, and examination of current and future ILM goals, we have adopted the following as the modified mission statement as part of this proposal, so to meet all elements of the Colorado regulation:

- **“The Institute of Logistical Management is a private institution with administrative offices in New Jersey and Colorado, serving adult learners anywhere in the world by providing high quality low cost at-a-distance education programs in business, technology, and logistical management.”**

¹ <https://www.cu.edu/content/missionandguidingprinciplesuniversitycolorado> Accessed 4/15/2013

² <http://www.colostate.edu/mission.aspx> Accessed 4/15/2013

ACCREDITATION /AUTHORIZATIONS and APPROVALS

Strengths:

- ILM has been accredited since 2001 by the Distance Education and Training Council (DETC), an accrediting agency recognized by the U.S. Department of Education.

Weaknesses:

- The DETC accreditation covers only the 12 courses in the certificate program, none of which will be included in the new program.

ILM Comments:

ILM has been accredited since 2001 and has undergone several accreditation visits, receiving accreditation for a full five year term, the most DETC is able to provide, after all evaluations. This demonstrates that ILM has a strong working knowledge of the significances of accreditation in education and that ILM and staff see the value in both the letter and the spirit of operating as an accredited institution.

The nature of a successful institution is to monitor the needs of its students and alumni and to address additional education requirements within its community, when necessary, for the betterment of all involved. To that end, often growth of the organization and expansion of the programs offered is the best and most practical means to address these newly identified requirements.

We find the accreditation record, operating history, and desire to seek additional approvals as institutional strengths, where we can draw upon existing knowledge and practices to broaden ILM support of adults working within logistically supported markets.

INSTITUTIONAL ORGANIZATION / GOVERNANCE STRUCTURES

Strengths:

- The institution provided an organizational chart for its proposed Colorado campus. Positions were listed, but no staff names were provided, since none have been hired yet. The organizational chart is typical of those found at similar institutions.

Weaknesses:

- Since the institution has decided to limit its Colorado offering to only one MBA program with a concentration in logistics, it needs to provide an updated organizational chart that takes its limited initial offering into account.

ILM Comment:

ILM agrees with the reviewers that a slightly modified organization structure is required per the structural changes to the proposed Colorado offerings and to address the additional comments from the CDHE review. We do note that as we continue through the review and approval processes, additional changes to the Colorado based organizational structure may be requested by accreditation reviewers. If additional positions are added, modified, or removed from the ILM Colorado location as part of the broader review processes, we will notify CDHE upon final approvals prior to program implementation as requested.

After careful review of the provided comments, ILM has made the following changes to the Colorado organizational structure as described below and as represented in the attachment “A2 – UPDATED ILM Organizational Chart”.

1. Currently this position is titled “VP of New Projects”. Upon initial Colorado launch, this position will take on the title of “Chief Academic Officer”.
2. With the reduction to one program, the Student Services positions have been reduced to one instead of two, and this positions job description has been expanded to provide faculty services.
3. The Colorado role mentioned in #1 above will permanently assume the responsibilities of the Chief Academic Officer, and the prior CAO position will be split into two full-time faculty positions.
4. A new part-time librarian role had been added to address library resources and services for students and faculty.
5. A new part-time student research assistant position has been added to provide requested assistance and guidance to students concerning how to conduct research, provide assistance with APA formatting, and provide guidance with the overall graduate research writing process. As ILM grows, this will evolve into a high quality writing center as a future resource for ILM students.

To address the startup costs of these new positions, the owners’ equity amount in the business plan has been increased from \$50,000 to \$75,000 to fund initial operations. Colorado positions will be hired after all approvals are gained but prior to the new program launch. Names for those positions will be provided to CDHE prior to program launch as requested.

LIBRARY RESOURCES AND SERVICES

Strengths:

- ILM is aware of the need for electronic resources to support an online program.

Weaknesses:

- The resources proposed by ILM for the program are those available through LIRN. LIRN is not an online academic library; it is a cooperative that provides institutions with a number of databases at a low negotiated price. The proposal does not indicate which databases will be purchased. One important business database, ProQuest’s *ABI Inform*, is available as an optional module. The more highly regarded one, EBSCO’s *Business Source Premier*, is not. Any MBA program should provide both, as well as the *Wall Street Journal*. While information technology is covered to a slight degree in the business literature, there are no IT resources available through LIRN.
- Given that the proposed programs require the completion of a capstone/thesis at a graduate level, the suggested resources are inadequate. Moreover, there is no indication of a plan to provide students with materials not available through local resources (interlibrary loan or document delivery).

ILM Comments:

ILM is committed to providing faculty and students with all of the resources they need to be successful. We agree with the reviewer that library resources play an integral role in supporting student success in any academic environment, and especially in an MBA program.

Through thoughtful research and analysis by ILM faculty and the curriculum review committee, we concluded that the LIRN subscription provides students and faculty access to appropriate and adequate resource databases to be successful in the proposed program, with the primary databases accessed expected to be ProQuest, InfoTrac, and eLibrary. However, we agree we did not provide sufficient visibility to the reviewer concerning internal procedures and library/faculty support process to address deficiencies in library offerings on an ongoing bases. The ILM academic structure and process are to work with faculty and curriculum designers to identify necessary learning resources, provide these resources to faculty, who then consider and make appropriate assignments to students, guiding their research and usage of the library resources.

The reviewer identified that the subscription level to EBSCO within LIRN is one level below the suggested level of “Premier”, with the primary difference being the student access to a wider range of resources and a wider range of full-text articles than the LIRN version which provides these resources only in abstract form. The reviewer noted that an MBA program should have access to the Wall Street Journal, which is provided through the LIRN subscription via the eLibrary database.

We have carefully considered the reviewers comments, and have made a significant change to address the weaknesses noted above, we have created a new role to support faculty and course developers in assessing library needs, and to ensure ILM provides all necessary library resources and services to faculty and students. This new position, identified on the provided updated organizational chart, will work closely with the CAO, full time faculty, and ILM students to ensure needs are identified and addressed. This position will also provide a single point of coordination to assist students with materials not available through local resources (interlibrary loan or document delivery).

This new position will further serve as the coordination point to assist students in getting access to the EBSCO's Business Source Premier Databases when deemed required by faculty and guided by instructional content, working with students to secure free access which is often available through a local library resource, and/or assisting in the price negotiations for ILM to acquire licensed pay-per-usage access for students as necessary per faculty and instructional requirements.

FACULTY

Strengths:

- The credentials of many of the listed graduate faculty are impressive.
- Faculty have input into the shaping of the curriculum.

Weaknesses:

- Five of the eleven identified graduate faculty do not hold terminal degrees, as required by DETC: Robert Schirmer (MBA), Leon Cohan (B.S.), Ken Ackerman (MBA), Frank Breslin (MBA) and Brent Primus (no data sheet). Unlike the MFA degree, the MBA degree is not considered a terminal degree, inasmuch as numerous colleges offer either a Ph.D. or DBA degree in business.
- The proposed teaching/advising/research load for the graduate faculty is not identified.
- The Faculty Handbook is missing important information, including FERPA requirements and an appeal process for faculty. Discussions of policies in the Handbook do not distinguish between adjunct and fulltime faculty.
- The faculty grievance policy appears to deal only with student grievances against the faculty. The student services coordinator and a student are inappropriate choices to hear a grievance on the part of a faculty member against the administration.
- It is not clear if faculty can participate in faculty committees remotely. If not, many remotely based faculty may be unable to participate.
- It is not clear if fulltime faculty members are also independent contractors. If they cannot accept outside employment without permission, the IRS may not consider them to be independent contractors.
- The Handbook specifies that every student assignment is to show evidence of correct spelling, grammar, and sentence structure. However, sprinkled throughout the Handbook and the Catalog are instances of incorrect capitalization and sentence structure.
- The organization chart does not show a fulltime faculty member responsible for the proposed program, particularly needed in the light of the reliance on part-time distance instructors.

ILM agrees with the reviewers that faculty are the heart of a successful academic program, and shares in the reviewers comments concerning the process ILM is going through, and how ILM must attain approvals prior to employing new faculty for the proposed Colorado program. ILM agrees with the reviewers that it would not be responsible to recruit additional faculty under the promises of employment for Colorado based programs that we are not yet approved to provide to students.

In support of the reviewers comments, ILM has added a FERPA section and an updated faculty focused grievance process to the Faculty Handbook and included the updated handbook as attachment 14.01-C.6a UPDATE Faculty Handbook.docx

Faculty proposed teaching/advising loads are identified on page 14 of the faculty handbook. ILM does not represent itself, nor desires to be, a research focused institution. Instead, ILM's focus is on teaching and curriculum excellence. Good representations of success to this approach follows in ILM receiving national recognition for logistical

education, listed with some of the better schools in the country for this type of education including Michigan State University, Arizona State University, Purdue University, and many others.³ ILM faculty focus on providing student instruction, advising students concerning course assignments and research, and monitoring, improving, and approving ILM course content.

To provide clarification in support of the reviewers comments for the academic positions identified on page 14, we have added clarification in the position title to identify which roles are considered adjunct (part-time), which is compensated as 1099 contract labor, and which positions are W-2, classified as employees. ILM has also added two fulltime faculty to the Colorado organization as discussed in a prior section. These two faculty, depending on credentials, location, and abilities, will carry the titles of either Full Professor or Professor in Residence, with the associated responsibilities and teaching loads as identified in the handbook. ILM will notify CDHE prior to program implementation as requested, concerning the names and credentials of all faculty selected.

As a distance based education provider, all faculty and staff can participate in meetings and on appropriate committees from a distance.

STUDENTS SUPPORT SERVICES

Strengths:

- The founders state that they will add appropriate student support services as students enroll.

Weaknesses:

- While there is a listing of the ethical requirements for admission counselors, the number and purpose of admission counselors are not discussed.
- The catalog appears to also serve as the Student Handbook, but it does not discuss financial aid, academic advising, technical support, or career services.
- The catalog does not include the address for the Department of Higher Education, Degree Authorization Act Officer, for complaints.

The Student Services & Registrar roles at ILM perform admissions counseling for all matriculating students. ILM does not use dedicated admissions counselors as we do not subscribe to an outbound marketing model. ILM is closely tied to the broad international supply chain and logistical management industries and is extremely well know within those circles making outbound marketing services unnecessary.

In support of the reviewers' comments, a Career Services, Academic Advising, and Technical Support function have been added to the Student Services role; a description of ILM Career Services, Academic Advising, and Student Services has been added to the graduate catalog, and CDHE contact information for complaints has been added to the catalog (provided as attachment 14.01-C.8-UPDATE..).

³ <http://www.inboundlogistics.com/cms/article/back-to-school-start-your-search-here/> Accessed April 16, 2013

As noted, the ILM Registrar and ILM Student Services roles share many of the same responsibilities, and ILM has a policy to add Student Services positions to maintain a ratio of roughly one Registrar/Student Services FTE per every 100 students enrolled fulltime, or every 200 students enrolled part-time, or whatever combination mix of fulltime and part-time students equal this volume of students.

ILM has also added a Student Research Assistant role to the organization to help address student inquiries concerning how to conduct graduate level research, APA formatting, and general graduate level research writing. This new role serves as a mentor, upon request, to address specific student questions. This role does not assist students in performing research, only provides guidance to students on how to conduct research.

DEGREES/ACADEMIC PROGRAMS/GENERAL EDUCATION

Strengths:

- The course syllabi submitted were comprehensive and well-written and should provide students with all the information they need to succeed in each course.

Weaknesses:

- Page 15 of the graduate catalog states that the MBA program “prepares students to fill business leadership roles as *senior* managers in large corporate environments.” No documentation is provided to show that new MBA graduates are prepared to fill *senior* management roles.
- No graduate marketing course is required for the MBA in numerous of the concentrations. Thus, students can graduate with an MBA degree that includes no marketing education. This is not equivalent to similar MBA programs offered at other institutions.
- The MBA program with a concentration in logistics, which will be the only program of study offered initially, does not contain a single required logistics course.
- BUS720 International Economics states that students must have a “basic understanding of economic concepts.” Yet, economics is not one of the undergraduate courses stated in the admissions requirements as needed for admission.
- Similarly, FIN720 Corporate Financial Modeling states that students should enter the course with Microsoft Excel skills; yet, this requirement is not listed in the admissions criteria.
- Only two graduate courses (PM710 Advanced Project Management and the capstone course) have any graduate prerequisites. Thus, students can take, for example, MIS720 Systems Analysis & Design before taking the introductory MIS700 Management Information Systems course. Or students can take MIS730 Corporate Computer Security before taking any other MIS courses.

Thus, the system of prerequisites does not ensure proper qualifications of students in any class or provide an increasing level of difficulty as the student progresses.

We have carefully considered the reviewers comments and agree with the spirit of the comments provided. There are some clarifications we will provide as necessary to the comments as the proposed MBA program has been consolidated and expanded as part of ongoing review processes. Provided here in the attached catalog is the current proposed program. We do note that as we continue through the review and approval processes, additional clarifications or updates may be requested by accreditation reviewers. If additional changes are made to meet accreditation requirements to the proposed program as part of the broader ongoing review processes, we will notify CDHE upon final approvals prior to program implementation.

In specific reference to the provided comments, program updates and clarifications include:

- **The term 'senior' has been removed from the program description.**
- **Program prerequisites have been more clearly defined and consolidated as program entry criteria in the catalog in the 'Admission Requirements' section (please see attached catalog for details to extensive to list here, Admission Requirements start on page 7).**
- **Prerequisites have been added to each course description in the catalog.**
- **With the consolidated program offerings, FIN720 has been removed from the current curriculum.**
- **The marketing course is required for the single proposed MBA degree.**
- **Several supply chain and logistical management course are required for the proposed single MBA degree program.**
- **Course titles and descriptions have been improved to more accurately reflect course content and compare to analogous programs from other appropriately accredited schools.**
- **NOTE: ILM MBA courses must be taken in the sequence listed, this has been updated in the catalog to provide more clarity to both sequence and prerequisite.**

ADMINISTRATIVE SERVICES / ADMISSION POLICIES

Strengths:

- The catalog lists admissions requirements.
- A list of required ethical behaviors of student recruiters is in the catalog.
- Total cost of a degree is given. The cost of a degree is lower than other similar programs.

Weaknesses:

- Admissions requirements in the graduate catalog state that a student “should” have prior academic work in the major business disciplines or five years of relevant demonstrated professional experiences.
- Page 8 of the graduate catalog lists the disciplines that students should have completed for admission—either through undergraduate course work or through work experience. Basic knowledge of economics is not included.

We have carefully considered and agree with the reviewer’s comments, which also link to other comments found in other sections, and have made the following adjustments to bring ILM administrative policies into CDHE compliance.

- **Terminology like ‘should’ has been changed to ‘must’.**
- **In consolidating course prerequisites into clearly listed program prerequisites, a clearer list of requirements, including economics, has been added (Starting on page 7 of the catalog).**

ASSESSMENT/EVALUATION

Strengths:

- The New Jersey campus currently submits an annual assessment plan and outcomes to its accrediting agency.

Weaknesses:

- It is not clear in the catalog if students are responsible for finding a proctor or if the institution is.
- The appeal process as described in the catalog does not state to whom the student is to direct the appeal.
- The catalog does not state to whom a student is to address a request to withhold disclosure.
- There was no indication of whose responsibility institutional assessment might be.
- The assessment plan as submitted rates its student satisfaction highly, even though it is based on less than a 15% response rate to its surveys.

After careful consideration of the provided comments, a new proctor section has been added to the catalog that details proctor selection and requirements that starts on page 12.

As identified in the catalog, the appeals process, as a final step (step 6), is to be made to the institution president as noted starting on page 14. The institution president is currently Jay Brennan.

As identified in the catalog, a student is directed to the ILM Registrar to request to withhold disclosure of information deemed to be in the public domain as noted starting on page 15.

Historically in New Jersey the responsibility for institutional assessment has rested with the ILM Dean of Vocational Programs. In the Colorado office this is the responsibility of the Chief Academic Officer. After all operating approvals are received and the Colorado

office is fully operational, this responsibility will consolidate for the entire institution from the Colorado location.

ILM has implemented a course development policy to include a link to the student satisfaction survey as the final activity for students to complete in each course. This policy will raise the student response participation rate, which will in turn provide a more accurate assessment of student satisfaction.

BUDGET/FINANCIAL PLAN

Strengths:

- A 3-year financial plan was presented.

Weaknesses:

- The financial plan includes only \$5000 for marketing to yield 100 students for the first year. This may be insufficient.
- No admissions counselors are budgeted for the first year.
- The financial materials provided were the result of an accounting review, rather than an audit. Typically institutions that receive federal funding, including student loans, require an audit rather than a review.
- There was no needs assessment. The founders have not indicated a need for their program. In a time when enrollments at for-profit schools are dropping, the founders have not indicated where they will draw prospective students.

ILM has been systematically participating in and monitoring the supply chain and logistical management fields for dozens of years. This includes a variety of research activities, panel discussions, consulting engagements, and other proactive undertakings, engaging leaders and organizations throughout the world to understand current and developing industry needs. Through this syntopical and systemic analysis, ILM has concluded that there is a growing demand for high quality, low cost, and extremely flexible graduate level offerings in this field, and will draw students from these existing relationships. While there are currently a variety of programs offered in this space from institutions with a diversity of tax statuses, those programs are all generally offered at high multiples of the tuition levels the ILM program will be offered at, thus creating a market for the ILM program to help address this growing demand.

As explained prior ILM's business model does not use dedicated admissions councilors, and instead has those activities covered from an inbound perspective by Student Services and Registrar personnel.

In its over 90 year history, ILM has never participated in the Federal Student Loan program, and ILM has no intention of applying to participate in this program. While we agree with the reviewer that institutions that receive federal funding, including student loans, require an audit rather than a review, ILM is not one of those institutions and has no plans to apply to be under any contemplated operating scenario.

INSTITUTIONAL RECOMMENDATIONS

Recommendations are binding items in the Consultants' Report. During the program review process, the review team members noted changes that they believe are necessary to bring the institution into compliance with the CCHE Degree Authorization Act. A written response to each of the recommendations is required.

1. Develop one mission statement that is consistent across all institutional publications. This mission should contain “a brief description of the educational programs to be offered and their purposes, the students for which the programs are intended and the geographical or demographic area served by the institution and a description of how the institution relates to Colorado’s broader higher education community.”
 - a. **Response:** Agree, please see our detailed response above.
2. Submit an organizational chart that will be in effect at the time the institution commences operations in Colorado.
 - a. **Response:** Agree, please see attachment: “A2 - UPDATED ILM organizational Chart.pptx”
3. Include as a required part of the curriculum for the MBA degree with a logistics concentration at least one or two logistics courses—such as Supply Chain Management, Logistics Systems Management, or Distribution and Materials Management.
 - a. **Response:** Agree, please see attachment: “14.01-C.8-UPDATE ILM Graduate Catalog.docx”
4. Following state approval, provide documentation that DETC has approved the new master’s program. This documentation must be provided before classes begin.
 - a. **Response:** Agree.
5. In order that the proposed curriculum match that of other recognized schools, these changes should be made:
 - a. Require a graduate marketing course in the MBA in all concentrations.
 - b. As part of the admissions requirements, require that students have a basic knowledge of economics—either through undergraduate course work or through documented work experience.
 - c. Review graduate course prerequisites (presently, only two courses have any graduate prerequisites) to ensure proper qualifications of students in any class and to provide an increasing level of difficulty as the student progresses.

- d. **Response:** Agree, please see attachment: “14.01-C.8-UPDATE ILM Graduate Catalog.docx”
- 6. On page 7 of the graduate catalog, under Admissions Requirements, change “students *should* have prior academic work” to “students *must* have prior academic work.”
 - a. **Response:** Agree, change made.
- 7. On page 15 of the catalog, either provide documentation that the MBA program prepares new MBA graduates for “senior” management roles—or delete the statement.
 - a. **Response:** Agree, term removed.
- 8. Either delete “Microsoft Excel skills” as a prerequisite for FIN720 Corporate Financial Modeling—or add it to the admissions requirements.
 - a. **Response:** Agree, however course was removed when the program was consolidated.
- 9. In the catalog, clarify whose responsibility it is to find a proctor (p. 12), to whom a student should address an appeal (p. 13), and to whom a student is to address a request to withhold disclosure (p. 15).
 - a. **Response:** Agree, please see attachment: “14.01-C.8-UPDATE ILM Graduate Catalog.docx”
- 10. Create a student handbook with information on financial aid, technical support, academic advising, and career services, or add this information to the catalog.
 - a. **Response:** Agree, please see attachment: “14.01-C.8-UPDATE ILM Graduate Catalog.docx”
- 11. In the Faculty Handbook, provide a description of the grievance policy for faculty.
 - a. **Response:** Agree, please see attachment: “14.01-C.6a UPDATE Faculty Handbook.docx”
- 12. Identify the exact library databases that the Institute will be purchasing and indicate how they will be made available through the learning management system.
 - a. **Response:** Agree, please see our detailed response above.
- 13. Indicate who will be responsible for selecting online library resources, seeing that they are organized, and preparing instructions for their use.
 - a. **Response:** Agree, please see our detailed response above. A new role has been added as described.

14. Before the beginning of the first semester, submit to the Department of Higher Education a list of faculty and their credentials.

a. **Response:** Agree.

15. At the end of the first year of classes, submit to the Department of Higher Education the student services provided and the names and credentials of those hired to provide them.

a. **Response:** Agree.

16. At the end of the first year of classes, submit to the Department of Higher Education a financial report, indicating expenses and income for the year.

a. **Response:** Agree.

INSTITUTIONAL SUGGESTIONS

Suggestions are non-binding items in the Consultants' Report. During the program review process, the review team members noted changes that they believe would enhance or improve the institution or the program. The team's suggestions are presented below. Although these suggested changes are not necessary to bring the program into compliance with the CCHE Degree Authorization Act, the institution is encouraged to discuss the suggestions with relevant stakeholders and implement them where appropriate. A written response to the suggestions is not required.

1. Edit institutional publications to ensure that they are written with correct capitalization and sentence structure.

a. **Response:** Agree.

2. Identify the teaching/advising/research loads for full-time and part-time faculty members.

a. **Response:** Agree, please see our detailed response above.

3. Investigate the need for a full audit should the institution accept federal funding.

a. **Agree but with Clarification:** We do not plan to build a business model around participation in Federal Student Aid programs.

4. Investigate ways to ensure a higher rate of response on student surveys.

a. **Response:** Agree, please see our detailed response above.

5. Clarify in the Faculty Handbook which policies apply to all faculty and which apply only to fulltime. If policies apply to adjunct faculty, then it should be so stated.

- a. **Response:** Agree, please see attachment: “14.01-C.6a UPDATE Faculty Handbook.docx”
- 6. Clarify in the Faculty Handbook whether or not faculty members are able to participate remotely in faculty meetings.
 - a. **Response:** Agree, please see attachment: “14.01-C.6a UPDATE Faculty Handbook.docx”

Consultants:

Mignon Adams, MSLS
Professor Emeritus of Information Science
University of the Sciences in Philadelphia

Scot Ober, Ph.D.
Former Professor
Ball State University

Team Comments
On
Responses from Institute of Logistical Management
April 24, 2013

We have reviewed the response from the Institute of Logistics Management and we are satisfied with the institution's detailed responses to our report, especially changes in course content and prerequisites and the more explicit discussion of the admission requirements. We feel that a master's degree in logistics management is well within the expertise and the experience of the organization.

We have these suggestions:

The new sections have been inserted into the old documents, so that in some cases the previous confusion remains. For example, the original paragraph on proctoring is still in its original place, with the extended discussion appearing at a different place in the catalog. To eliminate misunderstandings, we suggest that the new sections be integrated into the catalog. The catalog should also be reviewed by an editor to correct errors in capitalization and word usage.

"Research assistant" typically carries a different meaning in higher education, referring to a graduate student who receives a stipend to assist a faculty member in his or her research. To avoid confusion in the hiring process or with students with other graduate experience, we suggest a different title. Those hired in writing centers typically assist students with writing, style, and citations, so "writing center associate" might be one choice. It is unlikely that someone with skills in tutoring writing will also be familiar with the business literature at a graduate level, so we also suggest that the part-time librarian be involved in this process as well.

Our recommendation is to approve the institution's application for state approval to operate in Colorado, subject to our previous recommendations:

1. Following state approval, provide documentation that DETC has approved the new master's program. This documentation must be provided before classes begin.
2. Before the beginning of the first semester, submit to the Department of Higher Education a list of faculty and their credentials.
3. At the end of the first year of classes, submit to the Department of Higher Education the student services provided and the names and credentials of those hired to provide them.
4. At the end of the first year of classes, submit to the Department of Higher Education a financial report, indicating expenses and income for the year.

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We have these suggestions:

The new sections have been inserted into the old documents, so that in some cases the previous confusion remains. For example, the original paragraph on proctoring is still in its original place, with the extended discussion appearing at a different place in the catalog. To eliminate misunderstandings, we suggest that the new sections be integrated into the catalog. The catalog should also be reviewed by an editor to correct errors in capitalization and word usage.

Comment: We agree with the reviewer that with the inclusion of several of the CDHE suggestions from the prior review cycle, the best approach by ILM prior to offering these programs or submitting for accreditation review is to address all documents to ensure they speak with one voice and present a single, coherent, clear, and error free body of work. This review is underway and will be completed prior to accreditation review.

“Research assistant” typically carries a different meaning in higher education, referring to a graduate student who receives a stipend to assist a faculty member in his or her research. To avoid confusion in the hiring process or with students with other graduate experience, we suggest a different title. Those hired in writing centers typically assist students with writing, style, and citations, so “writing center associate” might be one choice. It is unlikely that someone with skills in tutoring writing will also be familiar with the business literature at a graduate level, so we also suggest that the part-time librarian be involved in this process as well.

Comment: We have carefully reviewed this comment and are comfortable using language that is more common to traditional research roles as suggested by the reviewer. We are also comfortable including the librarian role in this process, and share the spirit of the reviewers comment. As enrollments increase one of our priorities will be to transition the librarian role from part-time to full-time.

Our recommendation is to approve the institution's application for state approval to operate in Colorado, subject to our previous recommendations:

1. Following state approval, provide documentation that DETC has approved the new master's program. This documentation must be provided before classes begin.

- a. **Comment:** We must undergo the accreditation review process and receive this documentation before we can offer the program and are comfortable and agree to provide this to CDHE as part of our information packet prior to program launch.
2. Before the beginning of the first semester, submit to the Department of Higher Education a list of faculty and their credentials.
 - a. **Comment:** We agree that this is important information as an institutions faculty are the primary educational resource made available to students, and contribute to all components of a quality academic program. We will provide day one faculty to CDHE prior to program launch in the same spreadsheet format showing faculty and courses that was used in our original submission as part of our information packet prior to program launch.
3. At the end of the first year of classes, submit to the Department of Higher Education the student services provided and the names and credentials of those hired to provide them.
 - a. **Comment:** After careful review, we believe CDHE is asking for a list of student services team members, team member CV's, and the categories of services ILM offered to students from Colorado. We agree to provide this information to CDHE as part of our information packet delivered one year after program launch.
4. At the end of the first year of classes, submit to the Department of Higher Education a financial report, indicating expenses and income for the year.
 - a. **Comment:** This type of information is included with annual DETC reporting. We will provide to CDHE our annual reports entailing the first year of Colorado operations, and provide a cover sheet summary page specific to this CDHE request addressing the financial elements including expenses and incomes for the operating year as highlighted in our official accreditation report.

Consultants:

Mignon Adams, MSLS
Professor Emeritus of Information Science
University of the Sciences in Philadelphia

Scot Ober, Ph.D.
Former Professor
Ball State University

TOPIC: FISCAL YEAR 2014 FINANCIAL AID ALLOCATIONS

PREPARED BY: CELINA DURAN, FINANCIAL AID ADMINISTRATOR

I. SUMMARY

Each year, pursuant to state law (C.R.S. 23-3.3-102 (2)), the Colorado Commission on Higher Education acts to allocate state-funded student financial aid, by program, to eligible institutions of higher education.

This item includes the proposed financial aid allocations for undergraduate need, graduate need and work-study programs for FY 2014. The allocations were calculated using the allocation method approved by the Commission at the January 2013 CCHE meeting.

II. BACKGROUND

The Commission's overall financial aid policy is designed to achieve three goals:

- Maximize the amount of financial aid funds available to Colorado residents;
- Direct state need-based dollars to all students with the least ability to pay; and,
- Recognize the student responsibility in paying higher education costs.

In addition, the Colorado Student Grant Program is intended to accomplish the following (CCHE Policy VI, F, Section 5.01.04):

The purposes of the Colorado Student Grant program are to provide need-based financial assistance to eligible Colorado residents as well as to encourage credit hour accumulation, persistence (including successful transfer), and timely completion. To accomplish these goals the Commission allocates state need-based dollars to institutions based upon their enrollments of eligible Colorado resident students who have the least ability to pay for their education; that is, Colorado Student Grant funds will be allocated to Pell eligible FTE at state-supported and non-profit private institutions, by class level (i.e., Freshmen, Sophomore, Junior, and Senior). The Commission shall differentiate awards among class levels, providing increasingly larger awards for students who progress academically. In determined allocation amounts, the Commission will use the most current, reliable data available.

In the 2013 legislative session, the General Assembly increased need-based aid by \$5,459,912 and held Work Study flat at prior year levels. Table One (below) shows FY 2014 appropriations by program type compared to the previous fiscal year.

Table One: FY 2013 and FY 2014 General Fund Financial Aid Appropriations

Fiscal Year	Need	Work Study	*DTAP	Native American	Total
2013	73,798,891	16,432,328	364,922	12,773,557	103,369,698
2014	79,258,803	16,432,328	420,000	14,466,230	110,577,361
Dollar Change	5,459,912	0	55,078	1,692,673	7,207,663
% Change	7.40%	0.00%	15.09%	13.25%	6.97%

*Dependent’s Tuition Assistance Program

III. STAFF ANALYSIS

1. Need-Based Aid

In January 2013, the Commission approved a new allocation method for the undergraduate need-based aid program, the Colorado Student Grant, beginning in FY 2014. The method for calculating graduate need-based aid remains unchanged from prior years.

A. Colorado Student Grant

Colorado Student Grant program is awarded to undergraduate students with demonstrated need. Allocations are based on the number of Pell eligible students (full-time equivalent) at each institution with differential payments based upon the students’ grade level. Pell eligible students are those with an expected family contribution (EFC) between \$0 and \$5,081, the amount necessary to qualify for a Federal Pell Grant. Institutions are allocated a base payment amount from the state for each Pell eligible freshman FTE enrolled. Payment amounts differ by the number of eligible FTE projected in each grade level and the rate increases as students make progress to the next grade level. The incremental increase for FY 2014 is \$200 per grade level. This rate is determined after examining the total available funds and the total eligible FTE. Setting the rate acts as an incentive for institutions to help retain Pell eligible student and to provide a level of predictability from one year to the next.

With the increase to the Long Bill appropriation, for the first year of the

program, if an institution's allocation did not increase from FY 2013 under the new allocation method, a hold harmless provision at the FY 2013 rate plus inflation (2.2%) was applied.

Under Senate Bill 10-003, state-supported institutions and non-profit private institutions have financial aid flexibility and will award financial aid based upon the decisions of their respective governing boards. Proprietary institutions will continue to award need based aid to students as outlined under the Department guidelines.

B. Critical Careers Funding for Graduate Students

This program allocates graduate need-based financial aid funding to students in critical career programs as identified by National Science and Mathematics Access to Retain Talent Grant Program. Critical Career Grant allocations are based on the number of Level 1 graduate students in the list of approved programs. The amount of funding set aside for graduate grant programs \$ 5,554,485.

2. Work-Study Financial Aid

The General Assembly sustained the same level of funding for Work Study aid in FY 2014 as in FY 2013 at \$16,432,328. By law, 70% of the appropriation must go to need-based students; institutions can award the remainder without regard to need. Staff recommends using the same allocation method as last year.

3. Categorical Financial Aid

Categorical Financial Aid covers the Native American Tuition Assistance program at Fort Lewis College and Dependents Tuition Assistance Program (DTAP) grants, which are entitlements that go directly to eligible students. Funding for these programs increased in FY 2014 to reflect actual use. Table Two (below) details appropriations to these categorical financial aid appropriations, by year. The Native American Tuition Assistance Program provides tuition for all eligible Native American students at Fort Lewis College under an agreement between the U.S. government and the State of Colorado.

Table Two: Summary of State Categorical Financial Aid Programs

Type	DTAP	Native American
2013	\$364,922	\$12,773,557
2014	\$420,000	\$14,466,230

IV. STAFF RECOMMENDATION

That the Commission approves the financial aid allocations for fiscal year 2014 that appear in ATTACHMENT A.

STATUTORY AUTHORITY

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

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

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

FY2014 Financial Aid Allocations

Institution	UG Need	GRAD	Work-Study	Total FY2014
Public Four-Year Institutions				
Adams State University	1,293,169	549	372,007	1,665,725
Colorado Mesa University	3,508,341	1,021	656,188	4,165,550
Colorado School of Mines	761,397	418,423	399,966	1,579,786
Colorado State University	5,437,444	866,234	1,608,261	7,911,939
Colorado State University - Pueblo	2,292,107	26,089	696,459	3,014,655
Fort Lewis College	870,005		265,457	1,135,462
Metropolitan State University of Denver	11,583,240		1,930,995	13,514,235
University of Colorado Boulder	4,436,715	730,158	1,451,085	6,617,958
University of Colorado Colorado Springs	2,641,209	103,447	570,237	3,314,893
University of Colorado Denver	3,880,536	2,798,050	744,449	7,423,035
University of Northern Colorado	3,312,100	131,445	933,218	4,376,763
Western State Colorado University	540,337		222,308	762,645
Public Two-Year Institutions				
Arapahoe Community College	1,963,409		274,839	2,238,248
Colorado Northwestern Community College	201,496		69,187	270,683
Community College of Aurora	2,055,607		232,480	2,288,087
Community College of Denver	3,808,664		686,597	4,495,261
Front Range Community College	5,136,123		742,847	5,878,970
Lamar Community College	265,091		108,847	373,938
Morgan Community College	451,859		114,018	565,877
Northeastern Junior College	530,850		152,996	683,846
Otero Junior College	579,384		188,247	767,631
Pikes Peak Community College	4,528,312		771,930	5,300,242
Pueblo Community College	2,867,843		634,073	3,501,916
Red Rocks Community College	2,294,771		285,411	2,580,182
Trinidad State Junior College	757,322		322,338	1,079,660
Local District Colleges				
Aims Community College	1,623,564		257,441	1,881,005
Colorado Mountain College	786,321		102,380	888,701
Non-Profit Private Institutions				
Colorado Christian University	667,548		171,341	838,889
Colorado College	108,002		145,808	253,810
Naropa	102,962		30,000	132,962
Regis University	907,544	413,938	430,033	1,751,515
University of Denver	786,822	75,163	457,108	1,319,093
Area Vocational Schools				
Delta Montrose A.V.S.	65,028			65,028
Emily Griffith Technical College	210,948		39,724	250,672
Pickens Technical Center - Voc Tech	220,689		25,217	245,906
For-Profit Private Institutions				
Art Inst of CO	367,821		203,705	571,526
Everest (Blair Jr College)	238,877		-	238,877
Everest (Parks Jr College)	364,972		9,688	374,660
Colorado Technical Univ	251,842		-	251,842
ConCorde Career Inst	135,958		-	135,958
Devry (Denver Technical)	234,570		-	234,570
Heritage College	35,997		-	35,997
Intellitec Coll--CS	75,038		-	75,038
Intellitec Coll--GJ	44,460		-	44,460
Intellitec Health/Med1	148,381		-	148,381
International Bty	39,350		-	39,350
IBMC	35,997		-	35,997
Rocky Mtn Col A&D	66,448		115,755	182,203
Redstone (Westwood Aviat)	94,609		-	94,609
Westwood Coll Tech	83,206		-	83,206
TOTAL	73,694,285	5,564,517	16,422,640	95,681,442

TOPIC: COLORADO ASSET IMPLEMENTATION

PREPARED BY: CELINA DURAN, FINANCIAL AID ADMINISTRATOR

I. SUMMARY

Department implementation of Senate Bill 13-033 (The ASSET bill) is nearing completion. This Information Item provides an update on this process.

II. BACKGROUND

On April 29, Governor Hickenlooper signed Senate Bill 13-033 (The ASSET bill) into law. ASSET provides an additional pathway for students to qualify for in-state tuition classification at Colorado institutions of higher education. Colorado high school graduates or GED recipients who attended at least three years of high school in Colorado and are admitted into a public college or university in Colorado within 12 months of graduation may be considered to qualify for in-state tuition. This provision expanded an already existing law to include students without lawful immigration status by exempting institutions of higher education from lawful presence provisions under 24-76.5-103 (HB 06-1023).

Students without lawful presence who qualify for in-state tuition under ASSET must also complete an affidavit stating that he/she has met the ASSET requirements and will apply for lawful presence as soon as he/she is eligible to do so. ASSET students are eligible to receive a College Opportunity Fund (COF) stipend and may be eligible for private or institutional aid.

Department staff has been working closely with the Office of the Attorney General and representatives from institutions to develop an implementation plan to ensure a smooth transition for eligible students. Based upon feedback from institutions and the Office of the Attorney General, DHE staff assembled a list of Frequently Asked Question's (FAQs) to provide guidance to campus enrollment personnel (Attachment A) and a paper COF application (Attachment B) for students currently in the pipeline. At the time of the writing of this agenda item (5/31/13), the Department had received 93 paper COF applications with completed affidavits. Effective June 1, 2013, the affidavit will be available as part of the COF application on the new COF website, recently redesigned by Department staff.

III. STAFF RECOMMENDATIONS

There is no recommendation; this item is for information only.

STATUTORY AUTHORITY

C.R.S. §23-7-110

COLLEGE OPPORTUNITY FUND



COLORADO IN-STATE UNDERGRADUATES: APPLICATION FOR STATE OF COLORADO TUITION STIPEND AND AFFIDAVIT

PLEASE PRINT CLEARLY AND COMPLETE ALL SECTIONS. Incomplete applications will be returned.

1. PERSONAL INFORMATION:

Social Security Number: _____ -OR-

Permanent Resident Card Number: A _____ -OR-

_____ Check here if you do not have a Social Security Number or do not wish to use it (a unique COF identification number will be assigned to you)

Last Name: _____ First Name: _____

Middle Initial: _____ Date of Birth (Must be at least 13 years old): _____ / _____ / _____

Mailing Address: _____ City: _____ State: _____

Zip Code: _____ E-mail Address: _____ @ _____

2. ADDITIONAL INFORMATION:

- A. I am a high school student who is or will be enrolled in a Concurrent Enrollment or ASCENT (5th year high school & college) program.

Yes ___ No ___ (Check One)

If you answered "**Yes**" to this statement no further information is required. Please sign and date the application and submit it to the College Opportunity Fund as directed at the bottom of this page.

If you answered "**No**" please answer question 2B below.

- B. I am seeking in-state tuition based solely on attendance at a public or private high school in Colorado for at least three years immediately preceding the date I either (1) graduated from a Colorado high school OR (2) completed a general equivalency diploma (GED) in Colorado, but I do not have lawful immigration status.

Yes ___ No ___ (Check One)

If you answered "**Yes**" to the statement above you must complete the Affidavit on the next page AND provide the following information:

Name of Colorado High School Attended: _____; OR

Location where you received your GED: _____.

If you answered "**No**" to the statement above, please sign and date the application and submit this page to the College Opportunity Fund as directed at the bottom of this page.

Signature

Date

Please make a copy of the completed and signed application for your records. Mail the completed application to:

College Opportunity Fund
1560 Broadway, Suite 1700
Denver, Colorado 80202

Or fax the completed application to:

(303) 292-1606

AFFIDAVIT

(REQUIRED FOR STUDENTS WITHOUT LAWFUL IMMIGRANT STATUS)

Individuals seeking in-state tuition based solely on attendance at a public or private high school in Colorado for at least three years immediately preceding the date the student either (1) graduated from a Colorado high school OR (2) completed a general equivalency diploma (GED) in Colorado, who do not have lawful immigration status must execute the following Affidavit:

I hereby swear or affirm under penalty of perjury under the laws of the state of Colorado that:

- I have applied for lawful presence in the United States; OR
- I will apply for lawful presence in the United States as soon as I am able to do so.

I understand that this sworn statement is required by law. I further acknowledge that making a false, fictitious or fraudulent statement or representation in this sworn affidavit may constitute a violation of the criminal laws of Colorado as perjury in the second degree pursuant to Colorado Revised Statute 18-8-503.

First Name **MI** _____
Last Name

Signature _____, 201____
Date

IMPORTANT ADDITIONAL INFORMATION

- You only have to apply for COF once. You will receive the stipend each term you take eligible undergraduate courses at a college participating in the College Opportunity Fund (COF) and have not exhausted the 145 lifetime credit hours allotted by the state of Colorado when you applied for this state funding.
- If you signed the Affidavit, you only have to complete it once, even if you transfer to another college.
- For privacy purposes, the information you provide on the Stipend Application, with the exception of your name, will not be displayed when you log into your COF account. However, the information will be used to match your account to information sent by your college when a request for payment is made on your behalf, and will be used to help you access your account information if you forget your User ID and/or password.
- Completing this Stipend Application does not guarantee you admission into a Colorado college or university. You must complete the admission process with the college or university you wish to attend in the state of Colorado.
- Completing this Stipend Application does not make you a Colorado resident, nor does it begin any process to determine Colorado residency. The college or university you attend determines residency. If you have any question about whether you are considered a resident, contact the college or university you wish to attend.
- Completing this Stipend Application does not automatically make you eligible to receive this state funding. You must meet the requirements listed under the FAQs tab at: <http://cof.college-assist.org>. Your college or university determines your eligibility for this funding based on those requirements.
- Completing this Stipend Application does not make you eligible for financial aid. You must complete the financial aid process designated by the college or university you wish to attend.
- Future College Opportunity Fund payments are contingent on an annual appropriation by the Colorado General Assembly.

If you have any questions regarding the College Opportunity Fund or this application please contact us

E-mail: askCOF@college-assist.org

Telephone: (720) 264-8550 or (800) 777-2757, if outside the Denver Metro Area.



LAST REVISED: MAY 23, 2013

FREQUENTLY ASKED QUESTIONS REGARDING SENATE BILL 13-033:

CONCERNING IN-STATE CLASSIFICATION AT INSTITUTIONS OF HIGHER EDUCATION FOR STUDENTS WHO COMPLETE HIGH SCHOOL IN COLORADO (AKA, "COLORADO ASSET")

Overview: In March 2013, the Colorado General Assembly passed Senate Bill 13-033, often referred to as the Colorado ASSET legislation. This legislation modifies several procedures concerning the classification of students for tuition purposes. The Colorado Department of Higher Education is in receipt of many questions from campus and school administrators regarding the ways in which Senate Bill 13-033 will be implemented, the changes it makes to current state law, and the ways in which it affects existing administrative procedures. This document is intended to serve as a general reference for commonly asked questions concerning SB 13-033. This guidance will be revised as new, unique questions are received by the Department of Higher Education.

Is Senate Bill 13-033 law? Governor Hickenlooper signed the Bill into law on April 29, 2013. Students who meet the ASSET requirements are eligible to qualify for in-state tuition for courses beginning on or after April 29th.

Whom should we contact for questions regarding ASSET?

General Questions: Jennah Kitchell, Student Services Officer
Jennah.kitchell@dhe.state.co.us
(303) 866-2723

Tuition Classification Questions: Celina Duran, Director of Financial Aid
Celina.duran@dhe.state.co.us
(303) 866-2723

When will the Department of Higher Education issue official tuition classification guidance to campuses? The Department of Higher Education is working with the Office of the Attorney General to provide official tuition classification guidance as questions arise.

How will potential beneficiaries of SB 13-033 demonstrate eligibility for the program?

Though not yet official policy, the Department of Higher Education is in the process of modifying the College Opportunity Fund website (<https://cof.college-assist.org/COFApp/COFApp/Default.aspx>) to accommodate the changes in SB 13-033. The COF site will be the primary vehicle through which students will complete their COF application and affidavit. The campuses will continue to control the process for determining residency classification. The modified COF site is projected to go live on or around June 1, 2013.

QUALIFYING FOR ASSET

What are the specific criteria to qualify for in-state tuition classification under ASSET? A student (other than a nonimmigrant alien) who meets the below criteria is eligible for in-state tuition classification. This includes U.S. citizens, permanent resident aliens, and students without lawful immigration status.

- Enrolled for at least three years at a public/private Colorado high school immediately preceding graduation or earning a GED;
- Admission into Colorado institution of higher education/attends a reciprocal program within 12 months of high school graduation or earning a GED.
- Students without lawful immigration status are required to submit an affidavit (onetime on the COF website) stating that the student has applied for lawful presence or will apply as soon as he or she is eligible to do so;

Students who graduated from a Colorado high school or completed GED prior to September 1, 2013 and were not admitted into college within 12 months but meet ALL other eligibility criteria may qualify for in-state tuition by providing documentation to the school proving that the student has been physically present in Colorado for eighteen months prior to enrolling.

What is the start date or start term for this law? The law is effective once the Bill is signed ASSET students may qualify for COF stipends for new courses beginning on or after the signing of the Bill. Until the COF website is updated to reflect the changes to COF eligibility under the Bill, ASSET students will need to complete and submit a paper COF application (with affidavit).

It appears that ASSET will help streamline the registration process for students so that COF is automatically authorized for students. Is that correct?

No, the ASSET legislation allows students without lawful presence to qualify for in-state tuition and the College Opportunity Fund. ASSET students will need to complete a COF application and authorize COF like any other student eligible for COF.

Will ASSET students at COF participating non-profit private institutions (Regis, DU, and Colorado Christian University) be eligible for COF in the same way that other resident students are eligible?

No. Under current law all students attending non-profit private institutions must qualify as Pell eligible in order to receive COF. Federal law does not extend Pell eligibility to undocumented students.

SB 08-079 addresses US citizens with 3 years of high school and SB 13-033 seems to address the undocumented student. Are we to treat a permanent resident with three years of high school as a Colorado resident without information to confirm that their parent or court appointed legal guardian is a resident the state? Yes. Senate Bill 08-079 created a path to in-state tuition classification for U.S. citizens whose parents were undocumented. Senate Bill 13-033 does not affect this SB 08-079.

What is the maximum length of time between when the student graduated from high school or received a GED and when they must enroll in a college? To qualify for in-state tuition under the Bill, students who attend a Colorado high school for at least three years and then graduate from a Colorado high school or earn a GED on or after September 1, 2013 must be admitted into a Colorado institution, or attend an institution of higher education under a reciprocity agreement, within 12 months of graduating or earning a GED.

Any student who does not have lawful immigration status and attended a Colorado high school for at least three years and then graduated from a Colorado high school or earned a GED prior to September 1, 2013, but was *not* admitted to an institution within 12 months of graduating or earning a GED, is eligible for in-state tuition if the student can document 18 months of continuous physical presence in Colorado prior to enrolling in an institution.

Is there a “Grandfathering” clause to the above? No. Undocumented students who attended high school in Colorado for fewer than three years, regardless of the time they have been physically present in the state, are not eligible to qualify for in-state tuition classification under SB 13-033.

How does ASSET work for GED students? Exactly the same as it does for students with a High School Diploma: students must have completed three years of high school and be admitted into a state institution of higher education. Students without lawful immigration status must also complete an affidavit stating that the student has applied for lawful presence or will apply as soon as he or she is eligible to do so.

If a student only attends two years of high school in Colorado, could they qualify for resident tuition under Senate Bill 13-033? No. Students must attend at least three years to be considered for in-state tuition under SB 13-033.

How is “at least three years of high school attended” defined? Is summer term included? As long as a student attended six academic terms from three separate academic years—and then graduated or received a GED—the student would satisfy the high school requirement.

Can a student’s ASCENT (5th year) be used to satisfy the three-year academic residency requirement? Yes. ASCENT is considered part of a student’s high school program, and therefore may be counted toward the three-year academic residency requirement.

Do students need to have three consecutive years of high school to satisfy the three-year academic residency requirement? Not necessarily. Students must participate in three years of high school enrollment “immediately prior” to graduation; however the terms need not be consecutive.

Is documentation required to prove graduation? The registering authority (college or university) is charged with collecting documentation as needed.

AFFIDAVITS (C.R.S. §23-7-110 [2][a])

What is required? Beginning in May 2013, students complete an affidavit at the College Opportunity Fund site <https://cof.college-assist.org/COFApp/COFApp/Default.aspx>. The affidavit requires applicants who do not have lawful immigration status to affirm that s/he has applied for lawful presence or will do so as soon as he or she is able to do so.

Is there documentation or a written statement that needs to be collected with the affidavit to show students are taking steps to become documented? No additional documentation besides the affidavit is required to be submitted to complete the process.

Local district and area vocational institutions do not participate in COF. How would students attending a non-COF institution provide an affidavit? Students enrolling at Aims Community College, Colorado Mountain College, Emily Griffith, Pickens Tech, or Delta-Montrose Area Technical College should complete an affidavit on the COF website once it is available, though the completion and submission of paper-based affidavits will be permitted

Is the affidavit a onetime requirement or must it be completed every academic term? The affidavit is a onetime requirement that will be maintained centrally by the Colorado Department of Higher Education. Evidence of completion of the affidavit will be provided to campuses electronically. This will allow ASSET students to complete and submit the affidavit only once.

Who will prepare the required language for the “affidavit stating that the student has applied for lawful presence” referred to in SB 13-033? The Colorado Office of the Attorney General will provide the language for the affidavit (forthcoming).

Is documentation required to prove graduation from a Colorado high school or is graduation and attendance self-reported on an application for admission sufficient?

Verification of attendance and graduation from a Colorado high school shall be determined by the registering authority (a state college or university). If the student self-reports that he/she attended a Colorado high school for three years and either graduated or completed a GED within one year of enrolling at an institution of higher education, it is up to the registering authority to determine when that information would need to be verified and what that would look like.

What documentation are institutions expected to collect from our students? If the registering authority has reason to believe that the self-reported information on the application is inaccurate, the registering authority must verify the information. It is up to the registering

authority which documents to collect, whether that is an official high school transcript (or transcripts) and, if necessary, an official copy of the student's General Equivalency Diploma. The registering authority shall determine if the evidence is satisfactory.

Record retention policies at each governing board apply for ASSET students should be consistent with other tuition classification retention policies to support the registering authority's decision in the event of an audit.

If documentation is required, is that a transcript or a diploma? A high school transcript with the graduation date is compelling evidence for graduation and three years of attendance. A diploma would serve as adequate evidence of completion.

Also, does the high school have to be accredited and recognized by Colorado Department of Education? What about proof for home-schooled students? Colorado home schooled students should provide evidence of their registration with a Colorado school district and a copy of that district's high school diploma.

The law may require schools to "classify a student as in-state for tuition purposes," but does that mean they should be "coded" in our systems the same way as (for example) a non-high school grad citizen who qualifies for in-state under other residency guidelines? Are they just "assessed" in-state but differentiated in our systems and for reporting purposes, or are they truly given full In-State classification? Beneficiaries of the ASSET program need not be coded uniquely.

HB 06-1023: DEMONSTRATION OF LAWFUL PRESENCE

How is House Bill 06-1023 affected by ASSET? Senate Bill 13-033 removes the lawful presence affidavit required by HB 06-1023. Therefore, after the Bill is signed, institutions are no longer required to verify lawful presence for persons who apply for educational services or benefits from state institutions of higher education.

Are there any portion(s) of HB 06-1023 that remain relevant? (i.e. If the student did NOT graduate from a Colorado high school, does he/she still have to prove lawful presence?) No, not once the Bill has been signed, SB 13-033 strikes the language that requires institutions of higher education verify lawful presence for any person who applies for educational services or benefits from state institutions of higher education, including participation in the Colorado Opportunity Fund, college savings plans, and other aid relating to attendance at the institution.

Senate Bill 13-033 states that students may be eligible for institutional funds. Under HB 06-1023, institutions were told that students without lawful presence could not receive institutional aid. Has this changed?

Yes. While ASSET students are ineligible for federal or state funded financial aid, SB 13-033 eliminated the requirement that institutions verify lawful presence prior to awarding institutional financial benefits relating to the cost of attendance.

SENATE BILL 13-033 & DEFERRED ACTION

How does the ASSET legislation work compared to the federal Deferred Action rules? Senate Bill 13-033 provides alternative options for demonstrating eligibility for in-state tuition classification only. It is not directly tied to Deferred Action. If a student can provide documentation that he or she resides in Colorado and has acceptable evidence of domicile, such as a valid driver's licensure and/or social security number, the student may qualify for in-state tuition under existing tuition classification laws and policies.

CHANGES TO EXISTING GUIDELINES

Does this new law change any of the other existing CCHE Residency Guidelines? Yes, the requirements for GED students changed. Students with a GED must complete three years of high school immediately preceding the test to qualify under this provision. There may be students in the system who qualified with three years in Colorado prior to receiving a GED who may be subject to domicile requirements if the student is unemancipated and under the age of 23 with parents living outside of Colorado. Permanent residents may now be considered for in-state tuition under this option. Previously, this pathway was only available to US citizens.

ADDITIONAL QUESTIONS (ADDED 5/31/13)

If a student can produce valid evidence of having received Deferred Action for Childhood Arrivals must he or she also complete the affidavit required by SB 13-033?

Yes. Any student seeking in-state under the Bill who does not have lawful immigration status must complete the affidavit. However, a student who has applied for or received Deferred Action for Childhood Arrivals, will have "applied for lawful presence," as set forth in the affidavit. In order to ensure that all students are in compliance with the law, the Department recommends that all students without a social security card and a driver's license with uncertain immigration status should complete and submit an affidavit.

For more information on Deferred Action for Childhood Arrivals, please see the following federal sites:

http://www.youtube.com/watch?feature=player_embedded&v=T9Lfqs8_Cak

or

<http://www.uscis.gov/portal/site/uscis/menuitem.eb1d4c2a3e5b9ac89243c6a7543f6d1a/?vgnextoid=f2ef2f19470f7310VgnVCM100000082ca60aRCRD&vgnnextchannel=f2ef2f19470f7310VgnVCM100000082ca60aRCRD>

How should campuses interpret “attendance” for purposes of satisfying the requirement to attend high school for at least three years prior to graduating or receiving a GED?

To satisfy the three-year attendance requirement, students must have enrolled in at least two academic terms (i.e., semesters) for three academic years in high school prior to receiving high school diploma or a GED. Campuses should count academic terms appearing on a student’s high school transcript (or transcripts) to establish attendance.

Are students who attended private Colorado high schools issued a SASID?

Students who attend private K-12 institutions are not assigned SASIDs. A student may be able to request an SASID from its local public school district, but the capacity for issuing SASIDs upon request may vary by district.

If the student attended any public school after SASIDs were introduced in 2003, the student would have been assigned a SASID and will be able to be matched in the database and thus will be eligible for COF. Students who attended private schools for their entire K-12 education and students who completed high school before 2003 would not have been assigned a SASID.

TOPIC: 2013 LEGISLATIVE REPORT ON THE POSTSECONDARY PROGRESS AND SUCCESS OF HIGH SCHOOL GRADUATES

PREPARED BY: BRENDA BAUTSCH, RESEARCH AND INFORMATION POLICY OFFICER

I. SUMMARY

The Colorado Department of Higher Education (DHE) is required to prepare an annual report on the postsecondary progress and success of the preceding six high school graduating classes. Due to the availability of data, this report covers the high school graduating classes of 2009, 2010, and 2011. This report is to be submitted to the Education Committees of the Senate and House of Representatives, the State Board of Education and the Colorado Department of Education.

The report consists of three parts:

1. Postsecondary enrollment trends, including information on institution type and in-state and out-of-state enrollment, disaggregated by ethnicity and gender.
2. Information on first-year college students in Colorado, including financial aid status, average grade point average, credit accumulation and degree type, disaggregated by ethnicity and gender.
3. First year retention rates.

This information also is available by district on the DHE website in the District At A Glance searchable database.

II. BACKGROUND

C.R.S. 23-1-113(9) mandates that the Commission, as part of its implementation of the Colorado Achievement Plan for Kids, report to the General Assembly on the postsecondary progress and success of recent high school graduating classes. The report is to be disaggregated by school district, ethnicity, gender, and financial aid status.

III. STAFF ANALYSIS

Report attached.

IV. STAFF RECOMMENDATIONS

This report is an information item only; no formal action is required by the Commission.

STATUTORY AUTHORITY

C.R.S. §23-1-113 (9)

(9) On or before February 15, 2012, and on or before February 15 each year thereafter, the department of higher education shall submit to the state board of education, the department of education, and the education committees of the house of representatives and the senate, or any successor committees, a report, subject to available data, concerning the enrollment, placement and completion of basic skills courses, first-year college grades, and types of academic certificates and degrees attained at all postsecondary institutions in Colorado and the United States for the high school graduating classes of the preceding six academic years. The department of higher education shall report the information disaggregated by high school and school district of graduation, to the extent practicable, and by ethnicity, gender, financial aid status, and any other characteristic deemed relevant by the commission. The department of higher education and the department of education shall also make the report available on their respective web sites.



**2013 LEGISLATIVE REPORT ON
THE POSTSECONDARY PROGRESS AND SUCCESS OF
HIGH SCHOOL GRADUATES**

April 16, 2013

1560 Broadway, Suite 1600 • Denver, Colorado 80204 • (303) 866-2723
LT. GOVERNOR JOSEPH GARCIA, EXECUTIVE DIRECTOR

TABLE OF CONTENTS

Introduction	5
Part I. Postsecondary Enrollment	7
Table 1: Summary Statistics for High School Graduates	7
Table 2: In State and Out of State Enrollment Summary	7
Table 3: Enrollment by Top 10 Districts with Highest College-Going Rates	8
Table 4: Enrollment by Bottom 10 Districts with Lowest College-Going Rates	8
Table 5. Class Characteristics	9
Figure 1: Enrollment Rates by Gender, Race/Ethnicity and Income	10
Table 6: College Enrollment Details by Gender, Race/Ethnicity and Income	10
Figure 2. Enrollment Rates, by Race/Ethnicity for Different Income Levels	11
Figure 3: College Enrollment, by Race/Ethnicity and Institution Type	12
Figure 4: College Enrollment, by Gender and Institution Type	12
Figure 5. Top States Where 2011 High School Graduates Attended Outside of Colorado	13
Figure 6: Enrollment In State and Out of State (2011)	13
Figure 7: Enrollment 2- and 4-Year Institutions (2011)	13
Table 7: Enrollment by Institution Name (2011)	14
Part II. First-Year College Students	15
Table 8: Summary of Pell Recipients, by High School Graduation Year	15
Table 9: Pell Grant Recipients, by Gender and Race/Ethnicity	15
Table 10: Summary of Grade Point Averages, by High School	16

Graduation Year	
Table 11: Grade Point Averages, by Gender and Race/Ethnicity	16
Table 12: Summary of Credit Hour Accumulation, by High School Graduation Year	17
Table 13: Credit Hour Accumulation, by Gender and Race/Ethnicity	17
Figure 8. Types of Degrees 2011 High School Graduates are Pursuing	18
Part III. Retention Rates	19
Table 14: Retention Rates, by High School Graduation Year	19
Table 16: Retention Rates, by Gender and Race/Ethnicity	20
Conclusion	21
Appendix A: District-Level Statistics	22
Appendix B: Technical Information	30

This report was prepared by The Colorado Department of Higher Education (DHE) and the Colorado Department of Education (CDE) pursuant to 23-1-113 C.R.S. For more information contact:

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INTRODUCTION

Pursuant to statute (23-1-113 [9] C.R.S), the Colorado Department of Higher Education is required to submit a report concerning the postsecondary academic progress and success of the preceding six high school graduating classes. Due to limitations on the availability of data, this report covers the high school graduating classes of 2009, 2010 and 2011. Future reports will include additional data as they are available to the Department. This report has been submitted to the Education Committees of the Senate and House of Representatives and to the State Board of Education.

This report, the second of its kind, consists of three parts:

1. Postsecondary enrollment trends, including information on in-state and out-of-state enrollment and institution type, disaggregated by ethnicity and gender.
2. Information on first-year college students in Colorado, including financial aid status, average grade point average, credit accumulation and degree level, disaggregated by ethnicity and gender.
3. First year retention rates.

Highlights

- Fifty seven percent (57%) of the 2011 high school graduating class enrolled in a postsecondary institution in Colorado or another state within 6 months of graduating.¹
- In 2011, more female high school graduates (61%) enrolled in college than male graduates (53.7%).
- Seventy-one percent of the 2011 cohort enrolled at a four-year institution (in or out of state) and 29 percent enrolled at a two-year college.
- Hispanic students are the most likely to enroll at a two-year college, while Asian students are the most likely to enroll at a four-year institution.
- Asian and white high school graduates had the highest college-going rates in 2011—69.3 percent and 63.4 percent, respectively—while Hispanic graduates had the lowest college-going rate at 41.5 percent.
- Of the 2011 graduates enrolling in college, nearly 79 percent elected to attend a Colorado college or university.
- About 37 percent of first-year college students received a Federal Pell Grant in 2011.
- At the end of the 2011-2012 academic year, the average cumulative grade point average (GPA) for first-year college students in Colorado was 2.68.

¹ Please note that last year's college matriculation rate of 67% was based upon an 18 month enrollment period versus a 6 month enrollment period. Please refer to the methodology section for more details.

- Of the 2011 high school graduates who enrolled in college immediately, approximately 75 percent had completed at least 18 credit hours by the end of their first year (spring 2012). About 25 percent had completed more than 34 credit hours.
- Sixty-three percent of high school graduates are pursuing a BA and 15 percent are pursuing an AA/AS.
- The first year retention rate for 2009 students was 88.5 percent at four-year institutions and 63.3 percent at two-year colleges. These retention rates are better than national retention rate averages.

PART I. POSTSECONDARY ENROLLMENT

Earning a postsecondary credential can open up doors to promising career opportunities that benefit not only individual families but also the statewide economy. It is estimated that by 2018, nearly 70 percent of Colorado’s jobs will require some form of postsecondary education.² The path to earning a postsecondary certificate or degree begins in the K-12 system. This report looks at what Colorado’s recent high school graduates did after finishing high school by asking questions such as: Who enrolled in college? In what type of college did those students enroll? How successful were students in their first year of college? By answering these questions, Colorado’s K-12 and higher education systems can better work together to ensure that all students are prepared for postsecondary and workforce success after high school.

Overview

The high school class of 2011 consisted of 52,246 individual graduates. Of those students, 29,974, or 57.4 percent, enrolled in a public postsecondary institution in Colorado or another state in the fall immediately following graduation. The 2011 average enrollment rate is down slightly from the 2009 and 2010 rates (58.8 percent and 57.9 percent, respectively).³ Of the 2011 high school graduates, 45.2 percent enrolled at a public Colorado college or university, while 12.2 percent went out-of-state to attend college.

College enrollment information for the top 10 and bottom 10 districts—as ranked by the overall college-going rate—is displayed in Tables 3 and 4. Lewis-Palmer School District has the highest college enrollment rate (76.5 percent) and Plateau Valley School District has the lowest rate (18.8 percent). College enrollment information for all school districts in the state can be found in Appendix A.

Table 1. Summary Statistics for High School Graduates

High School Graduation Year	Total High School Graduates	Total College Enrollment	% High School Graduates Enrolling in College
2011	52,246	29,974	57.4%
2010	51,702	29,937	57.9%
2009	50,184	29,525	58.8%

Table 2. In-State and Out-of-State Enrollment Summary

High School Graduation Year	% HS Graduates Enrolling at In-State College	% HS Graduates Enrolling at Out-of-State College	% HS Graduates Not Enrolled
2011	45.2%	12.2%	42.6%
2010	45.9%	12.0%	42.1%
2009	47.4%	11.4%	41.2%

² Carnevale, Anthony P.; Smith, N, Strohl, J. (2010). *Help Wanted: Projections of Jobs and Education Requirements Through 2018*. Washington D.C.: Georgetown Center for Education and the Workforce.

³ Please note the method for calculating college matriculation this year is different than last year’s report and should not be compared. Please see the methodology section for details.

Table 3. Enrollment by Top 10 Districts with Highest College-Going Rates⁴

District Name	Total # Graduates	Total Enrollment		% In-State		Total % In-State	% Out-of-State		Total % Out-of-State	Total % Not Enrolled
		#	%	2 Year	4 Year		2 Year	4 Year		
Lewis-Palmer 38	464	355	76.5%	17.7%	39.4%	57.1%	1.7%	17.7%	19.4%	23.5%
Cheyenne Mountain 12	344	262	76.2%	11.9%	43.6%	55.5%	1.5%	19.2%	20.6%	23.8%
Littleton 6	1307	954	73.0%	10.6%	40.8%	51.4%	1.1%	20.4%	21.6%	27.0%
Academy 20	1621	1170	72.2%	14.7%	35.8%	50.5%	1.9%	19.7%	21.7%	27.8%
Steamboat Springs RE-2	166	117	70.5%	15.1%	36.7%	51.8%	0.6%	18.1%	18.7%	29.5%
Boulder Valley RE 2	2173	1528	70.3%	9.2%	37.8%	47.0%	0.7%	22.6%	23.3%	29.7%
Alamosa RE-11J	146	102	69.9%	12.3%	53.4%	65.8%	0.7%	3.4%	4.1%	30.1%
Douglas County RE 1	3634	2522	69.4%	12.7%	37.3%	50.1%	1.6%	17.7%	19.3%	30.6%
Summit RE-1	199	137	68.8%	16.6%	35.2%	51.8%	1.0%	16.1%	17.1%	31.2%
Gunnison Watershed RE1J	117	80	68.4%	2.6%	48.7%	51.3%	2.6%	14.5%	17.1%	31.6%

Table 4. Enrollment by Bottom 10 Districts with Lowest College-Going Rates

District Name	Total # Graduates	Total Enrollment		% In-State		Total % In-State	% Out-of-State		Total % Out-of-State	Total % Not Enrolled
		#	%	2 Year	4 Year		2 Year	4 Year		
Plateau Valley 50	101	19	18.8%	17.7%	39.4%	57.1%	1.7%	17.7%	19.4%	23.5%
Adams County 14	387	100	25.8%	11.9%	43.6%	55.5%	1.5%	19.2%	20.6%	23.8%
Julesburg RE-1	115	35	30.4%	10.6%	40.8%	51.4%	1.1%	20.4%	21.6%	27.0%
Englewood 1	260	82	31.5%	14.7%	35.8%	50.5%	1.9%	19.7%	21.7%	27.8%
Mapleton 1	350	134	38.3%	15.1%	36.7%	51.8%	0.6%	18.1%	18.7%	29.5%
Keenesburg RE-3(J)	138	53	38.4%	9.2%	37.8%	47.0%	0.7%	22.6%	23.3%	29.7%
Westminister 50	458	179	39.1%	12.3%	53.4%	65.8%	0.7%	3.4%	4.1%	30.1%
Charter School Institute	432	169	39.1%	12.7%	37.3%	50.1%	1.6%	17.7%	19.3%	30.6%
Archuleta County 50 JT	104	41	39.4%	16.6%	35.2%	51.8%	1.0%	16.1%	17.1%	31.2%
Weld County S/D RE-8	152	60	39.5%	2.6%	48.7%	51.3%	2.6%	14.5%	17.1%	31.6%

Class Characteristics

Colorado's high school graduating class of 2011 was comprised of an almost even number of males and females (see Table 5). About 65 percent of graduates were white, 25 percent were Hispanic, 6 percent were African-American, 3.5 percent were Asian and 1 percent was American Indian or Alaskan Native. Almost one quarter of the 2011 graduating class was eligible for free or reduced price lunch.

⁴ Only districts with more than 100 graduates were included in the rankings for Table 4 and 5.

Looking only at the students from the high school class of 2011 who enrolled immediately in college, the group is slightly more female and white than the overall class of graduates. While Hispanic students made up one fourth of the high school graduating class, they account for less than one fifth of the students who went to college in the fall of 2011. In terms of financial aid status, about 37 percent of this group of first-year college students received a Federal Pell Grant.

Table 5. Class Characteristics:

High School Class of 2011		College-Going Students from 2011 Class	
	% of Students		% of Students
Female	50.2%	Female	53.4%
Male	49.8%	Male	46.6%
American Indian or Alaskan Native	1.1%	American Indian or Alaskan Native	0.8%
Asian	3.5%	Asian	4.22%
African-American	5.9%	African-American	5.54%
Hispanic	24.9%	Hispanic	18.0%
White (not Hispanic)	64.6%	White (not Hispanic)	71.4%
Free Reduced Price Lunch	24.6%	Pell Grant Recipient	36.8%

Enrollment Rates by Gender, Race/Ethnicity and Income

Figure 1 depicts college enrollment rates for 2009, 2010, and 2011 high school graduates by gender, race/ethnicity, and income (as represented by free and reduced price lunch eligibility in high school). In all three years shown, a higher percentage of female high school graduates enrolled in college than male graduates. In 2011, for example, 61 percent of female students attended college in the fall immediately following graduation, compared to 53.7 percent of male students.

Asian and white high school graduates had the highest college-going rates in 2011—69.3 percent and 63.4 percent, respectively—while Hispanic graduates had the lowest college-going rate (41.5 percent). When comparing just white and Hispanic graduates in 2011, there is a 22 percentage-point gap in college enrollment rates. High school graduates who received free and reduced price lunch also have lower than average college-going rates; 41.5 percent in 2011 and 46 percent in 2010.

Over the last three years, enrollment rates declined or stayed level for most ethnic populations, with a notable exception being Hispanic students, who enrolled at a higher rate in 2011 (41.5 percent) than in 2009 (39.8 percent). Free and reduced price lunch students saw the largest decline in enrollment rates—a 9.6 percent decrease—between 2009 and 2011.

Figure 1. Enrollment Rates by Gender, Race/Ethnicity and Income

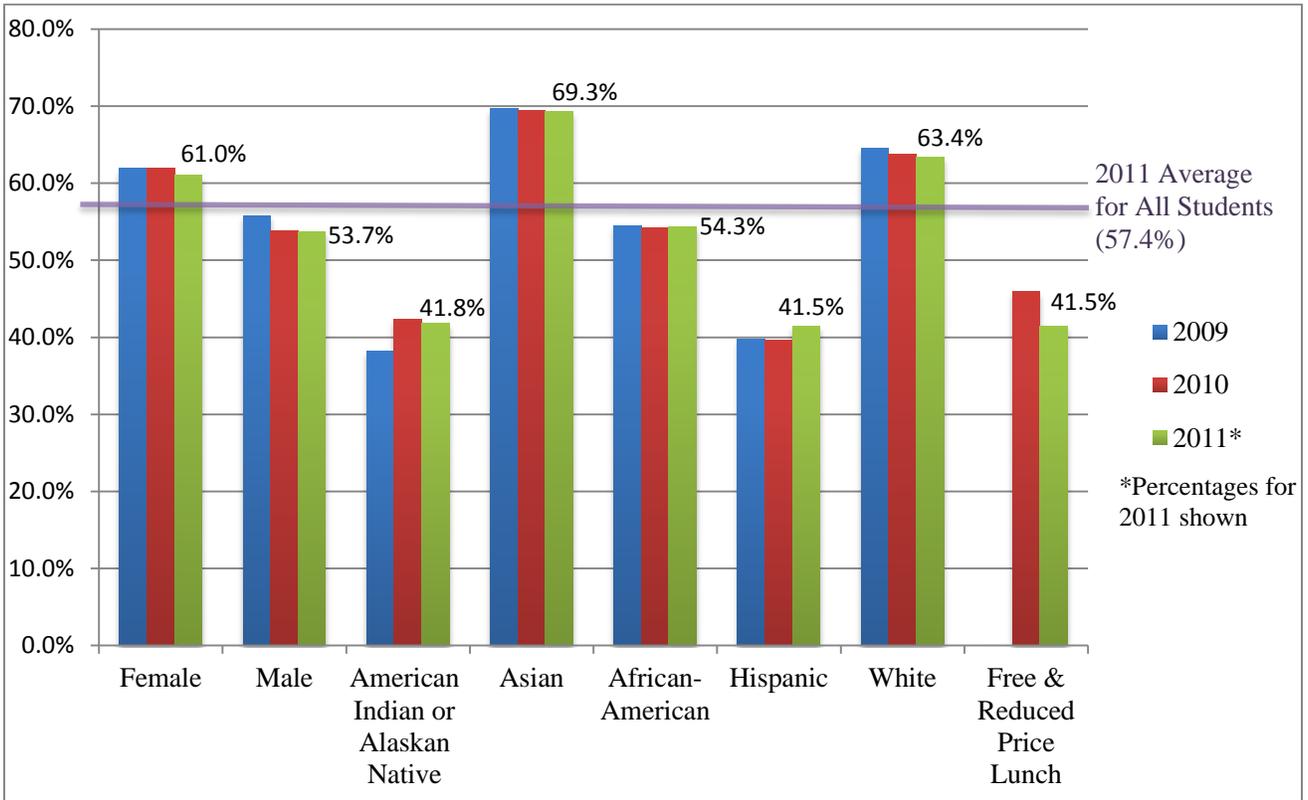
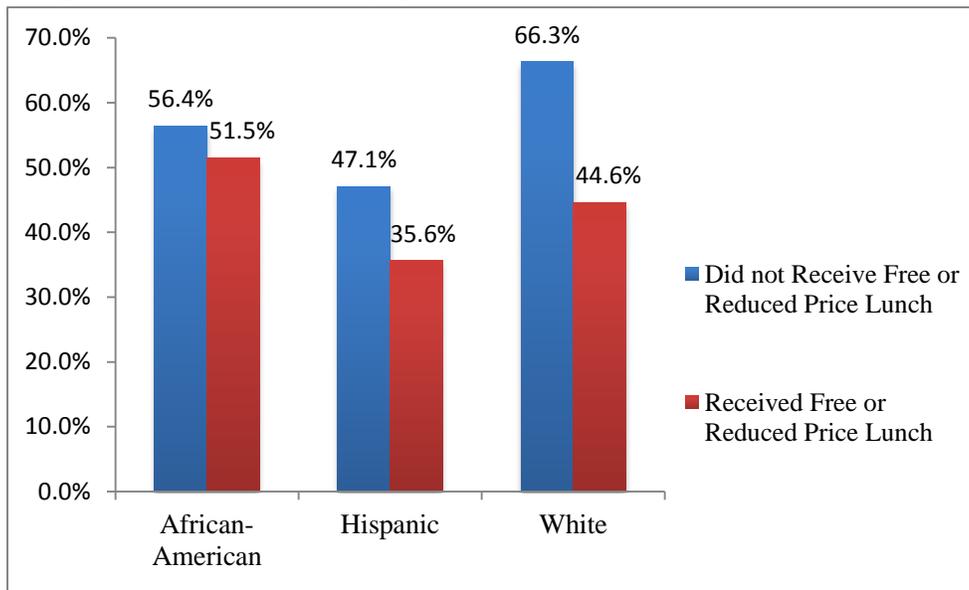


Table 6. College Enrollment Details by Gender, Race/Ethnicity and Income (2011)

	2011 Total # Graduates	2011 Total College Enrollment		2011 % HS Graduates Enrolling		% HS Graduates Not Enrolled
		#	%	In-State	Out-of-State	
Female	26,211	15,994	61.0%	47.2%	13.8%	39.0%
Male	26,035	13,980	53.7%	43.1%	10.6%	46.3%
American Indian / Alaskan Native	581	243	41.8%	35.8%	6.0%	58.2%
Asian	1,830	1,265	69.3%	57.4%	11.9%	30.7%
African-American	3,060	1,661	54.3%	42.8%	11.6%	45.7%
Hispanic	13,021	5,408	41.5%	36.9%	4.7%	58.5%
White (not Hispanic)	33,735	21,390	63.4%	48.1%	15.3%	36.6%
Free & Reduced Lunch	12,847	5,333	41.5%	36.8%	4.7%	58.5%

Figure 2 displays enrollment rates for the top three ethnic populations in the state by free and reduced price lunch status. Receiving free or reduced price lunch in high school reduces the college-going rate for all groups. African-American students see the smallest decline in college enrollment rates and white students see the largest decline. Hispanic students who are eligible for free and reduced price lunch have the lowest college-going rate at 35.6 percent. Hispanics students are also the most likely to received free and reduced price lunch. Nearly 52 percent of all Hispanic high school graduates in 2011 received free or reduced price lunch. This means that for over half of the Hispanic high school graduates in the class of 2011, only 35.6 percent enrolled in college in the fall following graduation.

Figure 2. Enrollment Rates, by Race/Ethnicity for Different Income Levels



Enrollment by Institution Type and Race/Ethnicity

The following section looks only at those high school students who did enroll in college within six months of graduation. Of the 2011 graduates enrolling in college, about 79 percent attended a Colorado college or university, while 21 percent attended out-of-state institutions (see Figure 6). As depicted in Figure 3, Hispanic students are the least likely ethnic population to leave the state to attend college (11.2 percent), while white students are the most likely to leave Colorado (24 percent). African-American students had the next highest percentage of out-of-state college attendance (21 percent). Figure 4 displays the breakdown of student enrollments by type of institution and gender. Female students were slightly more likely than male students to attend an out-of-state institution—and in particular, a four-year, out-of-state institution.

In terms of where in the country students go when they leave Colorado, Figure 5 shows the twenty most popular states for the high school graduating class of 2011. On the high end, 540 graduates went to a postsecondary institution in California, followed by 474 graduates who went

to a Wyoming institution and 411 who went to college in Arizona. On the lower end, 110 graduates attended college in Minnesota, and 107 went to a college in Indiana.

Only a small fraction of college-going students leave the state to attend a two-year college, about 3 percent, compared to 19 percent of college-going students who attend four-year institutions outside of Colorado. Within Colorado, a higher proportion of students attend a two-year college. Of the 2011 college-going graduates, 26 percent attended a two-year college and 53 percent attended a four-year institution in Colorado.

Considering only the type of college and not the location, about 71 percent of the 2011 cohort enrolled at a four-year institution and 29 percent enrolled at a two-year college (see Figure 7). Compared to other racial/ethnic groups, Asian graduates are the most likely to enroll at a four-year institution (79 percent), followed by white students (75 percent). Hispanic students are the most likely to enroll at a two-year college (44.5 percent), followed by African-American and American Indian/Alaskan native students (36.5 percent and 37 percent respectively).

Figure 3. College Enrollment, by Race/Ethnicity and Institution Type (2011)

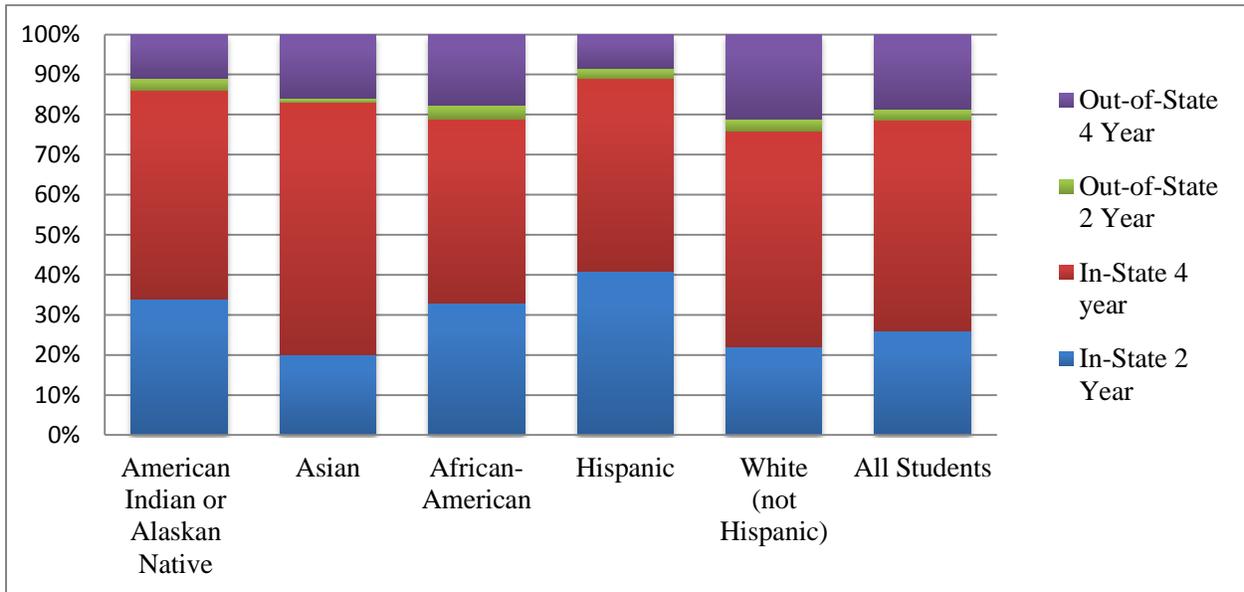


Figure 4. College Enrollment, by Gender and Institution Type (2011)

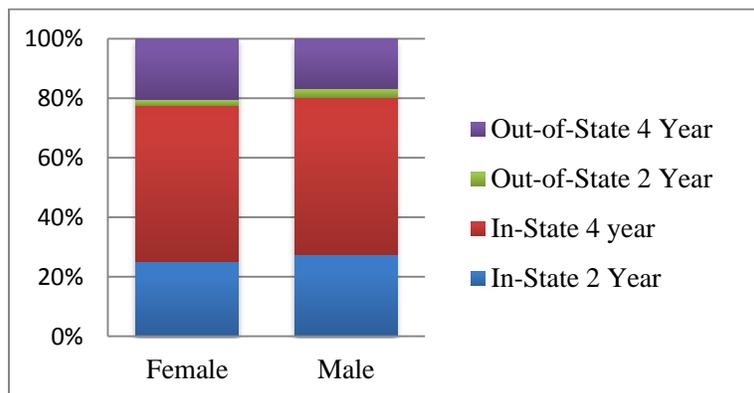


Figure 5. Top States Where 2011 High School Graduates Attended College Outside of Colorado

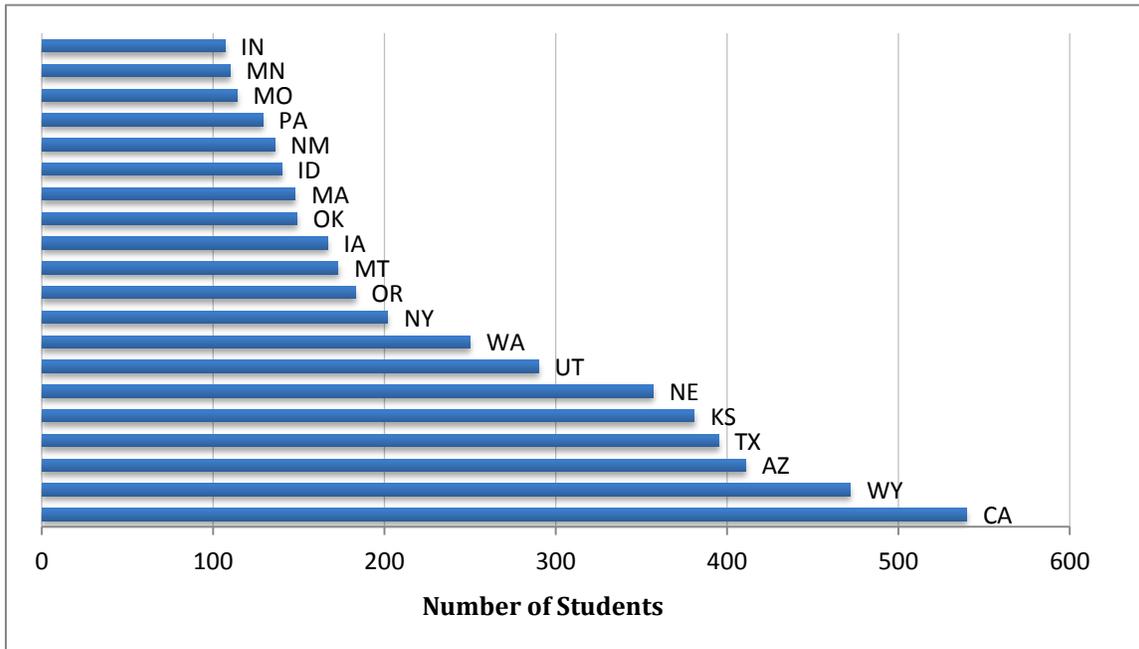


Figure 6. Enrollment In State and Out of State (2011)

■ In State ■ Out of State

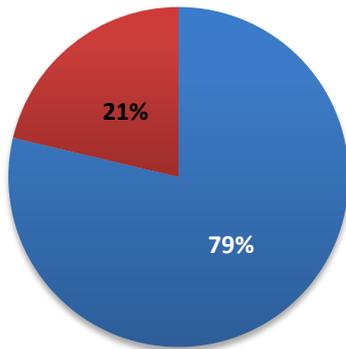
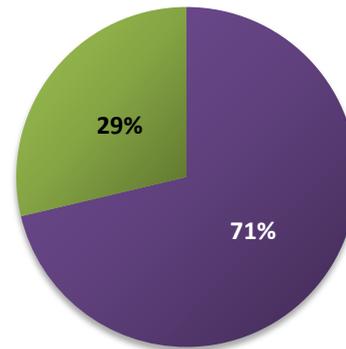


Figure 7. Enrollment 2 and 4 Year Institutions (2011)

■ 4 Year ■ 2 Year



Enrollment by Institution Name

To conclude the discussion of where Colorado high school graduates attend college, Table 7 provides several lists of the most attended institutions. Colorado State University tops the lists of the most attended institutions when looking at both two- and four-year institutions and when looking at only four-year institutions. Front Range Community College, Pikes Peak Community College and Community College of Denver are the most highly attended two-year institutions. Students leaving Colorado for college are most likely to attend the University of Wyoming, Brigham Young University and Arizona State University.

Table 7. Enrollment by Most Attended Institutions for High School Class of 2011

Top 10 Most Attended Institutions, 2 & 4 Years	# Students	% College Going Students
Colorado State University	3,181	10.6%
University of Colorado Boulder	2,791	9.3%
University of Northern Colorado	1,861	6.2%
Metro State University of Denver	1,597	5.3%
Front Range Community College	1,523	5.1%
Colorado Mesa University	1,407	4.7%
Pikes Peak Community College	1,094	3.7%
University of Colorado Colorado Springs	1,063	3.6%
Community College of Denver	865	2.9%
Colorado State University - Pueblo	751	2.5%
Top 10 Most Attended Institutions, 2 Years	# Students	% College Going Students
Front Range Community College	1,523	5.1%
Pikes Peak Community College	1,094	3.7%
Community College of Denver	865	2.9%
Red Rocks Community College	704	2.4%
Arapahoe Community College	702	2.3%
Aims Community College	483	1.6%
Pueblo Community College	464	1.6%
Community College of Aurora	442	1.5%
Northeastern Junior College	408	1.4%
Colorado Mountain College	385	1.3%
Top 10 Most Attended Institutions, 4 Years	# Students	% College Going Students
Colorado State University	3,181	10.6%
University of Colorado Boulder	2,791	9.3%
University of Northern Colorado	1,861	6.2%
Metro State University of Denver	1,597	5.3%
Colorado Mesa University	1,407	4.7%
University of Colorado Colorado Springs	1,063	3.6%
Colorado State University - Pueblo	751	2.5%
University of Colorado Denver	710	2.4%
Colorado School of Mines	470	1.6%
Fort Lewis College	401	1.3%
Top 10 Most Attended Institutions, Out of State, 2 & 4 Years	# Students	% College Going Students
University of Wyoming (WY)	295	1.0%
Brigham Young University (UT)	154	0.5%
Arizona State University (AZ)	136	0.5%
Montana State University – Bozeman (MT)	112	0.4%
Hastings College (NE)	86	0.3%
University of Kansas (KS)	86	0.3%
Northern Arizona University (AZ)	79	0.3%
Fort Hays State University (KS)	76	0.3%
University of Oregon (OR)	72	0.2%
Laramie County Community College (WY)	71	0.2%

PART II. FIRST-YEAR COLLEGE STUDENTS

In this section, information about first year college students, including financial aid status, GPA, credit accumulation and degree level, is provided. This level of detail is only available from the Colorado Department of Higher Education's Student Unit Record Data System (SURDS), which includes information from all public colleges and universities in the state and the University of Denver, Regis University, and Colorado Christian University. As of the 2012-2013 academic year, SURDS will include individual student records from an additional 50 private degree granting institutions. These data will be included in next year's report.

Financial Aid Recipients

As the tables below show, 36.8 percent of first-year college students received a Federal Pell Grant in 2011. Thirty-nine percent of females received a Pell grant, compared to 34 percent of males. Within racial/ethnic groups, 66.7 percent of African-American college students and 57.5 percent of Hispanic students received a Pell grant, compared to 28 percent of white students. The percentage of students receiving a Pell grant increased for all groups from 2009 to 2011. In 2011, the average amount of Pell grants received by college students in Colorado was \$3,835.86.

Table 8. Summary of Pell Recipients, by High School Graduation Year

High School Graduation Year	Number of College Students	Students Receiving Pell Grants		Students Not Receiving Pell Grants	
		#	%	#	%
2011	22,458	8,265	36.8%	14,193	63.2%
2010	22,972	7,955	34.6%	15,017	65.4%
2009	23,182	6634	28.6%	16,548	71.4%

Table 9. Pell Grant Recipients, by Gender and Race/Ethnicity (2011)

	2011 Number of Students	2011 Number Receiving Pell Grant	2011 Percentage Receiving Pell Grant	2009-2011 Percentage Change in Pell Recipients
Female	11,798	4626	39.2%	↑ 28.5%
Male	10,660	3639	34.1%	↑ 28.7%
American Indian or Alaskan Native	194	80	41.2%	↑ 3.1%
Asian	988	448	45.3%	↑ 9.5%
African-American	1,206	804	66.7%	↑ 17.0%
Hispanic	4,466	2,569	57.5%	↑ 18.1%
White	15,601	4,361	28.0%	↑ 27.9%

Grade Point Averages

At the end of the 2011-2012 academic year, the average cumulative grade point average (GPA) for first-year college students in Colorado was 2.67 (see tables below). Female students had a slightly higher average GPA (2.78) than male students (2.55). Across racial/ethnic groups, average GPA's ranged from 2.29 for African-American students to 2.75 for white students. When considering quartile ranges, most GPAs at the 25th percentile were below or just slightly above a 2.0, which is typically the minimum GPA needed to graduate from college. This means that approximately 25 percent of students are on—or close to being placed on—academic probation and are at risk of graduating.

Table 10. Summary of Grade Point Averages, by High School Graduation Year

High School Graduation Year	Number of College Students	First Year Average GPA	25 th Percentile	75 th Percentile
2011	22,458	2.67	2.10	3.40
2010	22,972	2.66	2.10	3.40
2009	23,182	2.66	2.10	3.30

Table 11. Grade Point Averages, by Gender and Race/Ethnicity (2011)

	2011 Number of Students	First Year Average GPA	25 th Percentile	75 th Percentile
Female	11,798	2.78	2.30	3.40
Male	10,660	2.55	2.00	3.20
American Indian or Alaskan Native	194	2.44	1.80	3.20
Asian	988	2.71	2.10	3.40
African-American	1,206	2.29	1.70	3.00
Hispanic	4,466	2.48	1.90	3.20
White (not Hispanic)	15,601	2.75	2.30	3.40

Credit Hour Accumulation

Research suggests that the number of credit hours earned in a student's first year of college influences the likelihood of completion. It has been noted that completing at least 20 credit hours in the first year increases the chances of degree attainment.⁵ As Table 12 shows, for

⁵ Adelman, C. (2006). *The toolbox revisited: Paths to degree completion from high school through college*. Washington, DC: U.S. Department of Education. Particularly, Adelman (2006) found a 40 percentage point gap in

students who graduated from high school in 2011 and went on to immediately enroll in college, approximately 75 percent had completed at least 18 credit hours and 25 percent had completed more than 34 credit hours by the end of their first year (spring 2012). The credit hour accumulations may include concurrent enrollment credits earned.

The average number of credits completed for the 2011 first-year students was 28.3 credits. This is very comparable to the average number of completed credits by students from the high school graduating classes of 2010 and 2009 (see Table 13). In 2011, female students had a slightly higher credit accumulation average (29) than male students (27.5). Asian students had the highest average number of credits completed in their first year of college (31.4 credits). On average, Hispanic students completed almost 7 fewer credits in their first year than Asian students, and African-American students completed 9.5 fewer credits than Asian students.

Table 12. Summary of Credit Hour Accumulation, by High School Graduation Year

High School Graduation Year	Number of College Students	First Year Avg. # Completed Credits	25 th Percentile	75 th Percentile
2011	22,458	28.3	18.0	34.0
2010	22,972	27.9	18.0	34.0
2009	23,182	28.1	18.0	35.0

Table 13. Credit Hour Accumulation, by Gender and Race/Ethnicity (2011)

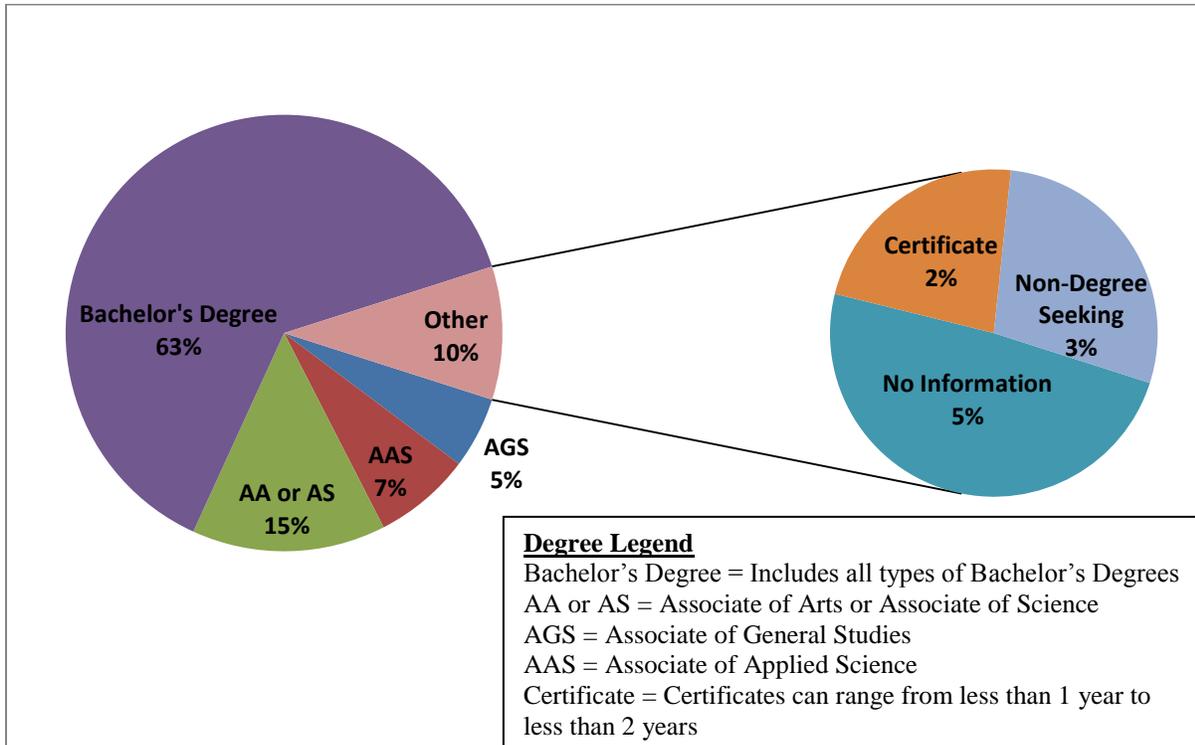
	2011 Number of Students	First Year Avg. # Completed Credits	25 th Percentile	75 th Percentile
Female	11,798	29.0	19.0	35.0
Male	10,660	27.5	17.0	34.0
American Indian or Alaskan Native	194	25.6	14.0	32.0
Asian	988	31.4	20.0	40.0
African-American	1,206	21.8	12.0	28.0
Hispanic	4,466	24.5	13.0	31.0
White (not Hispanic)	15,601	29.6	21.0	36.0

bachelor's degree attainment between students who had completed over 20 credits in their first year (77% degree completion) and those who had not (35% degree completion).

Degree Level

In their first year of college, students specify what level of degree they are pursuing. Of the 2011 high school graduates who enrolled in college, 63 percent are pursuing a Bachelor's degree and 15 percent are pursuing an Associate's degree. An Associate of Applied Science is the next most popular degree, with 7 percent of 2011 first-year college students pursuing this option.

Figure 8. Types of Degrees 2011 High School Graduates are Pursuing



PART III. RETENTION RATES

Unlike the previous section, part three is representative of all students. Using data from the National Student Clearinghouse, the Department of Higher Education is able to track retention rates for all students, whether they are enrolled in Colorado, out-of-state, at a public institution or a private one.

First year retention rates are important to consider because students are most likely to drop out of college during or after their first year. First year retention rates are available for both high school graduating classes of 2010 and 2009, and overall rates were around 81 percent for both cohorts.⁶ This means that for all students who graduated high school in spring 2010 and enrolled in college in fall 2010, 81.4 percent enrolled for a second year of college in fall 2011. When looking at Colorado's public higher education institutions (both two- and four-year), the retention rates are 76.9 percent for 2010 and 77.9 percent for 2009.

As Table 14 shows, the first year retention rate at four-year institutions was 88.3 percent for 2010 students. Comparatively, the retention rate at two-year colleges was 62.1 percent for the same cohort of high school graduates. These average retention rates are better than national figures. Nationally, the 2010 average first year retention rate for all four-year institutions was 77.1 percent. The national average for students at two-year institutions that same year was 54.3 percent.⁷

Retention rates for female students from the high school class of 2010 were about 5 percentage points higher than retentions rates for male students (see Table 15). Compared to other ethnic populations, Hispanic students had the lowest retention rates overall and at four-year institutions. American Indian/Alaskan Native students and African-American students had the lowest retentions rates at two-year institutions. The largest gap in overall retention rates among racial/ethnic groups is between Asian and Hispanic students (18 percentage points).

Table 14. Retention Rates, by High School Graduation Year

High School Graduation Year	First Year Retention Rate Overall	First Year Retention Rate 4 Year Institutions	First Year Retention Rate 2 Year Institutions	First Year Retention Rate In-State Public Institutions Only⁸
2010	80.7%	88.3%	62.1%	76.9%
2009	81.4%	88.5%	63.3%	77.9%

⁶ Retention rates are not yet available for students who were in their first year of college in the 2011-2012 academic year.

⁷ National Center for Higher Education Management Systems, www.higheredinfo.org.

⁸ Includes all SURDS institutions (2 and 4 year institutions)

Table 15. Retention Rates, by Gender and Race/Ethnicity (High School Class of 2010)

Race/Ethnicity	First Year Retention Rate Overall	First Year Retention Rate 4 Year Institutions	First Year Retention Rate 2 Year Institutions
Female	83.0%	90.2%	64.5%
Male	77.9%	85.9%	59.6%
American Indian or Alaskan Native	71.9%	83.0%	54.7%
Asian	88.2%	93.0%	69.8%
African-American	73.5%	84.9%	54.9%
Hispanic	70.2%	81.5%	57.7%
White (not Hispanic)	83.0%	89.2%	64.4%

CONCLUSION

This report is intended to summarize and identify trends in postsecondary education for three cohorts of Colorado high school graduates, with particular attention paid to the most recent cohort. The report tracks the 2009, 2010 and 2011 high school graduating classes and describes student enrollment and progress one year following graduation. The data are disaggregated by gender and race/ethnicity to further identify patterns. Future research from the Department of Higher Education will continue to follow these cohorts of students as they move through the higher education system. Information on postsecondary performance, retention, and degree attainment will be collected and reported on when available.

Overall, 57 percent of the 2011 high school graduating class enrolled in a postsecondary institution in the fall immediately following graduation. Of the college-going students, about 79 percent enrolled at an institution in Colorado, while 21 percent left the state to attend college. A majority of high school graduates attending college do so at a four-year institution (about 71 percent), with the remaining 29 percent enrolling at a two-year college.

Evident throughout the report are gaps in postsecondary access and success between white students and minority students. In particular, Hispanic students, who constitute Colorado's largest and fastest-growing minority population, significantly underperform white students on every measure. Over the last three years, about 40 percent of Hispanic graduates have attended college compared to 64 percent of white graduates. Hispanic students who did enroll in college in 2011 were 3.5 times more likely to have financial need than white students. In terms of postsecondary performance, Hispanic first-year college students have, on average, lower grade point averages and lower credit accumulation than white students.

While Colorado unquestionably has a robust, high-quality higher education system, it is essential that these disparities in access and success be reduced if the state is to remain competitive in today's global economy. As the Colorado Commission on Higher Education's 2012 Master Plan notes,

“Success in meeting the state's primary goal of increasing the college attainment rate to 66 percent of all citizens ages 25-34 hinges on improving underserved students' access to, progress in, and graduation from colleges and universities in the state.”⁹

The Colorado Commission on Higher Education's Master Plan has set the framework for performance contracts between higher education institutions and the state. Each institution has identified specific goals aimed at reducing achievement gaps. These goals include reducing disparities in graduation and retention rates between underserved and non-underserved students, and increasing the number of low-income, minority students who earn a science, technology, engineering or math (STEM) degree. Future versions of this report will include updates on how institutions are meeting these goals to close the achievement gaps.

⁹ Colorado Commission on Higher Education (2012). Colorado Competes: A Completion Agenda for Higher Education. Denver, CO: CCHE; p. 15.

APPENDIX A: DISTRICT-LEVEL STATISTICS

Postsecondary Enrollment by District

* is shown in place of counts 10 or less

District Name	Total # Graduates	Total Enrollment		In-State 2 Year		In-State 4 Year		Total % In-State	Out-of-State 2 Year		Out-of-State 4 Year		Total % Out-of-State	% Not Enrolled
		#	%	#	%	#	%		#	%	#	%		
ACADEMY 20	1621	1170	72.2%	238	14.7%	581	35.8%	50.5%	31	1.9%	320	19.7%	21.7%	27.8%
ADAMS COUNTY 14	387	100	25.8%	37	9.6%	55	14.2%	23.8%	2	0.5%	6	1.6%	2.1%	74.2%
ADAMS-ARAPAHOE 28J	1754	727	41.4%	271	15.5%	358	20.4%	35.9%	23	1.3%	75	4.3%	5.6%	58.6%
AGATE 300	3	*	*	*	*	*	*	*	*	*	*	*	*	*
AGUILAR REORGANIZED 6	12	6	50.0%	4	33.3%	0	0.0%	33.3%	2	16.7%	0	0.0%	16.7%	50.0%
AKRON R-1	32	23	71.9%	9	28.1%	4	12.5%	40.6%	3	9.4%	7	21.9%	31.3%	28.1%
ALAMOSA RE-11J	146	102	69.9%	18	12.3%	78	53.4%	65.8%	1	0.7%	5	3.4%	4.1%	30.1%
ARCHULETA COUNTY 50 JT	104	41	39.4%	11	10.6%	22	21.2%	31.7%	2	1.9%	6	5.8%	7.7%	60.6%
ARICKAREE R-2	3	*	*	*	*	*	*	*	*	*	*	*	*	*
ARRIBA-FLAGLER C-20	14	10	71.4%	2	14.3%	7	50.0%	64.3%	0	0.0%	1	7.1%	7.1%	28.6%
ASPEN 1	126	85	67.5%	4	3.2%	33	26.2%	29.4%	1	0.8%	47	37.3%	38.1%	32.5%
AULT-HIGHLAND RE-9	66	29	43.9%	14	21.2%	8	12.1%	33.3%	4	6.1%	3	4.5%	10.6%	56.1%
BAYFIELD 10 JT-R	99	49	49.5%	3	3.0%	32	32.3%	35.4%	5	5.1%	9	9.1%	14.1%	50.5%
BENNETT 29J	83	46	55.4%	17	20.5%	23	27.7%	48.2%	0	0.0%	6	7.2%	7.2%	44.6%
BETHUNE R-5	6	*	*	*	*	*	*	*	*	*	*	*	*	*
BIG SANDY 100J	25	14	56.0%	5	20.0%	8	32.0%	52.0%	1	4.0%	0	0.0%	4.0%	44.0%
BOULDER VALLEY RE 2	2173	1528	70.3%	200	9.2%	822	37.8%	47.0%	15	0.7%	491	22.6%	23.3%	29.7%
BRANSON REORGANIZED 82	50	20	40.0%	14	28.0%	3	6.0%	34.0%	2	4.0%	1	2.0%	6.0%	60.0%
BRIGGS DALE RE-10	10	*	*	*	*	*	*	*	*	*	*	*	*	*
BRIGHTON 27J	696	329	47.3%	139	20.0%	156	22.4%	42.4%	11	1.6%	23	3.3%	4.9%	52.7%
BRUSH RE-2(J)	116	68	58.6%	37	31.9%	17	14.7%	46.6%	4	3.4%	10	8.6%	12.1%	41.4%
BUENA VISTA R-31	81	45	55.6%	12	14.8%	26	32.1%	46.9%	1	1.2%	6	7.4%	8.6%	44.4%
BUFFALO RE-4	20	16	80.0%	11	55.0%	4	20.0%	75.0%	0	0.0%	1	5.0%	5.0%	20.0%
BURLINGTON RE-6J	54	32	59.3%	4	7.4%	12	22.2%	29.6%	4	7.4%	12	22.2%	29.6%	40.7%
BYERS 32J	25	13	52.0%	4	16.0%	5	20.0%	36.0%	0	0.0%	4	16.0%	16.0%	48.0%

District Name	Total # Graduates	Total Enrollment		In-State 2 Year		In-State 4 Year		Total % In-State	Out-of-State 2 Year		Out-of-State 4 Year		Total % Out-of-State	% Not Enrolled
		#	%	#	%	#	%		#	%	#	%		
CALHAN RJ-1	42	18	42.9%	5	11.9%	9	21.4%	33.3%	1	2.4%	3	7.1%	9.5%	57.1%
CAMPO RE-6	6	*	*	*	*	*	*	*	*	*	*	*	*	*
CANON CITY RE-1	242	123	50.8%	55	22.7%	55	22.7%	45.5%	3	1.2%	10	4.1%	5.4%	49.2%
CENTENNIAL R-1	33	22	66.7%	5	15.2%	16	48.5%	63.6%	1	3.0%	0	0.0%	3.0%	33.3%
CENTER 26 JT	42	15	35.7%	2	4.8%	12	28.6%	33.3%	0	0.0%	1	2.4%	2.4%	64.3%
CHARTER SCHOOL INSTITUTE	432	169	39.1%	84	19.4%	66	15.3%	34.7%	4	0.9%	15	3.5%	4.4%	60.9%
CHERAW 31	12	6	50.0%	4	33.3%	1	8.3%	41.7%	0	0.0%	1	8.3%	8.3%	50.0%
CHERRY CREEK 5	3534	2296	65.0%	412	11.7%	1254	35.5%	47.1%	43	1.2%	587	16.6%	17.8%	35.0%
CHEYENNE COUNTY RE-5	19	14	73.7%	4	21.1%	6	31.6%	52.6%	0	0.0%	4	21.1%	21.1%	26.3%
CHEYENNE MOUNTAIN 12	344	262	76.2%	41	11.9%	150	43.6%	55.5%	5	1.5%	66	19.2%	20.6%	23.8%
CLEAR CREEK RE-1	59	35	59.3%	13	22.0%	17	28.8%	50.8%	0	0.0%	5	8.5%	8.5%	40.7%
COLORADO SPRINGS 11	1924	930	48.3%	296	15.4%	465	24.2%	39.6%	22	1.1%	147	7.6%	8.8%	51.7%
COTOPAXI RE-3	21	9	42.9%	6	28.6%	3	14.3%	42.9%	0	0.0%	0	0.0%	0.0%	57.1%
CREEDE CONSOLIDATED 1	5	*	*	*	*	*	*	*	*	*	*	*	*	*
CRIPPLE CREEK-VICTOR RE-1	35	12	34.3%	3	8.6%	5	14.3%	22.9%	0	0.0%	4	11.4%	11.4%	65.7%
CROWLEY COUNTY RE-1-J	35	19	54.3%	14	40.0%	3	8.6%	48.6%	0	0.0%	2	5.7%	5.7%	45.7%
CUSTER COUNTY SCHOOL DISTRICT C-1	36	20	55.6%	5	13.9%	14	38.9%	52.8%	0	0.0%	1	2.8%	2.8%	44.4%
DE BEQUE 49JT	6	*	*	*	*	*	*	*	*	*	*	*	*	*
DEER TRAIL 26J	16	11	68.8%	3	18.8%	5	31.3%	50.0%	2	12.5%	1	6.3%	18.8%	31.3%
DEL NORTE C-7	36	17	47.2%	2	5.6%	13	36.1%	41.7%	0	0.0%	2	5.6%	5.6%	52.8%
DELTA COUNTY 50(J)	376	153	40.7%	18	4.8%	108	28.7%	33.5%	8	2.1%	19	5.1%	7.2%	59.3%
DENVER COUNTY 1	3689	1792	48.6%	596	16.2%	867	23.5%	39.7%	32	0.9%	297	8.1%	8.9%	51.4%
DOLORES COUNTY RE NO.2	14	7	50.0%	1	7.1%	4	28.6%	35.7%	1	7.1%	1	7.1%	14.3%	50.0%
DOLORES RE-4A	35	21	60.0%	2	5.7%	13	37.1%	42.9%	2	5.7%	4	11.4%	17.1%	40.0%
DOUGLAS COUNTY RE 1	3634	2522	69.4%	462	12.7%	1357	37.3%	50.1%	58	1.6%	645	17.7%	19.3%	30.6%

District Name	Total # Graduates	Total Enrollment		In-State 2 Year		In-State 4 Year		Total % In-State	Out-of-State 2 Year		Out-of-State 4 Year		Total % Out-of-State	% Not Enrolled
		#	%	#	%	#	%		#	%	#	%		
DURANGO 9-R	329	205	62.3%	16	4.9%	126	38.3%	43.2%	11	3.3%	52	15.8%	19.1%	37.7%
EADS RE-1	13	9	69.2%	3	23.1%	4	30.8%	53.8%	1	7.7%	1	7.7%	15.4%	30.8%
EAGLE COUNTY RE 50	362	182	50.3%	56	15.5%	87	24.0%	39.5%	7	1.9%	32	8.8%	10.8%	49.7%
EAST GRAND 2	83	47	56.6%	2	2.4%	24	28.9%	31.3%	3	3.6%	18	21.7%	25.3%	43.4%
EAST OTERO R-1	96	51	53.1%	40	41.7%	6	6.3%	47.9%	3	3.1%	2	2.1%	5.2%	46.9%
EATON RE-2	116	76	65.5%	16	13.8%	42	36.2%	50.0%	4	3.4%	14	12.1%	15.5%	34.5%
EDISON 54 JT	35	22	62.9%	10	28.6%	9	25.7%	54.3%	1	2.9%	2	5.7%	8.6%	37.1%
ELBERT 200	14	6	42.9%	2	14.3%	3	21.4%	35.7%	0	0.0%	1	7.1%	7.1%	57.1%
ELIZABETH C-1	212	123	58.0%	34	16.0%	67	31.6%	47.6%	4	1.9%	18	8.5%	10.4%	42.0%
ELLICOTT 22	44	17	38.6%	5	11.4%	10	22.7%	34.1%	0	0.0%	2	4.5%	4.5%	61.4%
ENGLEWOOD 1	260	82	31.5%	32	12.3%	38	14.6%	26.9%	2	0.8%	10	3.8%	4.6%	68.5%
EXPEDITIONARY BOCES	21	14	66.7%	0	0.0%	12	57.1%	57.1%	0	0.0%	2	9.5%	9.5%	33.3%
FALCON 49	830	423	51.0%	158	19.0%	183	22.0%	41.1%	14	1.7%	68	8.2%	9.9%	49.0%
FLORENCE RE-2	116	54	46.6%	18	15.5%	23	19.8%	35.3%	5	4.3%	8	6.9%	11.2%	53.4%
FORT MORGAN RE-3	187	87	46.5%	57	30.5%	24	12.8%	43.3%	3	1.6%	3	1.6%	3.2%	53.5%
FOUNTAIN 8	341	188	55.1%	54	15.8%	89	26.1%	41.9%	12	3.5%	33	9.7%	13.2%	44.9%
FOWLER R-4J	36	20	55.6%	5	13.9%	10	27.8%	41.7%	0	0.0%	5	13.9%	13.9%	44.4%
FRENCHMAN RE-3	14	11	78.6%	4	28.6%	3	21.4%	50.0%	0	0.0%	4	28.6%	28.6%	21.4%
GARFIELD 16	68	34	50.0%	11	16.2%	15	22.1%	38.2%	0	0.0%	8	11.8%	11.8%	50.0%
GARFIELD RE-2	276	122	44.2%	51	18.5%	54	19.6%	38.0%	3	1.1%	14	5.1%	6.2%	55.8%
GENOA-HUGO C113	12	8	66.7%	3	25.0%	3	25.0%	50.0%	1	8.3%	1	8.3%	16.7%	33.3%
GILPIN COUNTY RE-1	14	9	64.3%	5	35.7%	4	28.6%	64.3%	0	0.0%	0	0.0%	0.0%	35.7%
GRANADA RE-1	12	5	41.7%	4	33.3%	1	8.3%	41.7%	0	0.0%	0	0.0%	0.0%	58.3%
GREELEY 6	1273	606	47.6%	246	19.3%	268	21.1%	40.4%	15	1.2%	77	6.0%	7.2%	52.4%
GUNNISON WATERSHED RE1J	117	80	68.4%	3	2.6%	57	48.7%	51.3%	3	2.6%	17	14.5%	17.1%	31.6%
HANOVER 28	12	6	50.0%	3	25.0%	2	16.7%	41.7%	0	0.0%	1	8.3%	8.3%	50.0%
HARRISON 2	481	200	41.6%	84	17.5%	88	18.3%	35.8%	4	0.8%	24	5.0%	5.8%	58.4%
HAXTUN RE-2J	23	16	69.6%	8	34.8%	2	8.7%	43.5%	6	26.1%	0	0.0%	26.1%	30.4%
HAYDEN RE-1	40	23	57.5%	2	5.0%	15	37.5%	42.5%	3	7.5%	3	7.5%	15.0%	42.5%
HINSDALE COUNTY RE 1	4	*	*	*	*	*	*	*	*	*	*	*	*	*

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		#	%	#	%	#	%		#	%	#	%		
HI-PLAINS R-23	13	7	53.8%	2	15.4%	3	23.1%	38.5%	1	7.7%	1	7.7%	15.4%	46.2%
HOEHNE REORGANIZED 3	21	19	90.5%	7	33.3%	9	42.9%	76.2%	1	4.8%	2	9.5%	14.3%	9.5%
HOLLY RE-3	21	15	71.4%	6	28.6%	4	19.0%	47.6%	3	14.3%	2	9.5%	23.8%	28.6%
HOLYOKE RE-1J	50	22	44.0%	9	18.0%	7	14.0%	32.0%	0	0.0%	6	12.0%	12.0%	56.0%
HUERFANO RE-1	39	16	41.0%	9	23.1%	4	10.3%	33.3%	2	5.1%	1	2.6%	7.7%	59.0%
IDALIA RJ-3	11	9	81.8%	2	18.2%	7	63.6%	81.8%	0	0.0%	0	0.0%	0.0%	18.2%
IGNACIO 11 JT	54	16	29.6%	4	7.4%	8	14.8%	22.2%	3	5.6%	1	1.9%	7.4%	70.4%
JEFFERSON COUNTY R-1	5919	3837	64.8%	946	16.0%	2203	37.2%	53.2%	72	1.2%	615	10.4%	11.6%	35.2%
JOHNSTOWN-MILLIKEN RE-5J	153	82	53.6%	30	19.6%	37	24.2%	43.8%	5	3.3%	10	6.5%	9.8%	46.4%
JULESBURG RE-1	115	35	30.4%	15	13.0%	2	1.7%	14.8%	10	8.7%	8	7.0%	15.7%	69.6%
KARVAL RE-23	24	6	25.0%	4	16.7%	2	8.3%	25.0%	0	0.0%	0	0.0%	0.0%	75.0%
KEENESBURG RE-3(J)	138	53	38.4%	25	18.1%	23	16.7%	34.8%	2	1.4%	3	2.2%	3.6%	61.6%
KIM REORGANIZED 88	5	*	*	*	*	*	*	*	*	*	*	*	*	*
KIOWA C-2	15	10	66.7%	3	20.0%	3	20.0%	40.0%	0	0.0%	4	26.7%	26.7%	33.3%
KIT CARSON R-1	6	*	*	*	*	*	*	*	*	*	*	*	*	*
LA VETA RE-2	24	18	75.0%	4	16.7%	11	45.8%	62.5%	0	0.0%	3	12.5%	12.5%	25.0%
LAKE COUNTY R-1	76	32	42.1%	21	27.6%	11	14.5%	42.1%	0	0.0%	0	0.0%	0.0%	57.9%
LAMAR RE-2	102	62	60.8%	38	37.3%	20	19.6%	56.9%	0	0.0%	4	3.9%	3.9%	39.2%
LAS ANIMAS RE-1	36	19	52.8%	12	33.3%	5	13.9%	47.2%	1	2.8%	1	2.8%	5.6%	47.2%
LEWIS-PALMER 38	464	355	76.5%	82	17.7%	183	39.4%	57.1%	8	1.7%	82	17.7%	19.4%	23.5%
LIBERTY J-4	6	*	*	*	*	*	*	*	*	*	*	*	*	*
LIMON RE-4J	32	24	75.0%	7	21.9%	10	31.3%	53.1%	3	9.4%	4	12.5%	21.9%	25.0%
LITTLETON 6	1307	954	73.0%	139	10.6%	533	40.8%	51.4%	15	1.1%	267	20.4%	21.6%	27.0%
LONE STAR 101	10	*	*	*	*	*	*	*	*	*	*	*	*	*
MANCOS RE-6	30	17	56.7%	2	6.7%	9	30.0%	36.7%	2	6.7%	4	13.3%	20.0%	43.3%
MANITOU SPRINGS 14	126	82	65.1%	15	11.9%	54	42.9%	54.8%	2	1.6%	11	8.7%	10.3%	34.9%
MANZANOLA 3J	13	8	61.5%	2	15.4%	4	30.8%	46.2%	1	7.7%	1	7.7%	15.4%	38.5%
MAPLETON 1	350	134	38.3%	44	12.6%	81	23.1%	35.7%	3	0.9%	6	1.7%	2.6%	61.7%
MC CLAVE RE-2	16	10	62.5%	6	37.5%	2	12.5%	50.0%	0	0.0%	2	12.5%	12.5%	37.5%

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		#	%	#	%	#	%		#	%	#	%		
MEEKER RE1	37	21	56.8%	2	5.4%	8	21.6%	27.0%	1	2.7%	10	27.0%	29.7%	43.2%
MESA COUNTY VALLEY 51	1520	815	53.6%	32	2.1%	669	44.0%	46.1%	22	1.4%	92	6.1%	7.5%	46.4%
MIAMI/YODER 60 JT	27	11	40.7%	4	14.8%	7	25.9%	40.7%	0	0.0%	0	0.0%	0.0%	59.3%
MOFFAT 2	17	11	64.7%	2	11.8%	7	41.2%	52.9%	1	5.9%	1	5.9%	11.8%	35.3%
MOFFAT COUNTY RE:NO 1	140	69	49.3%	22	15.7%	19	13.6%	29.3%	11	7.9%	17	12.1%	20.0%	50.7%
MONTE VISTA C-8	98	42	42.9%	7	7.1%	31	31.6%	38.8%	0	0.0%	4	4.1%	4.1%	57.1%
MONTEZUMA-CORTEZ RE-1	183	97	53.0%	19	10.4%	50	27.3%	37.7%	6	3.3%	22	12.0%	15.3%	47.0%
MONTROSE COUNTY RE-1J	404	171	42.3%	9	2.2%	124	30.7%	32.9%	9	2.2%	29	7.2%	9.4%	57.7%
MOUNTAIN BOCES	56	6	10.7%	6	10.7%	0	0.0%	10.7%	0	0.0%	0	0.0%	0.0%	89.3%
MOUNTAIN VALLEY RE 1	10	*	*	*	*	*	*	*	*	*	*	*	*	*
NORTH CONEJOS RE-1J	100	45	45.0%	6	6.0%	32	32.0%	38.0%	0	0.0%	7	7.0%	7.0%	55.0%
NORTH PARK R-1	9	*	*	*	*	*	*	*	*	*	*	*	*	*
NORTHGLENN-THORNTON (ADAMS 12 FIVE STAR SCHOOLS)	2239	1140	50.9%	383	17.1%	602	26.9%	44.0%	23	1.0%	132	5.9%	6.9%	49.1%
NORWOOD R-2J	14	9	64.3%	1	7.1%	8	57.1%	64.3%	0	0.0%	0	0.0%	0.0%	35.7%
OTIS R-3	16	13	81.3%	3	18.8%	8	50.0%	68.8%	1	6.3%	1	6.3%	12.5%	18.8%
OURAY R-1	23	15	65.2%	0	0.0%	10	43.5%	43.5%	0	0.0%	5	21.7%	21.7%	34.8%
PARK (ESTES PARK) R-3	85	56	65.9%	8	9.4%	26	30.6%	40.0%	4	4.7%	18	21.2%	25.9%	34.1%
PARK COUNTY RE-2	34	24	70.6%	5	14.7%	14	41.2%	55.9%	4	11.8%	1	2.9%	14.7%	29.4%
PAWNEE RE-12	6	*	*	*	*	*	*	*	*	*	*	*	*	*
PEYTON 23 JT	58	32	55.2%	8	13.8%	22	37.9%	51.7%	2	3.4%	0	0.0%	3.4%	44.8%
PLAINVIEW RE-2	2	*	*	*	*	*	*	*	*	*	*	*	*	*
PLATEAU RE-5	8	*	*	*	*	*	*	*	*	*	*	*	*	*
PLATEAU VALLEY 50	101	19	18.8%	1	1.0%	13	12.9%	13.9%	2	2.0%	3	3.0%	5.0%	81.2%
PLATTE CANYON 1	115	72	62.6%	22	19.1%	42	36.5%	55.7%	1	0.9%	7	6.1%	7.0%	37.4%
PLATTE VALLEY RE-3	7	*	*	*	*	*	*	*	*	*	*	*	*	*
PLATTE VALLEY RE-7	84	50	59.5%	21	25.0%	15	17.9%	42.9%	8	9.5%	6	7.1%	16.7%	40.5%

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POUDRE R-1	1866	1187	63.6%	300	16.1%	580	31.1%	47.2%	34	1.8%	273	14.6%	16.5%	36.4%
PRAIRIE RE-11	11	10	90.9%	4	36.4%	2	18.2%	54.5%	1	9.1%	3	27.3%	36.4%	9.1%
PRIMERO REORGANIZED 2	17	8	47.1%	3	17.6%	4	23.5%	41.2%	0	0.0%	1	5.9%	5.9%	52.9%
PRITCHETT RE-3	3	*	*	*	*	*	*	*	*	*	*	*	*	*
PUEBLO CITY 60	1085	619	57.1%	225	20.7%	365	33.6%	54.4%	5	0.5%	24	2.2%	2.7%	42.9%
PUEBLO COUNTY RURAL 70	541	337	62.3%	114	21.1%	193	35.7%	56.7%	5	0.9%	25	4.6%	5.5%	37.7%
RANGELY RE-4	37	20	54.1%	11	29.7%	5	13.5%	43.2%	2	5.4%	2	5.4%	10.8%	45.9%
RIDGWAY R-2	30	18	60.0%	3	10.0%	7	23.3%	33.3%	0	0.0%	8	26.7%	26.7%	40.0%
ROARING FORK RE-1	337	193	57.3%	65	19.3%	92	27.3%	46.6%	5	1.5%	31	9.2%	10.7%	42.7%
ROCKY FORD R-2	43	27	62.8%	18	41.9%	9	20.9%	62.8%	0	0.0%	0	0.0%	0.0%	37.2%
SALIDA R-32	88	52	59.1%	3	3.4%	39	44.3%	47.7%	4	4.5%	6	6.8%	11.4%	40.9%
SANFORD 6J	20	11	55.0%	1	5.0%	6	30.0%	35.0%	0	0.0%	4	20.0%	20.0%	45.0%
SANGRE DE CRISTO RE- 22J	16	12	75.0%	3	18.8%	8	50.0%	68.8%	0	0.0%	1	6.3%	6.3%	25.0%
SARGENT RE-33J	32	28	87.5%	5	15.6%	18	56.3%	71.9%	2	6.3%	3	9.4%	15.6%	12.5%
SHERIDAN 2	96	31	32.3%	19	19.8%	12	12.5%	32.3%	0	0.0%	0	0.0%	0.0%	67.7%
SIERRA GRANDE R-30	14	8	57.1%	1	7.1%	7	50.0%	57.1%	0	0.0%	0	0.0%	0.0%	42.9%
SOUTH CONEJOS RE-10	23	11	47.8%	1	4.3%	10	43.5%	47.8%	0	0.0%	0	0.0%	0.0%	52.2%
SOUTH ROUTT RE 3	30	15	50.0%	6	20.0%	8	26.7%	46.7%	1	3.3%	0	0.0%	3.3%	50.0%
SPRINGFIELD RE-4	18	7	38.9%	1	5.6%	2	11.1%	16.7%	0	0.0%	4	22.2%	22.2%	61.1%
ST VRAIN VALLEY RE 1J	1632	968	59.3%	225	13.8%	537	32.9%	46.7%	28	1.7%	178	10.9%	12.6%	40.7%
STEAMBOAT SPRINGS RE-2	166	117	70.5%	25	15.1%	61	36.7%	51.8%	1	0.6%	30	18.1%	18.7%	29.5%
STRASBURG 31J	75	47	62.7%	9	12.0%	24	32.0%	44.0%	2	2.7%	12	16.0%	18.7%	37.3%
STRATTON R-4	22	13	59.1%	2	9.1%	7	31.8%	40.9%	4	18.2%	0	0.0%	18.2%	40.9%
SUMMIT RE-1	199	137	68.8%	33	16.6%	70	35.2%	51.8%	2	1.0%	32	16.1%	17.1%	31.2%
SWINK 33	29	25	86.2%	15	51.7%	8	27.6%	79.3%	0	0.0%	2	6.9%	6.9%	13.8%
TELLURIDE R-1	35	20	57.1%	1	2.9%	7	20.0%	22.9%	0	0.0%	12	34.3%	34.3%	42.9%
THOMPSON R-2J	1101	614	55.8%	214	19.4%	266	24.2%	43.6%	27	2.5%	107	9.7%	12.2%	44.2%
TRINIDAD 1	98	52	53.1%	35	35.7%	10	10.2%	45.9%	2	2.0%	5	5.1%	7.1%	46.9%

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VALLEY RE-1	167	113	67.7%	72	43.1%	22	13.2%	56.3%	6	3.6%	13	7.8%	11.4%	32.3%
VILAS RE-5	53	11	20.8%	6	11.3%	2	3.8%	15.1%	2	3.8%	1	1.9%	5.7%	79.2%
WALSH RE-1	15	9	60.0%	1	6.7%	3	20.0%	26.7%	2	13.3%	3	20.0%	33.3%	40.0%
WELD COUNTY RE-1	136	65	47.8%	29	21.3%	30	22.1%	43.4%	1	0.7%	5	3.7%	4.4%	52.2%
WELD COUNTY S/D RE-8	152	60	39.5%	26	17.1%	23	15.1%	32.2%	4	2.6%	7	4.6%	7.2%	60.5%
WELDON VALLEY RE-20(J)	12	7	58.3%	3	25.0%	3	25.0%	50.0%	0	0.0%	1	8.3%	8.3%	41.7%
WEST END RE-2	20	4	20.0%	0	0.0%	4	20.0%	20.0%	0	0.0%	0	0.0%	0.0%	80.0%
WEST GRAND 1-JT.	24	17	70.8%	6	25.0%	9	37.5%	62.5%	2	8.3%	0	0.0%	8.3%	29.2%
WESTMINSTER 50	458	179	39.1%	63	13.8%	105	22.9%	36.7%	3	0.7%	8	1.7%	2.4%	60.9%
WIDFIELD 3	598	289	48.3%	105	17.6%	143	23.9%	41.5%	5	0.8%	36	6.0%	6.9%	51.7%
WIGGINS RE-50(J)	29	18	62.1%	5	17.2%	6	20.7%	37.9%	1	3.4%	6	20.7%	24.1%	37.9%
WILEY RE-13 JT	13	11	84.6%	8	61.5%	2	15.4%	76.9%	0	0.0%	1	7.7%	7.7%	15.4%
WINDSOR RE-4	235	157	66.8%	51	21.7%	70	29.8%	51.5%	8	3.4%	28	11.9%	15.3%	33.2%
WOODLAND PARK RE-2	210	110	52.4%	31	14.8%	61	29.0%	43.8%	1	0.5%	17	8.1%	8.6%	47.6%
WOODLIN R-104	7	*	*	*	*	*	*	*	*	*	*	*	*	*
WRAY RD-2	48	26	54.2%	5	10.4%	10	20.8%	31.3%	3	6.3%	8	16.7%	22.9%	45.8%
YUMA 1	62	30	48.4%	11	17.7%	9	14.5%	32.3%	3	4.8%	7	11.3%	16.1%	51.6%

APPENDIX B: TECHNICAL INFORMATION

METHODOLOGY AND DATA

The nature of this report requires data from both the DHE and the Colorado Department of Education (CDE). Data between these two state agencies began to be connected with the introduction of the State Assigned Student ID (SASID). Because of this linkage requirement, data are currently available dating back to the 2009 high school graduating class. The academic years referred to in the report coincide with the following fall entry into college of the high school graduates. For example, the 2011 high school graduates tracked in this report enrolled in college in fall 2011. Please note last year's report calculated college matriculation by considering high school graduates who enrolled in college within 18 months of graduating. This year's report calculates college matriculation based upon those students who enrolled in college in the fall immediately following high school graduation. Therefore, the overall college matriculation rate from the 2011 Postsecondary Progress and Success of High School Graduates report cannot be compared to the 2012 report.

Numerous national organizations, such as the National Center for Higher Education Management Statistics, and several states, including Tennessee, Texas, and West Virginia, follow a 6 month reporting period to define college-going rates. The majority of students who attend college do so immediately following high school graduation. The college going-rate, therefore, can be seen as an indicator of both the accessibility of and the value of college. Upon high school graduation, students are confronted with several choices including attending college, entering the workforce, or joining the military. Measuring how many students choose to enroll immediately in college reflects how attending college ranks among other post-high school options. Further, looking at college-going rates for different ethnic/racial groups and for low-income students can provide insight into college access issues.

Data Collection: Data were collected through the DHE Student Unit Record Data System (SURDS), and SASIDs were obtained from CDE. Additionally, data from the National Student Clearinghouse (NSC) were linked to provide out-of-state enrollment information, as well as information on private institutions in Colorado not included in SURDS.

- **Report Format:** The report presents information in three parts:
 1. Postsecondary enrollment trends, including information on in-state and out-of-state enrollment and institution type, disaggregated by ethnicity and gender.

2. Information on first-year college students in Colorado, including financial aid status, average grade point average, credit accumulation and degree level, disaggregated by ethnicity and gender.
 3. First year retention rates.
- **Data Limitations:** Data in part two of the report are limited to schools included in SURDS (i.e., all public Colorado colleges and universities, plus Colorado Christian University, Regis University, and the University of Denver). Future reports will be able to track college matriculation in Colorado into an additional 50 degree granting private institutions.

TOPIC: 2012 LEGISLATIVE REPORT ON REMEDIAL EDUCATION

PREPARED BY: DR. BETH BEAN, ASSISTANT DEPUTY DIRECTOR OF RESEARCH AND INFORMATION

I. SUMMARY

The Colorado Department of Higher Education (DHE) is required to prepare an annual report on students taking basic skills courses at Colorado's public higher education institutions. DHE has linked K12 data with postsecondary data and prepared the attached report. The 2012 remedial report has a change in methodology from previous years that creates a more comprehensive representation of remedial education in Colorado. The document is to be submitted to the Education Committees of the Senate and House of Representatives, the Joint Budget Committee, and the Colorado Department of Education and distributed to each Colorado public school district superintendent.

II. BACKGROUND

C.R.S. 23-1-113.3 mandates that the Commission, as part of its implementation of the Remedial Policy, report to the General Assembly on assessment and remediation for undergraduate students. The report is to include the distribution of remediated students by school districts and costs associated with delivery of basic skills courses.

III. STAFF ANALYSIS

Report attached.

IV. STAFF RECOMMENDATIONS

This report is an information item only; no formal action is required by the Commission.

STATUTORY AUTHORITY

C.R.S. §23-1-113 (4)(a)

(4)(a) The department shall transmit annually to the education committees of the senate and the house of representatives, or any successor committees, the joint budget committee, the commission, and the department of education an analysis of data:

(I) Regarding student who take basic skills courses pursuant to section 23-1-113(1)(b)(I)(B); and
(II) Regarding the costs of providing basic skills courses pursuant to section 23-1-113(1)(b)(I)(B) and whether students who complete basic skills courses successfully complete the requirements for graduation.

(b) The department shall disseminate the analysis to each school district and to public high schools within each district.



**2012 LEGISLATIVE REPORT ON
REMEDIAL EDUCATION**

Submitted April 16, 2013

1560 Broadway, Suite 1600 • Denver, Colorado 80202 • (303) 866-2723

LT. GOVERNOR JOSEPH A. GARCIA, EXECUTIVE DIRECTOR

TABLE OF CONTENTS

Letter from Lt. Governor and Executive Director Joseph A. Garcia	3
Report Summary	4
Figure 1: Progression Track of the 2011 High School Graduating Cohort	4
Highlights	5
Description of the New Method for Calculating Remediation	6
Figure 2: Longitudinal Trends in Remediation – New Method	7
Table 1: Remedial Rates by Public Institutions	8
Demographics	9
Figure 3: Remediation by Gender	9
Figure 4a: College Readiness by Ethnicity, Two-Years	11
Figure 4b: College Readiness by Ethnicity, Four-Years	12
Remedial Rates by Subject	12
Figure 5: Developmental Education by Subject and Level	13
First-Year Retention	13
Figure 6: Remediation and One-Year Retention	14
Remedial Course Completion and Costs	14
Figure 7: College-Going Pass Rate	15
Figure 8: FY 2011-12 Estimated Remedial Cost	16
Remediation by School District and High School	16
Reforming the System of Remediation	17
Endnotes	19
Appendix A: Additional Tables	20
Table 2: Remedial Rates by public Colorado Institutions	21
Table 3: Remediation by Race/Ethnicity	22
Table 4: Remediation by Gender	23
Table 5: Remediation and One-Year Retention	24
Table 7: Remedial Course Summary by End-of-Term Completion	25
Table 8: Remedial Course Summary by Subject	26
Table 8a: Remedial Cohort Students by Subject	27
Table 9: Remedial Costs	28
Table 10: Remedial Rates by District and High School	29
Table 11: Remedial Rates by District	46
Table 12: High School College Matriculation and Remediation	53
Appendix B: Technical Information	74
Assessments and Methodology	75
Figure 10: Methodology Comparison	76
Data Limitations	77



STATE OF COLORADO

DEPARTMENT OF HIGHER EDUCATION

John Hickenlooper
Governor

Lt. Gov. Joseph A. Garcia
Executive Director

April 16, 2013

For more than ten years, the Colorado Department of Higher Education has prepared and released a statewide report on remedial education as it is required to do by Colorado law. That law, C.R.S. 23-1-113.3, directs the Department to include certain elements in its remedial reports, such as the number of students from each high school or school district who need remediation upon entry into college and the costs of remedial education in the state. One key purpose of the report is to assist policy makers, educational leaders, and families in identifying deficiencies and making the changes necessary to improve educational outcomes for all Colorado students. Through improvements in data collection and analysis, this year's report goes much farther than previous reports in helping to do so.

As a result of dramatic improvements in data sharing between the Department of Education and the Department of Higher Education and refinements in data collection standards at colleges and universities, the state now has analytical capacities that did not exist only a few years ago. Because our data are now more accurate and comprehensive, we now have a more complete picture of academic remediation needs in Colorado.

This report employs a new method for determining remedial needs. In the past, the state used test scores reported by the colleges to determine remediation rates. This method was generally effective, but had some gaps. This year, we combined the test scores with information regarding actual enrollment in remedial courses. In other words, we collected both students' aptitudes (test scores) and behaviors (enrollment in a remedial course). This new method identified more students in need of remediation than had been reported in the past.

The remediation rate for students who graduated in 2011 was 40%, considerably higher than the rate reported for the class of 2010 (31%). This difference does not reflect a change in student performance, but rather a change in methods leading to a more complete picture of that performance.

Remediation is rightly a serious concern for educators, policymakers, parents, and students. Nonetheless, the responses to improving academic outcomes are just as important as the incidence of remedial needs. Colorado is widely considered a national exemplar in remedial education reform and has seen many recent significant changes designed to improve college readiness. The initial results are promising, but there is no doubt that much work is still needed in this area if our state is to maintain its role as a national leader in ensuring the postsecondary success of all Coloradans.

Sincerely,

Joseph A. Garcia
Lt. Governor and Executive Director

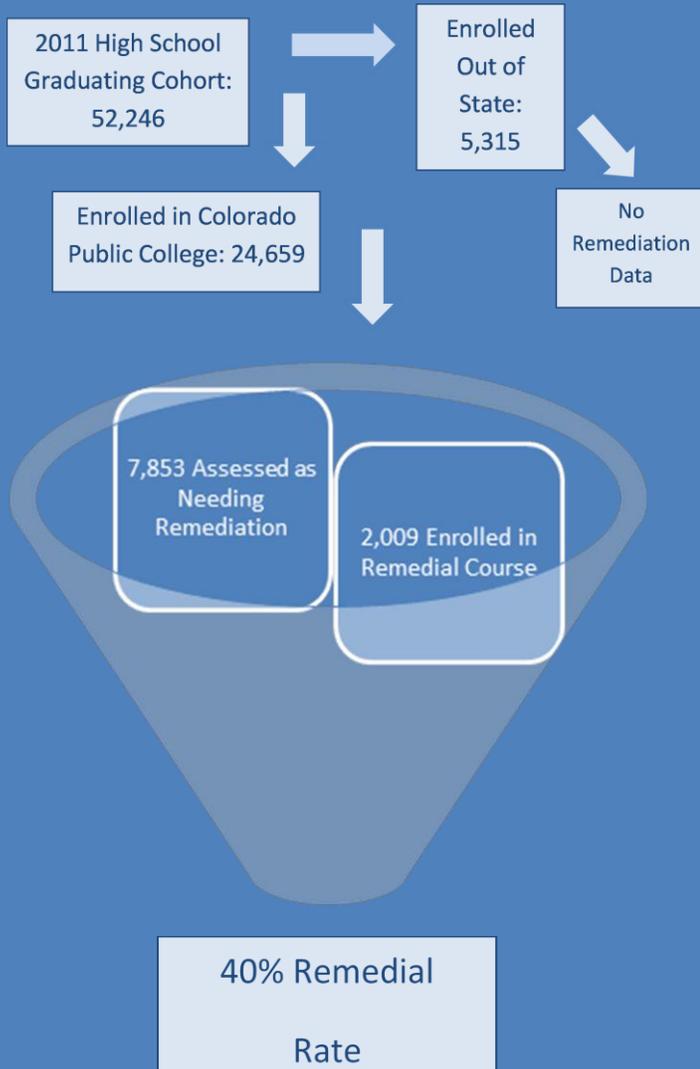
REPORT SUMMARY

This report was prepared by the Colorado Department of Higher Education (DHE) pursuant to state law and in alignment with postsecondary statewide goals. The Colorado Commission on Higher Education has set a primary performance goal of increasing the number of residents aged 25-34 who hold a high-quality, postsecondary credential to 66 percent.¹ In order to reach this goal, and for

Colorado to have an educated workforce to fill the 67% of jobs that will require a college degree by 2018², it is no longer enough to get students to college. Nearly all college students must be successful and earn a certificate or degree. Remedial education can no longer be a barrier to success. To that end, a number of initiatives across the state are targeted at reducing students' need for, and lessening their time spent in, remedial classes. The information in this report is presented to inform the ongoing dialogue regarding preparation for college and the extent of remedial education in Colorado.

An important piece of this effort is the use of clear and comprehensive data. Colorado is a leading state concerning data-sharing capacities between K-12 and higher education, thus allowing for continuous improvements in data quality. Colorado, with its unique collaboration between K-12 and higher education state agencies, is now able to follow public high school graduates directly into the state's public colleges and universities. The new method of calculating remediation rates is a direct result of the state's P-20 data alignment and was developed in consultation with researchers at state colleges and universities, the Colorado Department of Education and K-12 school districts. The result is a more complete picture of the number of students leaving Colorado public high schools and deemed in need of remedial education when enrolling in public colleges and universities across the state.

Figure 1. Progression Track of the 2011 High School Graduating Cohort



HIGHLIGHTS FROM ACADEMIC YEAR 2011-12

- High school data used in this report reflect the performance of students who graduated in 2011 and enrolled in a Colorado public college or university during the 2011-12 academic year.
- Forty percent (40%) of students in the Colorado high school graduating class of 2011 who enrolled in a state public college or university were either assessed as needing remediation or enrolled in a remedial course in at least one academic subject.
- Of the total 9,862 students needing remediation, 7,853 were identified by way of their test scores; the additional 2,009 students were identified by way of their enrolling in a remedial course.
- Sixty-six (66%) of students enrolled in a two-year college and 24% of students at a four-year institution needed remediation.

REMEDICATION BY SUBJECT

- Most students required remediation in math (51%), followed by writing (31%) and reading (18%).
- More than a third of students needing math remediation were assigned to the lowest level course.
- Most students needing remediation in reading and writing needed only a single semester of remedial help before being ready for college work.

REMEDICATION BY ETHNICITY

- Remediation rates were highest for African-American students. Ninety percent (90%) of African-American students at two-year colleges and 56% of African-American students at four-year institutions needed remediation.
- Among Hispanic students, a rapidly growing portion of Colorado's college population, nearly 78% of enrollees at two-year institutions required remedial courses compared to 40% of enrollees at four-year institutions.
- White students had the lowest remedial rates among all ethnic groups, with 57% of enrollees at two-year institutions and 19% of enrollees at four-year institutions needing remediation.

REMEDICATION BY GENDER

- Female students (42%) were more likely to need remediation than male students (37%).

RETENTION RATES FOR STUDENTS NEEDING REMEDIATION

- For the first time since annual reporting began in 2001, there was no difference in the first-year retention rates between remedial and non-remedial students at community colleges (both had a 48% retention rate).
- At four-year level, the retention rate for students not assigned to remediation was 79% compared to 60% for those needing remediation, a difference of nearly 20 percentage points.
- Fifty-nine percent (59%) of all remedial courses were completed successfully.

REMEDICATION COSTS

- The estimated cost associated with remedial courses was approximately \$58 million in 2011-12. Of that total, \$39 million was billed in student tuition while the state funding share was \$19 million.

DESCRIPTION OF THE NEW METHOD FOR CALCULATING REMEDIATION

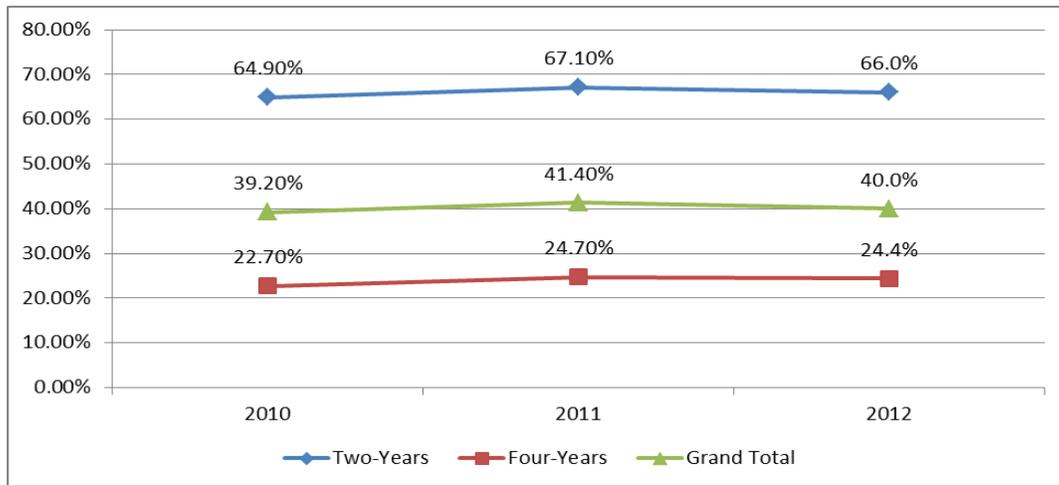
The results presented in this report are based upon a revised method. Consequently, the results in this report should not be directly compared to those found in previous reports. Two main components distinguish the new method from the old. First, the old method would track a 17, 18 or 19-year-old college student backwards to look for their high school record. This was a limited method as approximately 30% of records were unmatched and therefore missing from the report. Additionally, the high school cohort used in previous reports was based upon the number of students found in attendance in a Colorado public college or university and not the number of students who actually graduated from high school in the previous year. The revised method used in this report begins with the complete information on the actual high school graduate cohort. This approach captures a more complete set of high school students matriculating into college. Second, the old method counted only the assessment results reported to the Department by the state's colleges and universities. The new method uses these assessment results as well as information regarding students who enrolled in a remedial course but did not have an assessment score on file. Importantly, despite the fact that some assessments results were underreported in the past, pursuant to CCHE policy, all students must be assessed for remedial needs upon entrance to a college. Consequently, the result of using both the reported assessment results and student enrollment data is more accurate, comprehensive information. The new method was created collaboratively between the Colorado Department of Higher Education, the Colorado Department of Education, institutional researchers from our public colleges and universities, and local K12 districts. Additionally, the remedial rate is based upon in-state college enrollment and does not include data for those students enrolling into a college in another state.

The 2012 Remedial Report uses a new, more comprehensive method, the results from which cannot be directly compared to earlier reports.

Employing this more comprehensive approach shows that 40% of 2011 public high school graduates who enrolled in a state college or university were assessed as needing remediation or were enrolled in a basic skills course, a slight decrease from the previous year (41.4%). The proportion of 2011 high school graduates who enrolled in a two-year college and needed remediation was 66%, a slight decline from the previous year (67.1%). The comparable rate for students who enrolled in a four-year institution was 24.4%, similar to the previous year (24.7%).

Prior national research estimated half of all community college students and 20% of students entering a four-year institution required remediation³. Other national studies cite upwards of 60 percent of students attending two-year institutions need basic skill courses⁴. Colorado's overall remedial rate of 40 percent is slightly higher than the national average across all students. See Figure 2 for additional details.

Figure 2. Longitudinal Trends in Remedial Rates by Sector - New Calculation Method



Remedial Rates by Public Institution of Higher Education in Colorado

Students who enrolled at a four-year institution and need remediation are often directed to a two-year institution to complete such coursework. As a result of this fact combined with the institutions' open enrollment policies, community colleges enroll larger number of students in need of remediation compared to four-year campuses. However, many four-year institutions do offer remedial coursework on a cash-funded basis (i.e., without state subsidies).

In 2011-12, most community colleges experienced a slight decrease in the number of students needing remediation. The rates ranged from a low of 39.8% at Morgan Community College to a high of 87.0% at the Community College of Denver. Four-year institutions continue to offer some remedial courses. Among four-year institutions in 2011-12, the University of Colorado Boulder had the lowest number of students needing remediation, with a rate below 1 percent. Adams State University, which offers both two-year and four-year degrees, had the highest percent of students needing remediation at 61.2% overall (95% at the two-year level; 54.8% at the four-year level).

Please note the grand total for remedial rates (40%) reflects college enrollments, but is slightly higher than the rate presented in Appendix A (39%). This is because some students enroll at multiple institutions, thus creating a condition under which a small number of students are counted more than once. The 39% remedial rate presented in Appendix A represents the actual high school headcount. The number of "duplicated" students is very small, approximately .8% of the total.

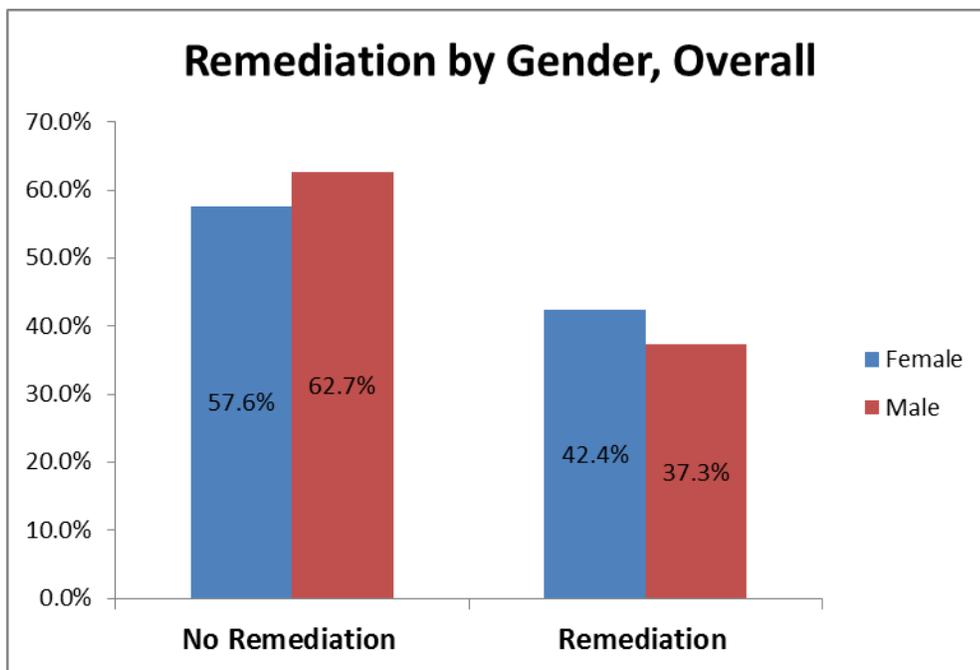
Table 1: Remedial Rates by Public Institution			
INSTITUTION NAME	COHORT	REMEDIAL	PERCENT REMEDIAL
Arapahoe Community College	872	507	58.1%
Colorado Northwestern Community College	105	65	61.9%
Community College of Aurora	491	308	62.7%
Community College of Denver	1343	1169	87.0%
Front Range Community College	1931	1234	63.9%
Lamar Community College	104	54	51.9%
Morgan Community College	123	49	39.8%
Northeastern Junior College	396	269	67.9%
Otero Junior College	183	108	59.0%
Pikes Peak Community College	1141	731	64.1%
Pueblo Community College	565	416	73.6%
Red Rocks Community College	788	403	51.1%
Trinidad State Junior College	225	141	62.7%
CC SubTotal	8267	5454	66.0%
Aims Community College	598	428	71.6%
Colorado Mountain College	380	224	58.9%
Local District Colleges	978	652	66.7%
Colorado School of Mines	462	5	1.1%
Colorado State University	3199	284	8.9%
Colorado State University - Pueblo	765	375	49.0%
Fort Lewis College	418	132	31.6%
Metro State University of Denver	1772	703	39.7%
University of Colorado Boulder	2831	20	0.7%
University of Colorado Colorado Springs	1123	274	24.4%
University of Colorado Denver	774	151	19.5%
University of Northern Colorado	1890	662	35.0%
Western State Colorado University	290	113	39.0%
Four-Year Total	13524	2719	20.1%
COMBINATION 2 AND 4 YEAR UNIVERSITIES			
Adams State University			
2 Year Students	60	57	95.0%
4 Year Students	321	176	54.8%
Total - Adams State University	381	233	61.2%
Colorado Mesa University			
2 Year Students	475	388	81.7%
4 Year Students	1034	416	40.2%
Total - Colorado Mesa University	1509	804	53.3%
Grand Total	24659	9862	40.0%
*Under 1 percent of college enrolled student count is duplicated.			

Demographics of the 2011 High School Graduates Assigned to Remedial Education

Gender

A slightly higher proportion of females needed remediation at both two-year and four-year institutions. Among females, 42% needed remediation compared to 37% of males. At two-year institutions, 69% of females needed remediation compared to 63% of male students. At four-year institutions, 27% of females needed developmental education while 22% of males required remediation. By subject, females are more likely to need remediation in math (38%) compared to males (30%).

Figure 3. Remediation in at Least One Subject by Gender (Overall)



Ethnicity

Minority students were more likely to need remediation compared to white students, a trend that has persisted since annual remedial reporting began in more than a decade ago. Among all ethnic

Minority students were more likely to need remediation than white students, a consistent trend for over ten years.

groups, African-American students had the highest remediation rates while white students had the lowest. Ninety percent of African-American students at two-year colleges needed remediation and 56% of African-American students at four-year institutions were considered not ready for college-level courses. For white students, the remediation rate was 57% at two-year colleges and 19% at four-year institutions. More than twice as many African-American students needed remediation in math (63%) compared to white students (27%).

Remediation gaps also persist for Hispanic students, who make up the fastest-growing portion of Colorado's high school graduates. Almost 78% of Hispanic students enrolled in two-year schools required remedial education compared to 40% at four-year colleges and universities. According to U.S. Census data, rates of postsecondary degree attainment are lower among Hispanics ages 25-34 than all other ethnic groups. Fewer than 17% of Hispanics in this age group have obtained a degree. Colorado's high school and college enrollments are becoming increasingly diverse. As a result, it is widely anticipated that improvements in college preparation, remedial instruction, and state remedial policies will begin to close college preparation and performance gaps among the state's minority populations.

Please see Figures 4a and 4b on the following pages for additional details about remediation rates by ethnicity.

Figure 4a Remediation by Race/Ethnicity (Two-Year Institutions)

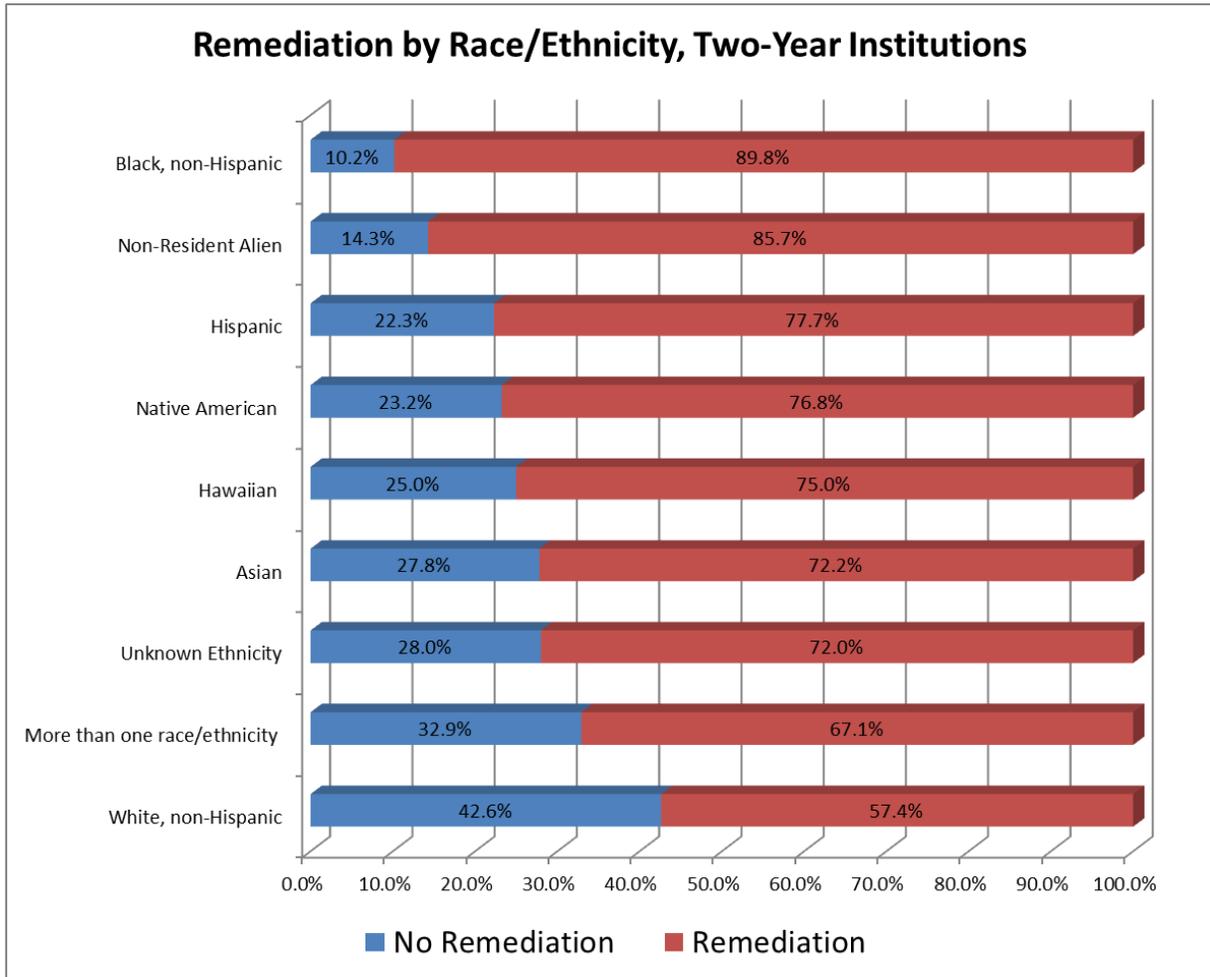
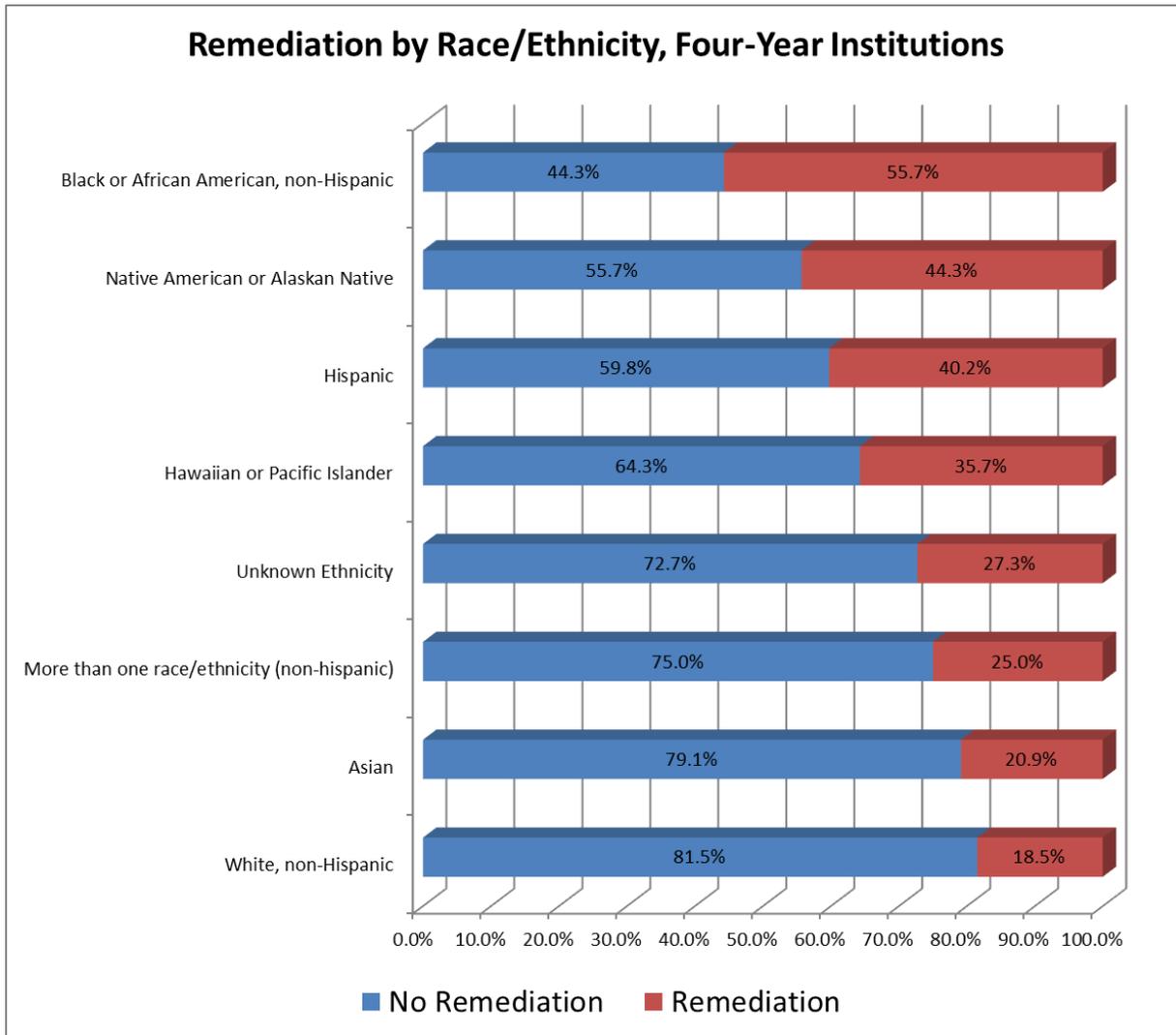


Figure 4b Remediation by Race/Ethnicity (Four-Year Institutions)



Remedial Rates by Subject

The largest number of students in need of remediation required additional help in math (51%), a finding consistent with previous state reports and national trends. This rate is followed in magnitude by writing (31%) and reading (18%). Figure 5 below illustrates the percentage of 2011 high school graduates assigned to remediation by subject.

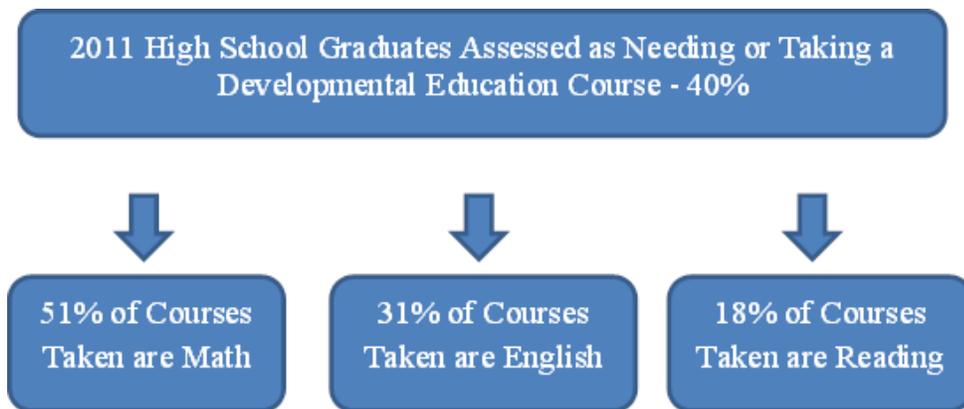
As Figure 5 shows, the greatest remedial intensity is in math. Research has shown there is a negative relationship between the number of remedial classes needed and a student’s chance of academic success⁵.

Importantly, in 2012, the Colorado Community College System acted to eliminate the lowest-level courses at its colleges. Instead of these courses, the CCCS will offer tutoring support to students who

would have tested into the lowest level remedial courses. In addition, the CCCS completely redesigned its remedial course sequences in mathematics and writing. The result is a system that reduces the amount of time required to complete remedial sequences.

Although not recommended, students who are assessed for remediation may not enroll into a remedial course until their second or later year of education. Reform movements are targeting these students to ensure a timely entrance into basic skill courses.

Figure 5 Developmental Education by Subject



FIRST-YEAR RETENTION

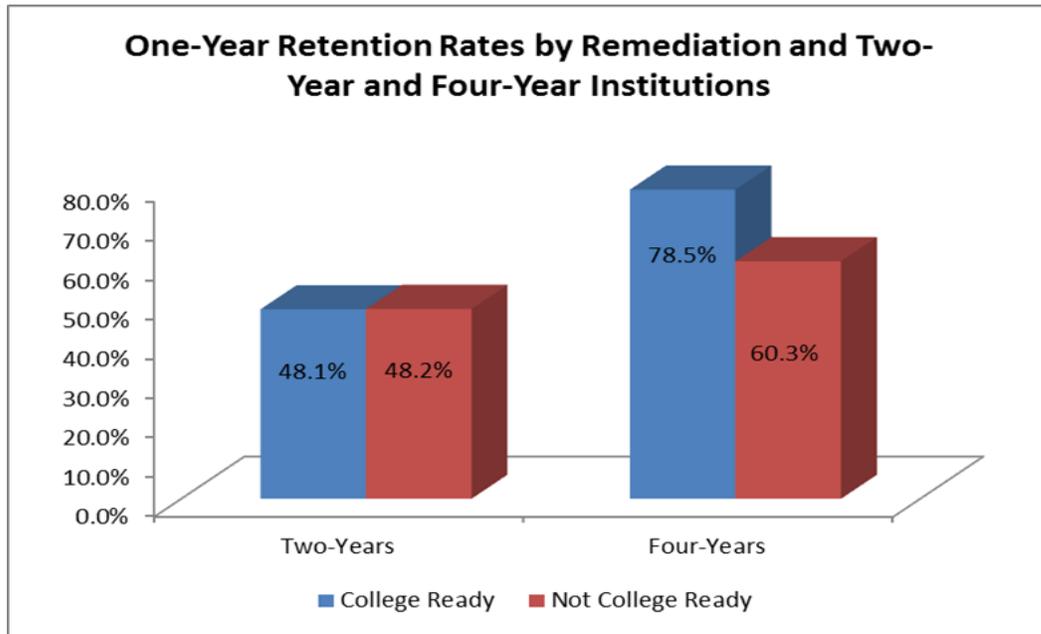
This section examines the retention rates of remedial and non-remedial students by institution. In recent years, the measure of higher education success has shifted from a focus on college access (inputs) to postsecondary success (outcomes). Consequently, measuring success is not based upon the percent of students needing developmental education (or not), but rather the number of such students who move through the remedial sequence into credit-bearing courses and on to graduation.

Table 5 (in appendix) and Figure 6 below compare overall retention rates of students assigned to remediation and those not assigned to remediation by type of institution. Historically, Colorado students who required developmental education were less likely to persist into their second year. However, for the first time since annual reporting began in 2001, there is no difference in the first-year retention rates of remedial and non-remedial students at community colleges. . At these two-year institutions, the

The measure of higher education success has shifted from a focus on college access (inputs) to postsecondary success (outcomes). For the first time, there is no difference in the first-year retention rates of remedial and non-remedial students at community colleges.

retention rate for both remedial and non-remedial students was 48%. At four-year institutions, the difference between one-year retention rates and remediation was more pronounced. The retention rate for students not assigned to remedial coursework was 79% compared to 60% for those assigned to remediation, nearly a 20 percentage point difference in retention.

Figure 6. Remediation and One-Year Retention (Two-Year and Four-Year Institutions)



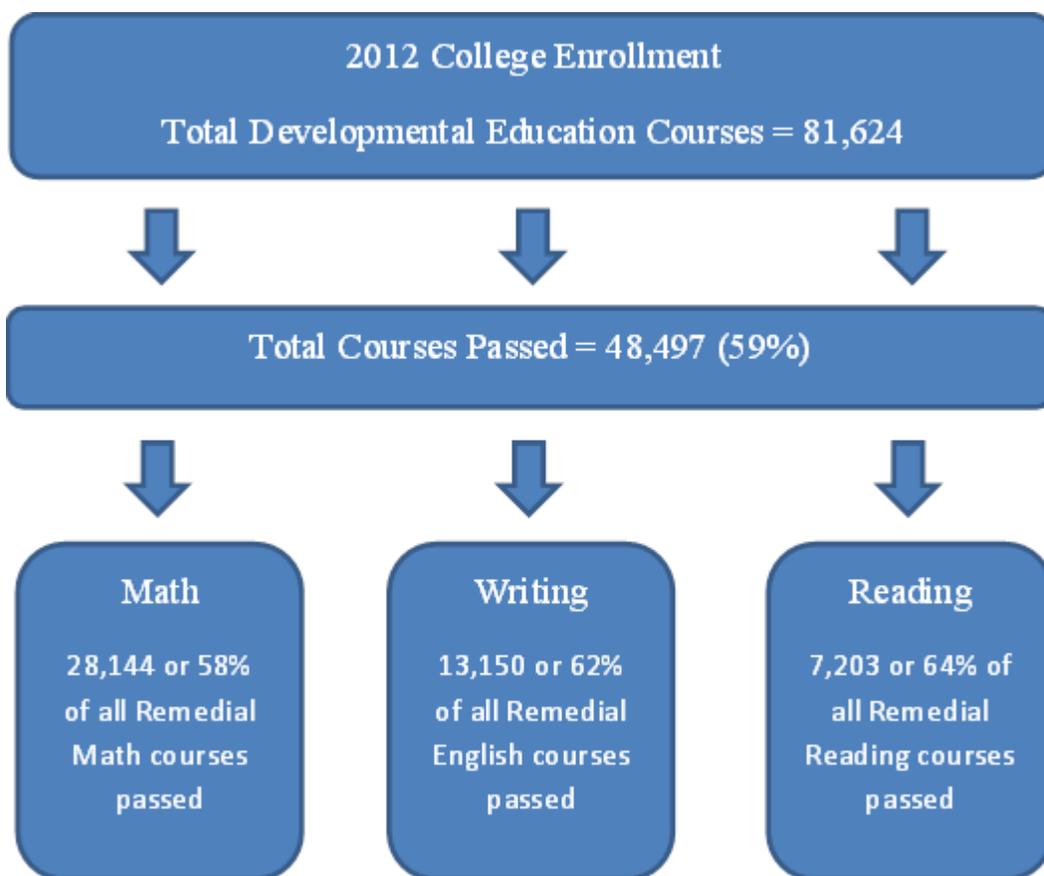
Remedial Course Completion and Costs (NOTE: THIS SECTION USES INFORMATION FOR ALL STUDENTS ENROLLED IN REMEDIAL COURSES, INCLUDING BUT NOT LIMITED TO 2011 HIGH SCHOOL GRADUATES)

Remedial Summary by End of Term Completion

Table 8 (in appendix) details remedial courses attempted and total credit hours passed, failed, withdrawn or incomplete. At all institutions, students enrolled in 81,624 remedial courses. Of those, students passed 48,497 courses (59%) and failed, withdrew, took as incomplete or audited 33,127 courses (41 %). Overall, students at public institutions in Colorado failed or withdrew approximately 27 percent of all remedial credit hours attempted.

Figure 7 and Table 8 below illustrates pass rates by subject. Please note withdrawn courses are included in the fail rate and incomplete and audited courses were excluded. Accordingly, the pass rates were 64% for reading, 62% for writing, and 58% for math.

Figure 7 2012 College- Going Cohort Pass Rate for Remedial Education Courses



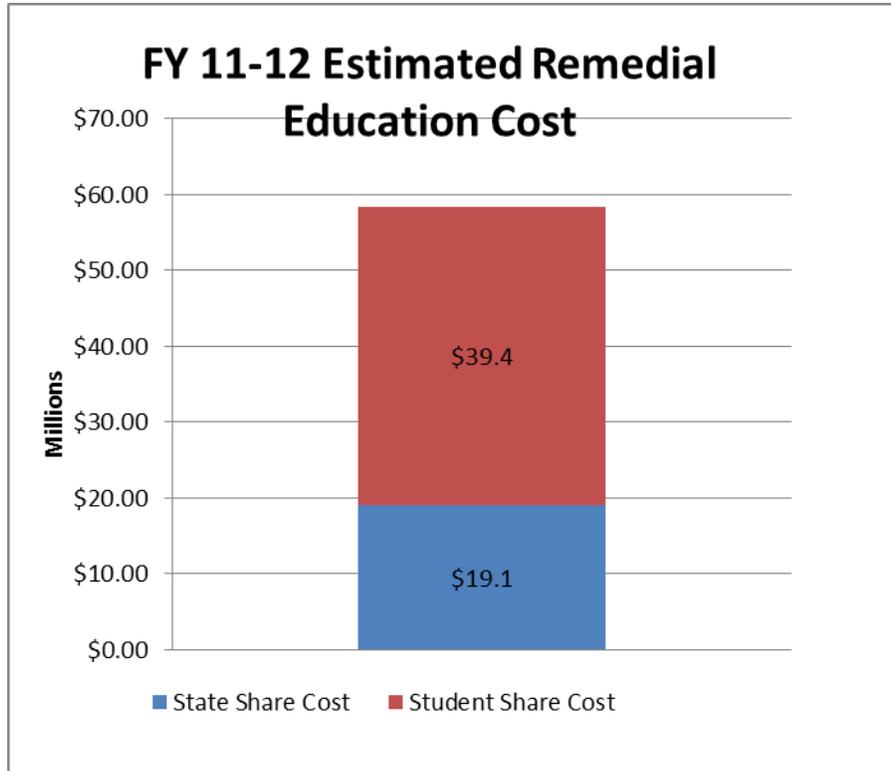
Remedial Credit Hour Costs

Calculations regarding the cost of remedial education have been revised with input from the chief financial officers at Colorado public colleges and universities. The estimated cost for remediation is calculated by using data on total operating revenues at public institutions of higher education. These revenues come from a variety of sources but are primarily comprised of student tuition and state funding (General Fund or College Opportunity Fund dollars). This amount is divided by the total number of credit hours provided by the colleges to students in the same fiscal year, generating an average cost per credit hour. This average cost per credit hour is then applied to the number of remedial credit hours taken, which generates an estimated average cost for total remedial education. This total figure is further divided into student share and state share.

Figure 8 shows the estimated state cost for fall 2011 and spring 2012. Two-year and four-year institutions that are authorized to offer remedial instruction reported that 79,578 remedial courses were taken in fall 2011 and spring 2012. The estimated *total* cost for remedial instruction associated with these enrollments is **\$58.4 million**. This total is comprised of an estimated state cost of \$19.1 million and an estimated student cost of \$39.3 million. These figures do not include cash-funded

courses offered by four-year colleges at their discretion or remedial coursework taken during the summer.

Figure 8. FY 2011-12 Estimated Remedial Education Cost



REMEDICATION BY SCHOOL DISTRICT AND HIGH SCHOOL

Tables 10 and 11 in the appendix show data on the number of students assigned to remediation by school district and high school. For confidentiality purposes, data from high schools with fewer than 16 graduates enrolled are not displayed, though these students are included in the overall remedial rate. Three years' data using the new calculation method are included for comparison. Table 11 in the appendix disaggregates the most current year of remediation data by subject and high school.

Remedial rates by high school ranged from a low of 2.2% at D'Evelyn Senior High School in the Jefferson County School District to a high of 95% at Emily Griffith Opportunity School in Denver Public Schools. A number of high schools have consistently produced low remedial rates for their high school graduates. These schools include D'Evelyn, The Classical Academy Charter in Academy District 20, the Denver School of Science and Technology, and Fairview High School in Boulder.

About 1 in 5 high schools produced Class of 2011 graduates with a remedial rate of 25% or lower, while 43% of high schools had a remedial rate between 26% and 50%. Five percent of high schools

had a remedial rate of more than 75%. Among districts, Aurora Public Schools saw improvement in remedial rates at all four high schools with publicly reportable data. Districts with the lowest remedial rates included Cheyenne Mountain 12 (15%) and the Boulder Valley School District (23%). The Adams 14 School district reported the highest remediation rate (81%), followed among larger districts by Mapleton Public Schools (65%). Thirty-four school districts with publicly reportable data had remediation rates of 50% or higher.

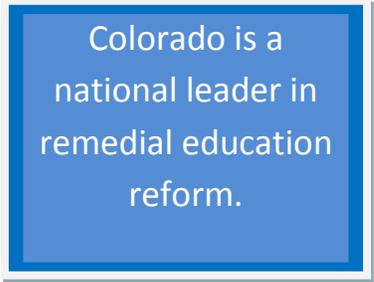
Table 12 in the appendix displays remedial rates by subject. Additionally, Table 12 includes college matriculation rates by high school for students enrolling both in-state and out-of-state. The remedial rates are based upon the number of students who enroll in a public Colorado institution. The out-of-state college enrollment rates were included to provide context for a number of districts who have higher number of graduates leaving the state. We cannot identify the remedial needs, or lack thereof, of students leaving Colorado.

REFORMING THE SYSTEM OF REMEDIATION

Colorado’s K-12 schools and postsecondary institutions are fully invested in lowering remediation rates and lessening the time students spend in remedial courses. These shared efforts are necessary to meet our state’s degree-completion goal and prepare our future workforce. The following section highlights a sample of these efforts:

The Colorado Commission on Higher Education in its 2012 Master Plan includes “improving student success through better outcomes in basic skills education” as one of its goals. This goal will be measured at the institutional level by “eliminating the disparities in the completion rates of college-level English and mathematics courses between students originally assigned to remediation and those not assigned to remediation”.¹ Several campuses elected to include this goal in their performance contracts with the Colorado Commission on Higher Education.

- In March 2013, the Colorado Commission on Higher Education approved a Supplemental Academic Instruction policy. By way of this policy, institutions can enjoy discretion to assign students with limited academic deficiencies to standard credit-bearing courses with co-requisite academic support. This will affect those students who have been admitted to an institution, but have failed to meet the minimum threshold placement scores for college level coursework as determined by the CCHÉ’s Remedial Education Policy. This modification to policy permits these students to accelerate into college-level courses at their institution of choice, reducing the incidence in remediation and it is expected, improving college completion.
- The Colorado Department of Education and the Colorado Department of Higher Education are working closely together to align Colorado Academic standards with college readiness and



Colorado is a national leader in remedial education reform.

college admission and placement policies, as outlined in the 2008 Colorado Achievement Plan for Kids, or CAP4K, legislation. Colorado's admission and remediation policies are being revised to accommodate demonstrated academic abilities versus the amount of time spent in a classroom.

- The State Board for Community Colleges and Occupational Education recently approved changes to its remedial education policies and courses. These changes are designed to accelerate students through remedial classes in a semester or less. Strategies used by the community college system include placing students assessed as needing remediation in support classes that run alongside credit-bearing college courses, combining English and reading remediation into a single College Readiness Composition course, and assigning students to a math curriculum based upon a their chosen major. A \$1 million grant from Complete College America funded this work, which is expected to be fully implemented on campuses by fall 2014.
- A number of high schools are increasingly making use of concurrent enrollment to help students complete any necessary remedial courses before they arrive on college campuses. All high school juniors in Colorado are required to take the ACT exam; results may indicate whether a student will need remediation and some high schools help students take those courses as high school seniors. As noted in the DHE's concurrent enrollment report this year, "between 2010-2011 and 2011-2012, enrollment in basic skills Concurrent Enrollment courses saw a 39.2% increase." Though causation has not yet been tested or established, the Department of Higher Education has observed a relationship between the districts with the highest percent of concurrent enrollment students and declining remedial placements (e.g., Adams-Arapahoe 28J [Aurora Public Schools]).
- A pilot operated by the federally-funded GEAR UP program is placing 8th and 9th grade students into self-paced online remedial courses offered by Adams State University. When students complete these courses, Adams State University provides transcripts that students can use to begin enrolling in college-level courses as early as grade 10. GEAR UP pays the majority of the costs involved in setting up these computer labs, which are overseen by licensed teachers, in two dozen high schools across the state. The GEAR UP program targets low-income minority students who typically would be the first in their families to go to college. As of April, nearly 700 GEAR UP 8th and 9th graders are enrolled in this "early remediation" pilot.

These efforts hold the promise of improved college success for students and subsequent benefits for our workforce and our state. Colorado's unique data-sharing partnership between K-12 and higher education will continue alongside these efforts, enhancing our ability to highlight strengths and weaknesses as our students follow their chosen paths from high school to college and career.

ENDNOTES

¹ Colorado Commission on Higher Education (2012). Colorado Competes: A Completion Agenda for Higher Education. Denver, CO: Colorado Commission on Higher Education Master Plan.

²Carnevale, Anthony P.; Smith, N.; Strohl, J. (2010). Help Wanted: Projections of Jobs and Education Requirements through 2018. Washington, D.C.: Georgetown Center for Education and the Workforce.

³Education Commission of the States: Getting Past Go: Accountability and Continuous Improvement in Remedial Education (Denver, CO: Education Commission of the States, January 2011).

⁴National Center for Educational Statistics: The Condition of Education 2004, NCES 2004-077 (Washington, D.C.: U.S. Department of Education, National Center for Education Statistics).

⁵Thomas Bailey, Rethinking Remedial Education in Community College, CCRC Brief No. 40 (New York: Community College Research Center, Teachers College, Columbia University, 2009).

APPENDIX A: ADDITIONAL TABLES

Table 2: Remedial Rates by Colorado Public Institution of Higher Education

INSTITUTION NAME	2012			2011			2010			2012 - Old Methodology		
	COHORT	NUMBER OF REMEDIAL	PERCENT REMEDIAL	COHORT	REMEDIAL	PERCENT REMEDIAL	COHORT	REMEDIAL	PERCENT REMEDIAL	REMEDIAL ASSESSED	% REMEDIAL ASSESSED	NOT ASSESSED, FOUND TAKING REMEDIAL COURSE
Arapahoe Community College	872	507	58.1%	769	469	61.0%	792	462	58.3%	361	41.4%	146
Colorado Northwestern Community College	105	65	61.9%	101	64	63.4%	102	59	57.8%	46	43.8%	19
Community College of Aurora	491	308	62.7%	476	331	69.5%	472	321	68.0%	217	44.2%	91
Community College of Denver	1343	1169	87.0%	1496	1323	88.4%	1492	1340	89.8%	668	49.7%	501
Front Range Community College	1931	1234	63.9%	2039	1305	64.0%	2064	1296	62.8%	936	48.5%	298
Lamar Community College	104	54	51.9%	112	50	44.6%	114	59	51.8%	34	32.7%	20
Morgan Community College	123	49	39.8%	117	52	44.4%	118	40	33.9%	32	26.0%	17
Northeastern Junior College	396	269	67.9%	443	307	69.3%	379	233	61.5%	215	54.3%	54
Otero Junior College	183	108	59.0%	240	141	58.8%	211	123	58.3%	64	35.0%	44
Pikes Peak Community College	1141	731	64.1%	1505	955	63.5%	1408	881	62.6%	503	44.1%	228
Pueblo Community College	565	416	73.6%	638	472	74.0%	648	452	69.8%	291	51.5%	125
Red Rocks Community College	788	403	51.1%	914	501	54.8%	987	482	48.8%	305	38.7%	98
Trinidad State Junior College	225	141	62.7%	209	139	66.5%	202	124	61.4%	102	45.3%	39
CC SubTotal	8267	5454	66.0%	9059	6109	67.4%	8989	5872	65.3%	3774	45.7%	1680
Aims Community College	598	428	71.6%	579	380	65.6%	732	472	64.5%	302	50.5%	126
Colorado Mountain College	380	224	58.9%	378	231	61.1%	382	216	56.5%	129	33.9%	95
Local District Colleges	978	652	66.7%	957	611	63.8%	1114	688	61.8%	431	44.1%	221
Adams State University	381	233	61.2%	408	249	61.0%	365	228	62.5%	217	57.0%	16
Colorado Mesa University	1509	804	53.3%	1311	701	53.5%	1154	578	50.1%	776	51.4%	28
Colorado School of Mines	462	5	1.1%	507	6	1.2%	558	5	0.9%	5	1.1%	0
Colorado State University	3199	284	8.9%	3315	327	9.9%	3171	285	9.0%	278	8.7%	6
Colorado State University - Pueblo	765	375	49.0%	767	407	53.1%	787	397	50.4%	363	47.5%	12
Fort Lewis College	418	132	31.6%	505	154	30.5%	468	145	31.0%	128	30.6%	4
Metro State University of Denver	1772	703	39.7%	1878	801	42.7%	2017	803	39.8%	680	38.4%	23
University of Colorado Boulder	2831	20	0.7%	2648	13	0.5%	2997	25	0.8%	16	0.6%	4
University of Colorado Colorado Springs	1123	274	24.4%	934	208	22.3%	903	72	8.0%	272	24.2%	2
University of Colorado Denver	774	151	19.5%	930	179	19.2%	960	266	27.7%	147	19.0%	4
University of Northern Colorado	1890	662	35.0%	1924	640	33.3%	2036	621	30.5%	659	34.9%	3
Western State Colorado University	290	113	39.0%	313	122	39.0%	363	160	44.1%	107	36.9%	6
Four-Year Total	15414	3756	24.4%	15440	3807	24.7%	15779	3585	22.7%	3648	23.7%	108
Grand Total	24659	9862	40.0%	25456	10527	41.4%	25882	10145	39.2%	7853	31.8%	2009

Table 3: 2012 Remedial Rates by Ethnicity, Two-Year Public Institutions			
ETHNICITY	COHORT	REMEDIAL IN AT LEAST ONE SUBJECT	% REMEDIAL
Asian	187	135	72.2%
Black or African American, non-Hispanic	501	450	89.8%
Hawaiian or Pacific Islander	28	21	75.0%
Hispanic	1893	1471	77.7%
Native American or Alaskan Native	99	76	76.8%
Unknown Ethnicity	1143	823	72.0%
White, non-Hispanic	5061	2904	57.4%
More than one race/ethnicity (non-hispanic)	319	214	67.1%
Non-Resident Alien	14	12	85.7%
SUBTOTAL TWO YEAR SCHOOLS	9245	6106	66.0%
2012 Remedial Rates by Ethnicity, Four-Year Public Institutions			
ETHNICITY	COHORT	REMEDIAL IN AT LEAST ONE SUBJECT	% REMEDIAL
Asian	580	121	20.9%
Black or African American, non-Hispanic	542	302	55.7%
Hawaiian or Pacific Islander	14	5	35.7%
Hispanic	2731	1099	40.2%
Native American or Alaskan Native	79	35	44.3%
Unknown Ethnicity	414	113	27.3%
White, non-Hispanic	10406	1920	18.5%
More than one race/ethnicity (non-hispanic)	645	161	25.0%
Non-Resident Alien	3	0	0.0%
SUBTOTAL FOUR YEAR SCHOOLS	15414	3756	24.4%
TOTAL	24659	9862	40.0%

Table 4: 2012 Remedial Rates by Gender			
Two-Year Institutions	Cohort	Need Remediation	Percent
Female	4736	3275	53.6%
Male	4477	2806	46.0%
No Gender Data	32	25	0.4%
	9245	6106	
Four-Year Institutions			
Female	8131	2175	57.9%
Male	7283	1581	42.1%
	15414	3756	24.4%
Statewide			
Female	12867	5450	55.3%
Male	11760	4387	44.5%
No Gender Data	32	25	0.3%
	24,659	9,862	40.0%

Table 5: Remediation and One-Year Retention

INSTITUTION NAME	NON REMEDIAL			REMEDIAL			REMEDIAL VS NON REMEDIAL
	COUNT	RETAINED	RETAINED PERCENT	COUNT	RETAINED	RETAINED PERCENT	
Arapahoe Community College	300	127	42.33%	469	224	47.76%	5.4%
Colorado Northwestern Community College	37	17	45.95%	64	29	45.31%	-0.6%
Community College of Aurora	145	69	47.59%	331	170	51.36%	3.8%
Community College of Denver	173	72	41.62%	1323	547	41.35%	-0.3%
Front Range Community College	734	363	49.46%	1305	720	55.17%	5.7%
Lamar Community College	62	32	51.61%	50	28	56.00%	4.4%
Morgan Community College	65	22	33.85%	52	26	50.00%	16.2%
Northeastern Junior College	136	90	66.18%	307	170	55.37%	-10.8%
Otero Junior College	99	35	35.35%	141	74	52.48%	17.1%
Pikes Peak Community College	550	267	48.55%	955	426	44.61%	-3.9%
Pueblo Community College	166	82	49.40%	472	234	49.58%	0.2%
Red Rocks Community College	413	215	52.06%	501	228	45.51%	-6.5%
Trinidad State Junior College	70	27	38.57%	139	70	50.36%	11.8%
CC SubTotal	2950	1418	48.07%	6109	2946	48.22%	0.2%
Aims Community College	199	100	50.25%	380	189	49.74%	-0.5%
Colorado Mountain College	147	51	34.69%	231	118	51.08%	16.4%
Local District Colleges	346	151	43.64%	611	307	50.25%	6.6%
Adams State University	159	100	62.89%	249	121	48.59%	-14.3%
Colorado Mesa University	610	394	64.59%	701	359	51.21%	-13.4%
Colorado School of Mines	501	453	90.42%	6	4	66.67%	-23.8%
Colorado State University	2988	2538	84.94%	327	252	77.06%	-7.9%
Colorado State University - Pueblo	360	258	71.67%	407	242	59.46%	-12.2%
Fort Lewis College	351	237	67.52%	154	91	59.09%	-8.4%
Metro State University of Denver	1077	703	65.27%	801	491	61.30%	-4.0%
University of Colorado Boulder	2635	2266	86.00%	13	11	84.62%	-1.4%
University of Colorado Colorado Springs	726	547	75.34%	208	130	62.50%	-12.8%
University of Colorado Denver	751	575	76.56%	179	133	74.30%	-2.3%
University of Northern Colorado	1284	928	72.27%	640	405	63.28%	-9.0%
Western State Colorado University	191	128	67.02%	122	57	46.72%	-20.3%
Four-Year Total	11633	9127	78.46%	3807	2296	60.31%	-18.1%
GRAND TOTAL	14929	10696	71.65%	10527	5549	52.71%	-18.9%

Table 7: FY2011-12 Remedial Course Summary by End of Term Completion								
Institution Offering Remedial Courses	# Courses	Total Credit Hours	Passed	%	Failed**	%	Audit/Incomplete/In Progress	%
Community Colleges								
Arapahoe Community College	5,141	16,283	3,497	68.02%	1,638	31.86%	6	0.12%
Colorado Northwestern Community College	594	1,852	401	67.51%	192	32.32%	1	0.17%
Community College of Aurora	4,529	15,220	2,779	61.36%	1,746	38.55%	4	0.09%
Community College of Denver	18,492	56,642	9,650	52.18%	8,356	45.19%	486	2.63%
Front Range Community College	11,808	38,314	7,623	64.56%	4,166	35.28%	19	0.16%
Lamar Community College	306	973	169	55.23%	137	44.77%	0	0.00%
Morgan Community College	520	1,700	362	69.62%	155	29.81%	3	0.58%
Northeastern Junior College	1,354	4,232	811	59.90%	542	40.03%	1	0.07%
Otero Junior College	902	2,953	598	66.30%	303	33.59%	1	0.11%
Pikes Peak Community College	11,702	41,684	6,345	54.22%	5,347	45.69%	10	0.09%
Pueblo Community College	5,994	20,409	3,269	54.54%	2,714	45.28%	11	0.18%
Red Rocks Community College	4,885	15,482	2,887	59.10%	1,976	40.45%	22	0.45%
Trinidad State Junior College	1,121	3,191	717	63.96%	382	34.08%	22	1.96%
COMMUNITY COLLEGE SUBTOTAL	67,348	218,935	39,108	58.07%	27,654	41.06%	586	0.87%
Local District Colleges								
Aims Community College	4,697	14,543	3,231	68.79%	1,454	30.96%	12	0.26%
Colorado Mountain College	1,879	5,227	1,422	75.68%	427	22.72%	30	1.60%
LOCAL DISTRICT SUBTOTAL	6,576	19,770	4,653	70.76%	1,881	2.79%	42	0.06%
TWO YEAR TOTAL	73,924	238,705	43,761	59.20%	29,535	39.95%	628	0.85%
Four Year Public								
Adams State University	1,183	3,549	515	43.53%	546	46.15%	122	10.31%
Colorado Mesa University	4,471	13,111	2,854	63.83%	1,421	31.78%	196	4.38%
Colorado State University - Pueblo	1,145	4,275	689	60.17%	455	39.74%	1	0.09%
Fort Lewis College	624	1,872	468	75.00%	155	24.84%	0	0.16%
Western State Colorado University	277	831	210	75.81%	66	23.83%	1	0.36%
FOUR YEAR TOTAL	7,700	23,638	4,736	61.51%	2,643	34.32%	320	4.16%
GRAND TOTAL	81,624	262,343	48,497	59.42%	32,178	39.42%	948	1.16%
Source: SURDS Remedial Course file (Fall 11 & Spring 12), All courses taken during during the time period; Only includes math, english, and reading remediation (determined by course prefix); FLC uses course number (Math-82, 83, 92, 93, Eng-90, 91) Data pulled 2/26/13; Revised 4/9/2013 ** Failed includes Remedial Course End Of Term Completion codes 2 (Failed) and 5 (Withdrawn); In previous years, withdrawn was included in the Other category Adams State and Mesa State have a statutorily approved 2-year function and offer remedial courses; Other 4-year institutions may offer Grouped by "endTermCompletion", "institutionCode" "EndOfTermCompletion"; Passed=1, Failed=2, Withdraw=5, Audit...=3,4,6								

Table 8: FY2011-12 Remedial Course Summary by Subject and End of Term Completion*

Institution Offering Remedial Courses	# Taking Course	# Courses	Total Credit Hours	Math Passed #	Math Passed %*	Math Failed** #	Math Failed %*	Reading Passed #	Reading Passed %*	Reading Failed** #	Reading Failed %*	Writing Passed #	Writing Passed %*	Writing Failed** #	Writing Failed %*	Other*** #	Other % of Total Count
Community Colleges																	
Arapahoe Community College	2,785	5,141	16,283	1,952	66.8%	969	33.2%	608	72.6%	229	27.4%	937	68.0%	440	32.0%	6	12.4%
Colorado Northwestern Community College	271	594	1,852	209	63.1%	122	36.9%	94	80.3%	23	19.7%	98	67.6%	47	32.4%	1	10.3%
Community College of Aurora	2,764	4,529	15,220	1,790	63.8%	1,015	36.2%	296	60.0%	197	40.0%	693	56.5%	534	43.5%	4	11.2%
Community College of Denver	9,596	18,492	56,642	5,088	50.4%	5,017	49.6%	1,992	60.2%	1,316	39.8%	2,570	56.0%	2,023	44.0%	486	12.3%
Front Range Community College	7,079	11,808	38,314	5,018	63.4%	2,893	36.6%	665	70.2%	282	29.8%	1,940	66.2%	991	33.8%	19	12.6%
Lamar Community College	161	306	973	105	55.9%	83	44.1%	12	57.1%	9	42.9%	52	53.6%	45	46.4%	0	7.8%
Morgan Community College	266	520	1,700	233	74.0%	82	26.0%	55	71.4%	22	28.6%	74	59.2%	51	40.8%	3	10.8%
Northeastern Junior College	601	1,354	4,232	407	56.5%	313	43.5%	162	65.3%	86	34.7%	242	62.9%	143	37.1%	1	12.8%
Otero Junior College	444	902	2,953	344	68.0%	162	32.0%	92	67.2%	45	32.8%	162	62.8%	96	37.2%	1	10.8%
Pikes Peak Community College	6,717	11,702	41,684	3,717	52.1%	3,415	47.9%	831	55.1%	676	44.9%	1,797	58.9%	1,256	41.1%	10	13.6%
Pueblo Community College	3,050	5,994	20,409	1,710	53.3%	1,500	46.7%	634	58.3%	453	41.7%	925	54.9%	761	45.1%	11	21.8%
Red Rocks Community College	2,828	4,885	15,482	1,761	56.8%	1,339	43.2%	374	66.5%	188	33.5%	752	62.6%	449	37.4%	22	12.9%
Trinidad State Junior College	565	1,121	3,191	391	62.5%	235	37.5%	126	71.6%	50	28.4%	200	67.3%	97	32.7%	22	17.8%
COMMUNITY COLLEGE SUBTOTAL	37,127	67,348	218,935	22,725	57.0%	17,145	43.0%	5,941	62.4%	3,576	37.6%	10,442	60.1%	6,933	39.9%	586	0.9%
Local District Colleges																	
Aims Community College	2,286	4,697	14,543	1,806	68.2%	842	31.8%	536	68.3%	249	31.7%	889	71.0%	363	29.0%	12	11.1%
Colorado Mountain College	999	1,879	5,227	715	76.4%	221	23.6%	283	79.9%	71	20.1%	424	75.8%	135	24.2%	30	10.9%
LOCAL DISTRICT SUBTOTAL	3,285	6,576	19,770	2,521	70.3%	1,063	29.7%	819	71.9%	320	28.1%	1,313	72.5%	498	27.5%	42	0.1%
TWO YEAR TOTAL	40,412	73,924	238,705	25,246	58.1%	18,208	41.9%	6,760	63.4%	3,896	36.6%	11,755	61.3%	7,431	38.7%	628	0.9%
Four Year Public																	
Adams State University	710	1,183	3,549	310	41.0%	447	59.0%	84	64.6%	46	35.4%	121	69.5%	53	30.5%	122	13.7%
Colorado Mesa University	2,314	4,471	13,111	1,690	63.7%	961	36.3%	359	78.7%	97	21.3%	805	68.9%	363	31.1%	196	14.0%
Colorado State University - Pueblo	751	1,145	4,275	467	55.7%	372	44.3%	0	0.0%	0	0.0%	222	72.8%	83	27.2%	1	9.5%
Fort Lewis College	423	624	1,872	302	73.1%	111	26.9%	0	0.0%	0	0.0%	166	79.0%	44	21.0%	1	13.8%
Western State Colorado University	203	277	831	129	71.7%	51	28.3%	0	0.0%	0	0.0%	81	84.4%	15	15.6%	1	5.4%
4 YEAR SUBTOTAL	4,401	7,700	23,638	2,898	59.9%	1,942	40.1%	443	75.6%	143	24.4%	1,395	71.4%	558	28.6%	321	4.2%
GRAND TOTAL	44,813	81,624	262,343	28,144	58.3%	20,150	41.7%	7,203	64.1%	4,039	35.9%	13,150	62.2%	7,989	37.8%	949	1.2%

Cohort:
 Source: SURDS Remedial Course file (Fall 11 & Spring 12), All courses taken during during the time period;
 * Please note that the percents shown are represented differently than in previous reports. This table shows a percent per subject. Previous reports show percents based on the total population.
 ** Failed includes Remedial Course End Of Term Completion codes 2 (Failed) and 5 (Withdrawn); In previous years, withdrawn was included in the Other category
 *** Other includes Remedial Course End Of Term Completion codes 3,4,6 (Audit, Incomplete, In Progress)
 Only includes math, english, and reading remediation (determined by course prefix); FLC uses course number (Math-82, 83, 92, 93, Eng-90, 91)
 Data pulled 2/26/13; Revised 4/9/2013

Table 8a: FY2011-12 Remedial Course Summary by Subject and Level*													
		Math Courses				Writing Courses				Reading Courses			
# Courses	Total Credit Hours	030 Math	060 Math	090 Math	Other Math	030 Writ	060 Writ	090 Writ	Other Writ	030 Read	060 Read	090 Read	Other Read
81,624	262,343	8,568	10,617	12,949	16,549	1,221	5,355	13,965	492	1,096	3,583	6,605	
% of All Courses		60%				26%				14%			
		17.6%	21.8%	26.6%	34.0%	5.8%	25.5%	66.4%	2.3%	9.7%	31.8%	58.5%	0.0%
% of 30,60,90		66%				98%				100%			
		26.7%	33.0%	40.3%		5.9%	26.1%	68.0%		9.7%	31.8%	58.5%	

Cohort:

Source: SURDS Remedial Course file (Fall 11 & Spring 12), All courses taken during during the time period;

*Only includes math, english, and reading remediation (determined by course prefix);

Other includes course numbers outside of the 30,60,90 sequence (45,75,77,82,91-99)

Data pulled 2/26/13; Revised 4/9/2013

Table 9: Estimated Cost of Remedial Course Work at Public Two-Year and Four-Year Institutions - Fall 2011 & Spring 2012								<<NEW CALC FROM Budget Data Books>>					
Institution Offering Remedial Courses	2-year or 4-year	Courses	Total Remedial Credit Hours	Total Remedial FTE	State Remedial Instruction Cost	Student Remedial Instruction Cost	Total Remedial Instruction Cost	Total Credit Hours Attempted	BDB Total E & G (less non-approp E & G)	Cost per Credit Hour	Total Remedial Instruction Cost (New Calculation)	State Share Cost	Student Share Cost
Community Colleges													
Arapahoe Community College	2	5,141	16,283	543	\$1,193,420	\$2,508,196	\$3,701,617	160,355.5		\$227.33	\$3,701,616.78	\$1,193,420.32	\$2,508,196.45
Colorado Northwestern CC	2	594	1,852	62	\$135,738	\$285,278	\$421,015	20,996.5		\$227.33	\$421,015.43	\$135,737.54	\$285,277.89
Community College of Aurora	2	4,529	15,220	507	\$1,115,510	\$2,344,454	\$3,459,965	123,922.0		\$227.33	\$3,459,964.83	\$1,115,510.49	\$2,344,454.34
Community College of Denver	2	18,492	56,642	1,888	\$4,151,429	\$8,725,005	\$12,876,434	200,396.5		\$227.33	\$12,876,434.16	\$4,151,428.73	\$8,725,005.43
Front Range Community College	2	11,808	38,314	1,277	\$2,808,125	\$5,901,802	\$8,709,927	364,266.5		\$227.33	\$8,709,927.24	\$2,808,125.43	\$5,901,801.81
Lamar Community College	2	306	973	32	\$71,314	\$149,879	\$221,192	19,171.8		\$227.33	\$221,192.23	\$71,313.52	\$149,878.72
Morgan Community College	2	520	1,700	57	\$124,597	\$261,864	\$386,461	28,592.9		\$227.33	\$386,461.25	\$124,597.10	\$261,864.15
Northeastern Junior College	2	1,354	4,232	141	\$310,173	\$651,888	\$962,061	41,726.0		\$227.33	\$962,061.18	\$310,173.48	\$651,887.70
Otero Junior College	2	902	2,953	98	\$216,432	\$454,873	\$671,306	32,981.5		\$227.33	\$671,305.92	\$216,432.49	\$454,873.43
Pikes Peak Community College	2	11,702	41,684	1,389	\$3,055,121	\$6,420,909	\$9,476,030	272,568.0		\$227.33	\$9,476,029.83	\$3,055,120.85	\$6,420,908.98
Pueblo Community College	2	5,994	20,409	680	\$1,495,825	\$3,143,756	\$4,639,581	144,367.1		\$227.33	\$4,639,580.96	\$1,495,824.81	\$3,143,756.15
Red Rocks Community College	2	4,885	15,482	516	\$1,134,713	\$2,384,812	\$3,519,525	171,581.4		\$227.33	\$3,519,525.33	\$1,134,713.10	\$2,384,812.23
Trinidad State Junior College	2	1,121	3,191	106	\$233,876	\$491,534	\$725,410	40,912.5		\$227.33	\$725,410.50	\$233,876.08	\$491,534.42
COMMUNITY COLLEGE SUBTOTAL		67,348	218,935	7,298	\$16,046,274	\$33,724,252	\$49,770,526	1,621,838	\$368,692,715.71	\$227.33	\$49,770,525.64	\$16,046,273.95	\$33,724,251.69
Local District Colleges													
Aims Community College	2	4,697	14,543	485	\$1,084,303	\$1,434,760	\$2,519,064	96,925.5	\$16,788,936.00	\$173.21	\$2,519,063.57	\$1,084,303.23	\$1,434,760.34
Colorado Mountain College	2	1,879	5,227	174	\$308,999	\$631,073	\$940,072	90,225.4	\$16,226,973.10	\$179.85	\$940,072.18	\$308,999.24	\$631,072.94
LOCAL DISTRICT SUBTOTAL		6,576	19,770	659	\$1,393,302	\$2,065,833	\$3,459,136	187,151	\$33,015,909.10		\$3,459,135.75	\$1,393,302.47	\$2,065,833.28
TWO YEAR TOTAL		73,924	238,705	7,957	\$17,439,576	\$35,790,085	\$53,229,661	1,808,989	\$401,708,624.81		\$53,229,661.39	\$17,439,576.42	\$35,790,084.97
Four Year Public													
Adams State University	4	1,183	3,549	118	\$479,452	\$674,326	\$1,153,778	83,013.9	\$26,987,765.53	\$325.10	\$1,153,777.62	\$479,451.92	\$674,325.70
Colorado Mesa University	4	4,471	13,111	437	\$1,167,933	\$2,892,605	\$4,060,538	210,323.0	\$65,138,013.35	\$309.70	\$4,060,537.81	\$1,167,932.81	\$2,892,604.99
FOUR YEAR TOTAL		5,654	16,660	555	\$1,647,385	\$3,566,931	\$5,214,315	293,337	\$92,125,778.88		\$5,214,315.43	\$1,647,384.73	\$3,566,930.69
GRAND TOTAL		79,578	255,365	8,512	\$19,086,961	\$39,357,016	\$58,443,977	2,102,326	\$493,834,403.69		\$58,443,976.81	\$19,086,961.15	\$39,357,015.66
Cohort: SURDS Remedial Course file (Fall 11 & Spring 12)													
Only includes math, english, and reading remediation (determined by course prefix)													
Cost per credit hour is based upon FY 11-12 actual total education and general expenditures (from Budget Data Books), divided by total credit hours offered (from SURDS).													

Table 10: Remedial Rates by Colorado Public District and High School

DISTRICT NAME	HIGH SCHOOL NAME	COHORT	% REMEDIAL Class 2011	% REMEDIAL Class 2010	% REMEDIAL Class 2009
ACADEMY 20	ACADEMY ONLINE HIGH SCHOOL	*	*	*	*
ACADEMY 20	AIR ACADEMY HIGH SCHOOL	138	25.4%	31.8%	21.8%
ACADEMY 20	ASPEN VALLEY HIGH SCHOOL	*	*	*	*
ACADEMY 20	DISCOVERY CANYON CAMPUS SCHOOL	63	23.8%	N/A	N/A
ACADEMY 20	LIBERTY HIGH SCHOOL	186	31.2%	32.7%	32.2%
ACADEMY 20	PINE CREEK HIGH SCHOOL	153	24.2%	30.9%	32.2%
ACADEMY 20	RAMPART HIGH SCHOOL	173	26.6%	26.3%	24.7%
ACADEMY 20	TCA COLLEGE PATHWAYS	*	*	*	*
ACADEMY 20	THE CLASSICAL ACADEMY HIGH SCHOOL	49	10.2%	11.1%	5.0%
ADAMS COUNTY 14	ADAMS CITY HIGH SCHOOL	92	80.4%	75.4%	71.0%
ADAMS COUNTY 14	LESTER R ARNOLD HIGH SCHOOL	*	*	*	*
ADAMS-ARAPAHOE 28J	APS ONLINE SCHOOL	*	*	*	*
ADAMS-ARAPAHOE 28J	AURORA CENTRAL HIGH SCHOOL	113	58.4%	76.4%	75.3%
ADAMS-ARAPAHOE 28J	GATEWAY HIGH SCHOOL	119	60.5%	62.6%	67.2%
ADAMS-ARAPAHOE 28J	HINKLEY HIGH SCHOOL	139	55.4%	63.3%	58.5%
ADAMS-ARAPAHOE 28J	LOTUS SCHOOL FOR EXCELLENCE	*	*	*	*
ADAMS-ARAPAHOE 28J	NEW AMERICA SCHOOL	*	*	*	*
ADAMS-ARAPAHOE 28J	OPTIONS SCHOOL	*	*	*	*
ADAMS-ARAPAHOE 28J	RANGEVIEW HIGH SCHOOL	208	44.2%	50.8%	47.6%
ADAMS-ARAPAHOE 28J	WILLIAM SMITH HIGH SCHOOL	*	*	*	*
AGATE 300	AGATE JUNIOR-SENIOR HIGH SCHOOL	*	*	*	*
AGUILAR REORGANIZED 6	AGUILAR JUNIOR-SENIOR HIGH SCHOOL	*	*	*	*
AKRON R-1	AKRON HIGH SCHOOL	*	*	*	*
ALAMOSA RE-11J	ALAMOSA HIGH SCHOOL	93	61.3%	43.7%	55.9%
ALAMOSA RE-11J	ALAMOSA OPEN SCHOOL	*	*	*	*
ARCHULETA COUNTY 50 JT	ARCHULETA COUNTY HIGH SCHOOL	*	*	*	*
ARCHULETA COUNTY 50 JT	PAGOSA SPRINGS HIGH SCHOOL	36	63.9%	52.8%	48.6%

Table 10: Remedial Rates by Colorado Public District and High School

DISTRICT NAME	HIGH SCHOOL NAME	COHORT	% REMEDIAL Class 2011	% REMEDIAL Class 2010	% REMEDIAL Class 2009
ARICKAREE R-2	ARICKAREE UNDIVIDED HIGH SCHOOL	*	*	*	*
ARRIBA-FLAGLER C-20	FLAGLER SENIOR HIGH SCHOOL	*	*	*	*
ASPEN 1	ASPEN HIGH SCHOOL	36	22.2%	14.3%	25.0%
AULT-HIGHLAND RE-9	HIGHLAND HIGH SCHOOL	21	57.1%	72.7%	76.2%
BAYFIELD 10 JT-R	BAYFIELD HIGH SCHOOL	38	39.5%	43.5%	29.3%
BENNETT 29J	BENNETT HIGH SCHOOL	43	18.6%	37.9%	26.2%
BETHUNE R-5	BETHUNE JUNIOR-SENIOR HIGH SCHOOL	*	*	*	*
BIG SANDY 100J	SIMLA HIGH SCHOOL	*	*	*	*
BOULDER VALLEY RE 2	ARAPAHOE RIDGE HIGH SCHOOL	*	*	*	*
BOULDER VALLEY RE 2	BOULDER HIGH SCHOOL	169	22.5%	20.3%	10.9%
BOULDER VALLEY RE 2	BOULDER PREP CHARTER HIGH SCHOOL	*	*	*	*
BOULDER VALLEY RE 2	BOULDER UNIVERSAL	*	*	*	*
BOULDER VALLEY RE 2	BROOMFIELD HIGH SCHOOL	175	24.0%	32.8%	27.4%
BOULDER VALLEY RE 2	CENTAURUS HIGH SCHOOL	97	27.8%	31.0%	32.7%
BOULDER VALLEY RE 2	FAIRVIEW HIGH SCHOOL	194	14.4%	14.4%	14.6%
BOULDER VALLEY RE 2	JUSTICE HIGH CHARTER SCHOOL	*	*	*	*
BOULDER VALLEY RE 2	MONARCH HIGH SCHOOL	220	16.8%	22.2%	13.3%
BOULDER VALLEY RE 2	NEDERLAND MIDDLE-SENIOR HIGH SCHOOL	28	35.7%	31.6%	15.4%
BOULDER VALLEY RE 2	NEW VISTA HIGH SCHOOL	28	35.7%	26.1%	44.4%
BOULDER VALLEY RE 2	PEAK TO PEAK CHARTER SCHOOL	46	19.6%	27.5%	15.8%
BRANSON REORGANIZED 82	BRANSON ALTERNATIVE SCHOOL	*	*	*	*
BRANSON REORGANIZED 82	BRANSON SCHOOL ONLINE GED PREP	*	*	*	*
BRANSON REORGANIZED 82	BRANSON UNDIVIDED HIGH SCHOOL	*	*	*	*
BRIGGSDALE RE-10	BRIGGSDALE UNDIVIDED HIGH SCHOOL	*	*	*	*
BRIGHTON 27J	BRIGHTON HERITAGE ACADEMY	*	*	*	*
BRIGHTON 27J	BRIGHTON HIGH SCHOOL	134	54.5%	46.9%	53.1%

Table 10: Remedial Rates by Colorado Public District and High School

DISTRICT NAME	HIGH SCHOOL NAME	COHORT	% REMEDIAL Class 2011	% REMEDIAL Class 2010	% REMEDIAL Class 2009
BRIGHTON 27J	EAGLE RIDGE ACADEMY	24	45.8%	N/A	N/A
BRIGHTON 27J	PRAIRIE VIEW	133	54.9%	51.8%	50.5%
BRUSH RE-2(J)	BRUSH HIGH SCHOOL	50	34.0%	43.5%	33.3%
BUENA VISTA R-31	BUENA VISTA HIGH SCHOOL	37	24.3%	46.2%	34.1%
BUENA VISTA R-31	CHAFFEE COUNTY HIGH SCHOOL	*	*	*	*
BUFFALO RE-4	MERINO JUNIOR SENIOR HIGH SCHOOL	*	*	*	*
BURLINGTON RE-6J	BURLINGTON HIGH SCHOOL	17	17.6%	64.3%	23.1%
BYERS 32J	BYERS JUNIOR-SENIOR HIGH SCHOOL	*	*	*	*
CALHAN RJ-1	CALHAN HIGH SCHOOL	*	*	*	*
CANON CITY RE-1	CANON CITY HIGH SCHOOL	107	42.1%	55.4%	51.3%
CANON CITY RE-1	GARDEN PARK HIGH SCHOOL	*	*	*	*
CENTENNIAL R-1	CENTENNIAL HIGH SCHOOL	20	60.0%	100.0%	88.9%
CENTER 26 JT	CENTER HIGH SCHOOL	*	*	*	*
CENTER 26 JT	THE ACADEMIC RECOVERY CENTER OF SAN LUIS VALLEY	*	*	*	*
CHARTER SCHOOL INSTITUTE	21ST CENTURY CHARTER SCHOOL	*	*	*	*
CHARTER SCHOOL INSTITUTE	COLORADO PROVOST ACADEMY	*	*	*	*
CHARTER SCHOOL INSTITUTE	COLORADO SPRINGS EARLY COLLEGES	59	13.6%	10.4%	N/A
CHARTER SCHOOL INSTITUTE	EARLY COLLEGE HIGH SCHOOL AT ARVADA	*	*	*	*
CHARTER SCHOOL INSTITUTE	GOAL ACADEMY	42	71.4%	78.1%	N/A
CHARTER SCHOOL INSTITUTE	THE PINNACLE CHARTER SCHOOL (HIGH)	19	26.3%	52.2%	N/A
CHARTER SCHOOL INSTITUTE	THE VANGUARD SCHOOL (HIGH)	*	*	*	*
CHERAW 31	CHERAW HIGH SCHOOL	*	*	*	*
CHERRY CREEK 5	CHEROKEE TRAIL HIGH SCHOOL	268	38.4%	33.7%	36.5%
CHERRY CREEK 5	CHERRY CREEK HIGH SCHOOL	362	18.5%	17.1%	16.9%
CHERRY CREEK 5	EAGLECREST HIGH SCHOOL	244	38.5%	35.1%	38.8%
CHERRY CREEK 5	GRANDVIEW HIGH SCHOOL	323	26.0%	24.6%	28.5%

Table 10: Remedial Rates by Colorado Public District and High School

DISTRICT NAME	HIGH SCHOOL NAME	COHORT	% REMEDIAL Class 2011	% REMEDIAL Class 2010	% REMEDIAL Class 2009
CHERRY CREEK 5	OVERLAND HIGH SCHOOL	188	59.6%	55.0%	51.3%
CHERRY CREEK 5	SMOKY HILL HIGH SCHOOL	249	34.1%	37.7%	33.3%
CHEYENNE COUNTY RE-5	CHEYENNE WELLS HIGH SCHOOL	*	*	*	*
CHEYENNE MOUNTAIN 12	CHEYENNE MOUNTAIN HIGH SCHOOL	182	14.8%	20.7%	18.9%
CLEAR CREEK RE-1	CLEAR CREEK HIGH SCHOOL	26	26.9%	32.0%	28.1%
COLORADO SPRINGS 11	BIJOU SCHOOL	*	*	*	*
COLORADO SPRINGS 11	CIVA CHARTER SCHOOL	*	*	*	*
COLORADO SPRINGS 11	COMMUNITY PREP CHARTER SCHOOL	*	*	*	*
COLORADO SPRINGS 11	CORONADO HIGH SCHOOL	147	36.7%	32.3%	34.8%
COLORADO SPRINGS 11	DOHERTY HIGH SCHOOL	223	37.7%	43.0%	39.1%
COLORADO SPRINGS 11	LIFE SKILLS CENTER OF COLORADO SPRINGS	*	*	*	*
COLORADO SPRINGS 11	MITCHELL HIGH SCHOOL	58	74.1%	59.2%	46.8%
COLORADO SPRINGS 11	NIKOLA TESLA EDUCATION OPPORTUNITY CENTER	*	*	*	*
COLORADO SPRINGS 11	PALMER HIGH SCHOOL	204	27.0%	30.9%	33.6%
COLORADO SPRINGS 11	WASSON HIGH SCHOOL	66	59.1%	61.3%	53.1%
COTOPAXI RE-3	COTOPAXI JUNIOR-SENIOR HIGH SCHOOL	*	*	*	*
CREEDE CONSOLIDATED 1	CREEDE JUNIOR-SENIOR HIGH SCHOOL	*	*	*	*
CRIPPLE CREEK-VICTOR RE-1	CRIPPLE CREEK-VICTOR JUNIOR-SENIOR HIGH SCHOOL	*	*	*	*
CROWLEY COUNTY RE-1-J	CROWLEY COUNTY HIGH SCHOOL	17	58.8%	23.5%	43.5%
CUSTER COUNTY SCHOOL DISTRICT C-1	CUSTER COUNTY HIGH SCHOOL	20	35.0%	28.6%	35.3%
DE BEQUE 49JT	DE BEQUE UNDIVIDED HIGH SCHOOL	*	*	*	*
DEER TRAIL 26J	DEER TRAIL JUNIOR-SENIOR HIGH SCHOOL	*	*	*	*
DEL NORTE C-7	DEL NORTE HIGH SCHOOL	17	58.8%	42.9%	53.3%
DELTA COUNTY 50(J)	CEDAREGE HIGH SCHOOL	22	50.0%	26.7%	37.9%
DELTA COUNTY 50(J)	DELTA COUNTY RECOVERY SCHOOL	*	*	*	*

Table 10: Remedial Rates by Colorado Public District and High School

DISTRICT NAME	HIGH SCHOOL NAME	COHORT	% REMEDIAL Class 2011	% REMEDIAL Class 2010	% REMEDIAL Class 2009
DELTA COUNTY 50(J)	DELTA HIGH SCHOOL	53	50.9%	41.4%	45.1%
DELTA COUNTY 50(J)	DELTA VISION SCHOOL	*	*	*	*
DELTA COUNTY 50(J)	HOTCHKISS HIGH SCHOOL	27	55.6%	30.0%	37.9%
DELTA COUNTY 50(J)	PAONIA HIGH SCHOOL	*	*	*	*
DELTA COUNTY 50(J)	SURFACE CREEK VISION SCHOOL	*	*	*	*
DENVER COUNTY 1	[PREP] PREP ASSESSMENT CENTER	*	*	*	*
DENVER COUNTY 1	ABRAHAM LINCOLN HIGH SCHOOL	111	85.6%	79.7%	84.7%
DENVER COUNTY 1	ACADEMY OF URBAN LEARNING	*	*	*	*
DENVER COUNTY 1	BRUCE RANDOLPH SCHOOL	*	*	*	*
DENVER COUNTY 1	COLORADO HIGH SCHOOL	*	*	*	*
DENVER COUNTY 1	CONTEMPORARY LEARNING ACADEMY HIGH SCHOOL	*	*	*	*
DENVER COUNTY 1	DENVER CENTER FOR INTERNATIONAL STUDIES	23	65.2%	68.2%	54.5%
DENVER COUNTY 1	DENVER SCHOOL OF SCIENCE AND TECHNOLOGY	40	12.5%	8.8%	21.4%
DENVER COUNTY 1	DENVER SCHOOL OF THE ARTS	34	26.5%	39.6%	26.3%
DENVER COUNTY 1	EAST HIGH SCHOOL	233	36.5%	47.7%	39.6%
DENVER COUNTY 1	EMILY GRIFFITH OPPORTUNITY SCHOOL	41	95.1%	88.7%	91.1%
DENVER COUNTY 1	ESCUELA TLATELOLCO CHARTER SCHOOL	*	*	*	*
DENVER COUNTY 1	FLORENCE CRITTENTON HIGH SCHOOL	*	*	*	*
DENVER COUNTY 1	FRED N THOMAS CAREER EDUCATION CENTER	54	42.6%	48.6%	53.8%
DENVER COUNTY 1	GEORGE WASHINGTON HIGH SCHOOL	145	51.0%	54.4%	61.6%
DENVER COUNTY 1	JOHN F KENNEDY HIGH SCHOOL	130	60.0%	68.0%	67.2%
DENVER COUNTY 1	JUSTICE HIGH SCHOOL DENVER	*	*	*	*
DENVER COUNTY 1	LIFE SKILLS CENTER OF DENVER	*	*	*	*
DENVER COUNTY 1	MANUAL HIGH SCHOOL	29	75.9%	N/A	N/A

Table 10: Remedial Rates by Colorado Public District and High School

DISTRICT NAME	HIGH SCHOOL NAME	COHORT	% REMEDIAL Class 2011	% REMEDIAL Class 2010	% REMEDIAL Class 2009
DENVER COUNTY 1	MARTIN LUTHER KING MIDDLE COLLEGE	43	67.4%	69.0%	N/A
DENVER COUNTY 1	MONTBELLO HIGH SCHOOL	98	70.4%	83.3%	77.3%
DENVER COUNTY 1	NORTH HIGH SCHOOL	58	89.7%	76.9%	74.2%
DENVER COUNTY 1	ONLINE HIGH SCHOOL	*	*	*	*
DENVER COUNTY 1	P.S.1 CHARTER SCHOOL	*	*	*	*
DENVER COUNTY 1	RIDGE VIEW ACADEMY CHARTER SCHOOL	*	*	*	*
DENVER COUNTY 1	SOUTH HIGH SCHOOL	102	77.5%	73.8%	73.0%
DENVER COUNTY 1	SOUTHWEST EARLY COLLEGE CHARTER SCHOOL	26	3.8%	13.8%	45.5%
DENVER COUNTY 1	SUMMIT ACADEMY	*	*	*	*
DENVER COUNTY 1	THOMAS JEFFERSON HIGH SCHOOL	132	57.6%	52.0%	56.3%
DENVER COUNTY 1	WEST HIGH SCHOOL	49	85.7%	92.9%	94.3%
DOLORES COUNTY RE NO.2	DOLORES COUNTY HIGH SCHOOL	*	*	*	*
DOLORES RE-4A	DOLORES HIGH SCHOOL	*	*	*	*
DOUGLAS COUNTY RE 1	CASTLE VIEW HIGH SCHOOL	178	32.6%	34.1%	35.2%
DOUGLAS COUNTY RE 1	CHAPARRAL HIGH SCHOOL	288	24.7%	25.8%	28.0%
DOUGLAS COUNTY RE 1	DANIEL C OAKES HIGH SCHOOL--CASTLE ROCK	17	70.6%	70.0%	75.0%
DOUGLAS COUNTY RE 1	DOUGLAS COUNTY HIGH SCHOOL	202	24.8%	32.3%	23.0%
DOUGLAS COUNTY RE 1	EAGLE ACADEMY	20	65.0%	80.8%	55.0%
DOUGLAS COUNTY RE 1	EDCSD: COLORADO CYBER SCHOOL	*	*	*	*
DOUGLAS COUNTY RE 1	HIGHLANDS RANCH HIGH SCHOOL	225	23.6%	26.6%	22.2%
DOUGLAS COUNTY RE 1	HOPE ON-LINE	30	63.3%	74.4%	74.0%
DOUGLAS COUNTY RE 1	MOUNTAIN VISTA HIGH SCHOOL	245	19.6%	20.9%	23.4%
DOUGLAS COUNTY RE 1	PONDEROSA HIGH SCHOOL	253	29.6%	22.8%	22.1%
DOUGLAS COUNTY RE 1	ROCK CANYON HIGH SCHOOL	181	15.5%	18.9%	17.7%
DOUGLAS COUNTY RE 1	THUNDERRIDGE HIGH SCHOOL	195	22.1%	26.1%	22.1%

Table 10: Remedial Rates by Colorado Public District and High School

DISTRICT NAME	HIGH SCHOOL NAME	COHORT	% REMEDIAL Class 2011	% REMEDIAL Class 2010	% REMEDIAL Class 2009
DURANGO 9-R	DURANGO HIGH SCHOOL	139	30.9%	34.6%	33.1%
EADS RE-1	EADS HIGH SCHOOL	*	*	*	*
EAGLE COUNTY RE 50	BATTLE MOUNTAIN HIGH SCHOOL	58	34.5%	27.1%	35.2%
EAGLE COUNTY RE 50	EAGLE VALLEY HIGH SCHOOL	73	38.4%	35.2%	47.1%
EAGLE COUNTY RE 50	NEW AMERICA CHARTER SCHOOL	*	*	*	*
EAGLE COUNTY RE 50	RED CANYON HIGH SCHOOL	*	*	*	*
EAGLE COUNTY RE 50	VAIL SKI AND SNOWBOARD ACADEMY (USSA)	*	*	*	*
EAST GRAND 2	MIDDLE PARK HIGH SCHOOL	28	21.4%	17.8%	37.0%
EAST OTERO R-1	LA JUNTA JR/SR HIGH SCHOOL	47	48.9%	N/A	N/A
EATON RE-2	EATON HIGH SCHOOL	58	34.5%	44.4%	42.2%
EDISON 54 JT	EDISON ACADEMY	*	*	*	*
EDISON 54 JT	EDISON JUNIOR-SENIOR HIGH SCHOOL	*	*	*	*
ELBERT 200	ELBERT JUNIOR-SENIOR HIGH SCHOOL	*	*	*	*
ELIZABETH C-1	ELIZABETH HIGH SCHOOL	94	29.8%	41.1%	37.3%
ELIZABETH C-1	FRONTIER HIGH SCHOOL	*	*	*	*
ELLICOTT 22	ELLICOTT SENIOR HIGH SCHOOL	*	*	*	*
ENGLEWOOD 1	COLORADO'S FINEST ALTERNATIVE HIGH SCHOOL	22	72.7%	79.4%	81.8%
ENGLEWOOD 1	ENGLEWOOD HIGH SCHOOL	50	48.0%	48.1%	52.1%
EXPEDITIONARY BOCES	EXPEDITIONARY LEARNING SCHOOL	*	*	*	*
FALCON 49	FALCON HIGH SCHOOL	127	43.3%	59.0%	46.5%
FALCON 49	FALCON VIRTUAL ACADEMY	*	*	*	*
FALCON 49	PATRIOT LEARNING CENTER	*	*	*	*
FALCON 49	SAND CREEK HIGH SCHOOL	88	54.5%	54.1%	41.7%
FALCON 49	VISTA RIDGE HIGH SCHOOL	111	48.6%	0.0%	N/A
FLORENCE RE-2	FLORENCE HIGH SCHOOL	42	52.4%	49.1%	54.2%

Table 10: Remedial Rates by Colorado Public District and High School

DISTRICT NAME	HIGH SCHOOL NAME	COHORT	% REMEDIAL Class 2011	% REMEDIAL Class 2010	% REMEDIAL Class 2009
FORT MORGAN RE-3	FORT MORGAN HIGH SCHOOL	76	55.3%	49.4%	42.6%
FORT MORGAN RE-3	LINCOLN HIGH SCHOOL	*	*	*	*
FOUNTAIN 8	FOUNTAIN-FORT CARSON HIGH SCHOOL	139	48.9%	58.2%	45.1%
FOUNTAIN 8	LORRAINE ALTERNATIVE HIGH SCHOOL	*	*	*	*
FOWLER R-4J	FOWLER HIGH SCHOOL	*	*	*	*
FRENCHMAN RE-3	FLEMING HIGH SCHOOL	*	*	*	*
GARFIELD 16	GRAND VALLEY HIGH SCHOOL	25	76.0%	55.2%	42.3%
GARFIELD RE-2	COAL RIDGE HIGH SCHOOL	37	43.2%	51.2%	53.2%
GARFIELD RE-2	GARFIELD RE-2 CENTER FOR INTEGRATIVE STUDIES	*	*	*	*
GARFIELD RE-2	RIFLE HIGH SCHOOL	48	52.1%	51.2%	64.9%
GENOA-HUGO C113	GENOA-HUGO SENIOR HIGH SCHOOL	*	*	*	*
GILPIN COUNTY RE-1	GILPIN COUNTY UNDIVIDED HIGH SCHOOL	*	*	*	*
GRANADA RE-1	GRANADA UNDIVIDED HIGH SCHOOL	*	*	*	*
GREELEY 6	FRONTIER CHARTER ACADEMY	30	36.7%	23.1%	35.7%
GREELEY 6	GREELEY CENTRAL HIGH SCHOOL	158	59.5%	50.7%	52.9%
GREELEY 6	GREELEY WEST HIGH SCHOOL	153	62.1%	52.1%	48.1%
GREELEY 6	JEFFERSON HIGH SCHOOL	32	90.6%	N/A	N/A
GREELEY 6	NORTHRIDGE HIGH SCHOOL	109	70.6%	58.8%	44.1%
GREELEY 6	UNION COLONY PREPATORY SCHOOL	18	22.2%	17.4%	16.7%
GREELEY 6	UNIVERSITY SCHOOLS	51	43.1%	35.2%	45.2%
GUNNISON WATERSHED RE1J	CRESTED BUTTE COMMUNITY SCHOOL	*	*	*	*
GUNNISON WATERSHED RE1J	GUNNISON HIGH SCHOOL	46	43.5%	25.0%	32.6%
HANOVER 28	HANOVER JUNIOR-SENIOR HIGH SCHOOL	*	*	*	*
HARRISON 2	HARRISON HIGH SCHOOL	50	72.0%	81.0%	69.5%
HARRISON 2	JAMES IRWIN CHARTER HIGH SCHOOL	35	22.9%	17.9%	7.4%
HARRISON 2	NEW HORIZONS DAY SCHOOL	*	*	*	*

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DISTRICT NAME	HIGH SCHOOL NAME	COHORT	% REMEDIAL Class 2011	% REMEDIAL Class 2010	% REMEDIAL Class 2009
HARRISON 2	SIERRA HIGH SCHOOL	70	71.4%	71.4%	63.8%
HAXTUN RE-2J	HAXTUN HIGH SCHOOL	*	*	*	*
HAYDEN RE-1	HAYDEN HIGH SCHOOL	*	*	*	*
HINSDALE COUNTY RE 1	LAKE CITY COMMUNITY SCHOOL	*	*	*	*
HI-PLAINS R-23	HI PLAINS UNDIVIDED HIGH SCHOOL	*	*	*	*
HOEHNE REORGANIZED 3	HOEHNE HIGH SCHOOL	*	*	*	*
HOLLY RE-3	HOLLY JUNIOR-SENIOR HIGH SCHOOL	*	*	*	*
HOLYOKE RE-1J	HOLYOKE JUNIOR-SENIOR HIGH SCHOOL	*	*	*	*
HUERFANO RE-1	JOHN MALL HIGH SCHOOL	18	72.2%	73.3%	44.4%
IDALIA RJ-3	IDALIA JUNIOR-SENIOR HIGH SCHOOL	*	*	*	*
IGNACIO 11 JT	IGNACIO ACADEMY	*	*	*	*
IGNACIO 11 JT	IGNACIO HIGH SCHOOL	*	*	*	*
JEFFERSON COUNTY R-1	ALAMEDA HIGH SCHOOL	55	69.1%	71.2%	62.3%
JEFFERSON COUNTY R-1	ARVADA HIGH SCHOOL	72	48.6%	59.5%	60.3%
JEFFERSON COUNTY R-1	ARVADA WEST HIGH SCHOOL	210	37.1%	30.3%	37.1%
JEFFERSON COUNTY R-1	BEAR CREEK HIGH SCHOOL	213	30.0%	36.1%	35.7%
JEFFERSON COUNTY R-1	BRADY EXPLORATION SCHOOL	*	*	*	*
JEFFERSON COUNTY R-1	CHATFIELD HIGH SCHOOL	299	23.4%	27.1%	28.4%
JEFFERSON COUNTY R-1	COLLEGIATE CHARTER ACADEMY	*	*	*	*
JEFFERSON COUNTY R-1	COLUMBINE HIGH SCHOOL	204	29.4%	30.6%	30.5%
JEFFERSON COUNTY R-1	COMPASS SECONDARY MONTESSORI CHARTER SCHOOL	*	*	*	*
JEFFERSON COUNTY R-1	CONIFER SENIOR HIGH SCHOOL	140	18.6%	31.5%	19.8%
JEFFERSON COUNTY R-1	DAKOTA RIDGE SENIOR HIGH SCHOOL	212	25.5%	21.7%	28.4%
JEFFERSON COUNTY R-1	D'EVELYN SENIOR HIGH SCHOOL	89	2.2%	2.6%	0.0%
JEFFERSON COUNTY R-1	EVERGREEN HIGH SCHOOL	110	19.1%	24.1%	17.4%
JEFFERSON COUNTY R-1	GOLDEN HIGH SCHOOL	166	22.9%	26.9%	30.9%

Table 10: Remedial Rates by Colorado Public District and High School

DISTRICT NAME	HIGH SCHOOL NAME	COHORT	% REMEDIAL Class 2011	% REMEDIAL Class 2010	% REMEDIAL Class 2009
JEFFERSON COUNTY R-1	GREEN MOUNTAIN HIGH SCHOOL	197	28.4%	31.2%	26.3%
JEFFERSON COUNTY R-1	JEFFCO'S 21ST CENTURY VIRTUAL ACADEMY	*	*	*	*
JEFFERSON COUNTY R-1	JEFFERSON CHARTER ACADEMY SENIOR HIGH SCHOOL	25	32.0%	25.0%	27.3%
JEFFERSON COUNTY R-1	JEFFERSON COUNTY OPEN HIGH SCHOOL	21	57.1%	31.3%	66.7%
JEFFERSON COUNTY R-1	JEFFERSON HIGH SCHOOL	31	71.0%	75.7%	67.5%
JEFFERSON COUNTY R-1	LAKEWOOD HIGH SCHOOL	182	24.7%	29.5%	22.9%
JEFFERSON COUNTY R-1	LONGVIEW HIGH SCHOOL	*	*	*	*
JEFFERSON COUNTY R-1	MC LAIN COMMUNITY HIGH SCHOOL	24	75.0%	75.0%	60.0%
JEFFERSON COUNTY R-1	MC LAIN HIGH SCHOOL	37	64.9%	76.6%	64.8%
JEFFERSON COUNTY R-1	NEW AMERICA SCHOOL	*	*	*	*
JEFFERSON COUNTY R-1	POMONA HIGH SCHOOL	181	32.6%	33.3%	34.4%
JEFFERSON COUNTY R-1	RALSTON VALLEY SENIOR HIGH SCHOOL	231	19.5%	21.1%	23.7%
JEFFERSON COUNTY R-1	STANDLEY LAKE HIGH SCHOOL	204	30.4%	32.2%	35.1%
JEFFERSON COUNTY R-1	TWO ROADS CHARTER SCHOOL	*	*	*	*
JEFFERSON COUNTY R-1	WHEAT RIDGE HIGH SCHOOL	133	39.8%	39.7%	32.2%
JOHNSTOWN-MILLIKEN RE-5J	ROOSEVELT HIGH SCHOOL	64	51.6%	45.6%	50.0%
JULESBURG RE-1	INSIGHT SCHOOL OF COLORADO AT JULESBURG	*	*	*	*
JULESBURG RE-1	JULESBURG HIGH SCHOOL	*	*	*	*
KARVAL RE-23	KARVAL JUNIOR-SENIOR HIGH SCHOOL	*	*	*	*
KARVAL RE-23	KARVAL ONLINE EDUCATION	*	*	*	*
KEENESBURG RE-3(J)	WELD CENTRAL SENIOR HIGH SCHOOL	49	49.0%	42.2%	46.5%
KIOWA C-2	KIOWA HIGH SCHOOL	*	*	*	*
KIT CARSON R-1	KIT CARSON JUNIOR-SENIOR HIGH SCHOOL	*	*	*	*
LA VETA RE-2	LA VETA JUNIOR-SENIOR HIGH SCHOOL	*	*	*	*
LAKE COUNTY R-1	LAKE COUNTY HIGH SCHOOL	26	46.2%	70.8%	68.4%

Table 10: Remedial Rates by Colorado Public District and High School

DISTRICT NAME	HIGH SCHOOL NAME	COHORT	% REMEDIAL Class 2011	% REMEDIAL Class 2010	% REMEDIAL Class 2009
LAMAR RE-2	LAMAR HIGH SCHOOL	59	35.6%	39.2%	40.4%
LAS ANIMAS RE-1	LAS ANIMAS HIGH SCHOOL	17	70.6%	64.7%	35.7%
LEWIS-PALMER 38	LEWIS-PALMER HIGH SCHOOL	130	25.4%	18.4%	21.5%
LEWIS-PALMER 38	PALMER RIDGE HIGH SCHOOL	122	28.7%	N/A	N/A
LIBERTY J-4	LIBERTY JUNIOR-SENIOR HIGH SCHOOL	*	*	*	*
LIMON RE-4J	LIMON JUNIOR-SENIOR HIGH SCHOOL	19	15.8%	27.3%	30.8%
LITTLETON 6	ARAPAHOE HIGH SCHOOL	264	19.7%	26.7%	22.0%
LITTLETON 6	HERITAGE HIGH SCHOOL	234	26.1%	31.5%	26.1%
LITTLETON 6	LITTLETON HIGH SCHOOL	173	35.3%	37.2%	33.7%
LONE STAR 101	LONE STAR UNDIVIDED HIGH SCHOOL	*	*	*	*
MANCOS RE-6	MANCOS HIGH SCHOOL	*	*	*	*
MANITOU SPRINGS 14	MANITOU SPRINGS HIGH SCHOOL	67	29.9%	36.4%	17.2%
MANZANOLA 3J	MANZANOLA JUNIOR-SENIOR HIGH SCHOOL	*	*	*	*
MAPLETON 1	COLORADO CONNECTIONS ACADEMY	17	52.9%	N/A	N/A
MAPLETON 1	FRONT RANGE EARLY COLLEGE	*	*	*	*
MAPLETON 1	GLOBAL LEADERSHIP ACADEMY	*	*	*	*
MAPLETON 1	MAPLETON EXPEDITIONARY SCHOOL OF THE ARTS	30	70.0%	69.2%	73.3%
MAPLETON 1	NORTH VALLEY SCHOOL FOR YOUNG ADULTS	*	*	*	*
MAPLETON 1	SKYVIEW ACADEMY HIGH SCHOOL	35	68.6%	66.7%	71.4%
MAPLETON 1	THE NEW AMERICA SCHOOL	*	*	*	*
MAPLETON 1	YORK INTERNATIONAL	22	54.5%	N/A	N/A
MC CLAVE RE-2	MC CLAVE UNDIVIDED HIGH SCHOOL	*	*	*	*
MEEKER RE1	MEEKER HIGH SCHOOL	*	*	*	*
MESA COUNTY VALLEY 51	CENTRAL HIGH SCHOOL	173	57.8%	50.0%	40.7%
MESA COUNTY VALLEY 51	FRUITA MONUMENT HIGH SCHOOL	219	43.8%	36.3%	38.4%

Table 10: Remedial Rates by Colorado Public District and High School

DISTRICT NAME	HIGH SCHOOL NAME	COHORT	% REMEDIAL Class 2011	% REMEDIAL Class 2010	% REMEDIAL Class 2009
MESA COUNTY VALLEY 51	GATEWAY SCHOOL	*	*	*	*
MESA COUNTY VALLEY 51	GRAND JUNCTION HIGH SCHOOL	201	37.8%	38.4%	37.5%
MESA COUNTY VALLEY 51	MESA VALLEY VISION HOME AND COMMUNITY PROGRAM	*	*	*	*
MESA COUNTY VALLEY 51	PALISADE HIGH SCHOOL	100	46.0%	50.0%	42.4%
MESA COUNTY VALLEY 51	R-5 HIGH SCHOOL	27	85.2%	70.0%	62.5%
MIAMI/YODER 60 JT	MIAMI/YODER JUNIOR-SENIOR HIGH SCHOOL	*	*	*	*
MOFFAT 2	CRESTONE CHARTER SCHOOL	*	*	*	*
MOFFAT 2	MOFFAT SENIOR HIGH SCHOOL	*	*	*	*
MOFFAT COUNTY RE:NO 1	MOFFAT COUNTY HIGH SCHOOL	46	34.8%	46.8%	45.3%
MONTE VISTA C-8	BYRON SYRING DELTA CENTER	*	*	*	*
MONTE VISTA C-8	MONTE VISTA ON-LINE ACADEMY	*	*	*	*
MONTE VISTA C-8	MONTE VISTA SENIOR HIGH SCHOOL	34	58.8%	55.6%	39.3%
MONTEZUMA-CORTEZ RE-1	MONTEZUMA-CORTEZ HIGH SCHOOL	65	55.4%	62.2%	44.4%
MONTEZUMA-CORTEZ RE-1	SOUTHWEST OPEN CHARTER SCHOOL	*	*	*	*
MONTROSE COUNTY RE-1J	MONTROSE HIGH SCHOOL	109	41.3%	35.2%	31.7%
MONTROSE COUNTY RE-1J	OLATHE HIGH SCHOOL	21	47.6%	64.3%	34.8%
MONTROSE COUNTY RE-1J	VISTA CHARTER SCHOOL	*	*	*	*
MOUNTAIN BOCES	YAMPAH MOUNTAIN SCHOOL	*	*	*	*
MOUNTAIN BOCES	YAMPAH TEEN PARENT PROGRAM	*	*	*	*
MOUNTAIN VALLEY RE 1	MOUNTAIN VALLEY SENIOR HIGH SCHOOL	*	*	*	*
NORTH CONEJOS RE-1J	CENTAURI HIGH SCHOOL	39	53.8%	68.2%	65.6%
NORTH CONEJOS RE-1J	LA JARA SECOND CHANCE SCHOOL	*	*	*	*
NORTH PARK R-1	NORTH PARK JUNIOR-SENIOR HIGH SCHOOL	*	*	*	*
NORTHGLENN-THORNTON (ADAMS 12 FIVE STAR SCHOOLS)	ACADEMY OF CHARTER SCHOOLS	39	48.7%	35.7%	36.0%

Table 10: Remedial Rates by Colorado Public District and High School

DISTRICT NAME	HIGH SCHOOL NAME	COHORT	% REMEDIAL Class 2011	% REMEDIAL Class 2010	% REMEDIAL Class 2009
NORTHGLENN-THORNTON (ADAMS 12 FIVE STAR SCHOOLS)	COLORADO VIRTUAL ACADEMY (COVA)	45	53.3%	56.7%	66.7%
NORTHGLENN-THORNTON (ADAMS 12 FIVE STAR SCHOOLS)	HORIZON HIGH SCHOOL	171	42.7%	44.6%	43.7%
NORTHGLENN-THORNTON (ADAMS 12 FIVE STAR SCHOOLS)	LEGACY HIGH SCHOOL	253	32.4%	35.7%	29.6%
NORTHGLENN-THORNTON (ADAMS 12 FIVE STAR SCHOOLS)	MOUNTAIN RANGE HIGH SCHOOL	223	41.3%	44.4%	56.9%
NORTHGLENN-THORNTON (ADAMS 12 FIVE STAR SCHOOLS)	NORTHGLENN HIGH SCHOOL	134	72.4%	50.3%	45.1%
NORTHGLENN-THORNTON (ADAMS 12 FIVE STAR SCHOOLS)	THORNTON HIGH SCHOOL	106	44.3%	51.7%	45.3%
NORTHGLENN-THORNTON (ADAMS 12 FIVE STAR SCHOOLS)	VANTAGE POINT	39	53.8%	89.5%	66.7%
NORWOOD R-2J	NORWOOD HIGH SCHOOL	*	*	*	*
OTIS R-3	OTIS JUNIOR-SENIOR HIGH SCHOOL	*	*	*	*
OURAY R-1	OURAY SENIOR HIGH SCHOOL	*	*	*	*
PARK (ESTES PARK) R-3	ESTES PARK HIGH SCHOOL	33	24.2%	32.6%	23.3%
PARK COUNTY RE-2	SOUTH PARK HIGH SCHOOL	18	33.3%	27.3%	25.0%
PAWNEE RE-12	PAWNEE JUNIOR-SENIOR HIGH SCHOOL	*	*	*	*
PEYTON 23 JT	PEYTON HIGH SCHOOL	32	25.0%	36.4%	55.9%
PLAINVIEW RE-2	PLAINVIEW JUNIOR-SENIOR HIGH SCHOOL	*	*	*	*
PLATEAU RE-5	PEETZ JUNIOR-SENIOR HIGH SCHOOL	*	*	*	*
PLATEAU VALLEY 50	GRAND MESA HIGH SCHOOL	*	*	*	*
PLATEAU VALLEY 50	PLATEAU VALLEY HIGH SCHOOL	*	*	*	*
PLATTE CANYON 1	PLATTE CANYON HIGH SCHOOL	63	34.9%	31.1%	38.8%
PLATTE VALLEY RE-3	REVERE JUNIOR-SENIOR HIGH SCHOOL	*	*	*	*
PLATTE VALLEY RE-7	PLATTE VALLEY HIGH SCHOOL	39	66.7%	63.3%	53.3%
POUDRE R-1	CENTENNIAL HIGH SCHOOL	24	66.7%	57.7%	58.3%

Table 10: Remedial Rates by Colorado Public District and High School

DISTRICT NAME	HIGH SCHOOL NAME	COHORT	% REMEDIAL Class 2011	% REMEDIAL Class 2010	% REMEDIAL Class 2009
POUDRE R-1	FORT COLLINS HIGH SCHOOL	175	33.7%	34.4%	33.2%
POUDRE R-1	FOSSIL RIDGE HIGH SCHOOL	243	29.2%	26.1%	31.3%
POUDRE R-1	POLARIS EXPEDITIONARY LEARNING SCHOOL	*	*	*	*
POUDRE R-1	POUDRE HIGH SCHOOL	155	19.4%	30.8%	30.5%
POUDRE R-1	POUDRE TRANSITION CENTER	*	*	*	*
POUDRE R-1	PSD ONLINE ACADEMY	*	*	*	*
POUDRE R-1	RIDGEVIEW CLASSICAL CHARTER SCHOOLS	25	12.0%	5.6%	23.5%
POUDRE R-1	ROCKY MOUNTAIN HIGH SCHOOL	272	32.0%	28.7%	32.7%
PRAIRIE RE-11	PRAIRIE JUNIOR-SENIOR HIGH SCHOOL	*	*	*	*
PRIMERO REORGANIZED 2	PRIMERO JUNIOR-SENIOR HIGH SCHOOL	*	*	*	*
PUEBLO CITY 60	CENTENNIAL HIGH SCHOOL	117	44.4%	59.8%	48.7%
PUEBLO CITY 60	CENTRAL HIGH SCHOOL	115	68.7%	74.4%	65.5%
PUEBLO CITY 60	DOLORES HUERTA PREPARATORY HIGH SCHOOL	39	33.3%	55.8%	48.5%
PUEBLO CITY 60	EAST HIGH SCHOOL	108	61.1%	73.3%	68.3%
PUEBLO CITY 60	KEATING CONTINUING EDUCATION	*	*	*	*
PUEBLO CITY 60	SOUTH HIGH SCHOOL	200	52.0%	43.8%	48.5%
PUEBLO CITY 60	YOUTH & FAMILY ACADEMY CHARTER	*	*	*	*
PUEBLO COUNTY RURAL 70	PUEBLO COUNTY HIGH SCHOOL	104	51.0%	58.5%	55.3%
PUEBLO COUNTY RURAL 70	PUEBLO WEST HIGH SCHOOL	162	51.9%	43.2%	47.8%
PUEBLO COUNTY RURAL 70	RYE HIGH SCHOOL	29	75.9%	56.3%	39.3%
PUEBLO COUNTY RURAL 70	SOUTHERN COLORADO EARLY COLLEGE	20	20.0%	15.4%	11.1%
RANGELY RE-4	RANGELY HIGH SCHOOL	17	41.2%	52.6%	47.1%
RIDGWAY R-2	RIDGWAY HIGH SCHOOL	*	*	*	*
ROARING FORK RE-1	BASALT HIGH SCHOOL	43	30.2%	26.3%	35.3%
ROARING FORK RE-1	BRIDGES	*	*	*	*

Table 10: Remedial Rates by Colorado Public District and High School

DISTRICT NAME	HIGH SCHOOL NAME	COHORT	% REMEDIAL Class 2011	% REMEDIAL Class 2010	% REMEDIAL Class 2009
ROARING FORK RE-1	GLENWOOD SPRINGS HIGH SCHOOL	62	37.1%	38.8%	37.2%
ROARING FORK RE-1	ROARING FORK HIGH SCHOOL	21	42.9%	75.0%	23.3%
ROCKY FORD R-2	ROCKY FORD HIGH SCHOOL	27	25.9%	60.0%	48.0%
SALIDA R-32	HORIZONS EXPLORATORY ACADEMY	*	*	*	*
SALIDA R-32	SALIDA HIGH SCHOOL	43	41.9%	36.4%	22.6%
SANFORD 6J	SANFORD JUNIOR/SENIOR HIGH SCHOOL	*	*	*	*
SANGRE DE CRISTO RE-22J	SANGRE DE CRISTO UNDIVIDED HIGH SCHOOL	*	*	*	*
SARGENT RE-33J	SARGENT JUNIOR-SENIOR HIGH SCHOOL	20	45.0%	61.1%	27.3%
SHERIDAN 2	SHERIDAN HIGH SCHOOL	28	53.6%	45.0%	52.2%
SIERRA GRANDE R-30	SIERRA GRANDE SENIOR HIGH SCHOOL	*	*	*	*
SOUTH CONEJOS RE-10	ANTONITO HIGH SCHOOL	*	*	*	*
SOUTH ROUTT RE 3	SOROCO HIGH SCHOOL	*	*	*	*
SPRINGFIELD RE-4	SPRINGFIELD HIGH SCHOOL	*	*	*	*
ST VRAIN VALLEY RE 1J	ADULT EDUCATION/LINCOLN CENTER	*	*	*	*
ST VRAIN VALLEY RE 1J	ERIE HIGH SCHOOL	89	37.1%	43.1%	49.5%
ST VRAIN VALLEY RE 1J	FREDERICK SENIOR HIGH SCHOOL	79	54.4%	52.2%	52.8%
ST VRAIN VALLEY RE 1J	LONGMONT HIGH SCHOOL	103	34.0%	33.3%	32.0%
ST VRAIN VALLEY RE 1J	LYONS MIDDLE/SENIOR HIGH SCHOOL	42	16.7%	12.5%	17.9%
ST VRAIN VALLEY RE 1J	NIWOT HIGH SCHOOL	156	24.4%	26.1%	19.6%
ST VRAIN VALLEY RE 1J	OLDE COLUMBINE HIGH SCHOOL	*	*	*	*
ST VRAIN VALLEY RE 1J	SILVER CREEK SCHOOL	153	26.1%	36.1%	34.0%
ST VRAIN VALLEY RE 1J	SKYLINE HIGH SCHOOL	137	47.4%	51.3%	47.0%
STEAMBOAT SPRINGS RE-2	STEAMBOAT SPRINGS HIGH SCHOOL	83	31.3%	35.6%	31.7%
STRASBURG 31J	STRASBURG HIGH SCHOOL	31	16.1%	38.1%	38.5%
STRATTON R-4	STRATTON SENIOR HIGH SCHOOL	*	*	*	*
SUMMIT RE-1	SUMMIT ALTERNATIVE HIGH SCHOOL	*	*	*	*

Table 10: Remedial Rates by Colorado Public District and High School

DISTRICT NAME	HIGH SCHOOL NAME	COHORT	% REMEDIAL Class 2011	% REMEDIAL Class 2010	% REMEDIAL Class 2009
SUMMIT RE-1	SUMMIT HIGH SCHOOL	97	23.7%	28.1%	24.1%
SWINK 33	SWINK JUNIOR-SENIOR HIGH SCHOOL	20	45.0%	20.0%	31.3%
TELLURIDE R-1	TELLURIDE HIGH SCHOOL	*	*	*	*
THOMPSON R-2J	BERTHOUD HIGH SCHOOL	87	32.2%	33.3%	30.3%
THOMPSON R-2J	HAROLD FERGUSON HIGH SCHOOL	*	*	*	*
THOMPSON R-2J	LOVELAND HIGH SCHOOL	173	32.9%	31.1%	41.1%
THOMPSON R-2J	MOUNTAIN VIEW HIGH SCHOOL	110	46.4%	42.5%	43.2%
THOMPSON R-2J	THOMPSON ONLINE	*	*	*	*
THOMPSON R-2J	THOMPSON VALLEY HIGH SCHOOL	130	33.8%	36.3%	40.3%
TRINIDAD 1	TRINIDAD HIGH SCHOOL	46	47.8%	73.6%	46.9%
VALLEY RE-1	CALICHE JUNIOR-SENIOR HIGH SCHOOL	*	*	*	*
VALLEY RE-1	SMITH HIGH SCHOOL	*	*	*	*
VALLEY RE-1	STERLING HIGH SCHOOL	71	33.8%	44.0%	40.0%
VILAS RE-5	V.I.L.A.S. ONLINE SCHOOL	*	*	*	*
VILAS RE-5	VILAS UNDIVIDED HIGH SCHOOL	*	*	*	*
WALSH RE-1	WALSH HIGH SCHOOL	*	*	*	*
WELD COUNTY RE-1	VALLEY HIGH SCHOOL	62	61.3%	60.8%	62.5%
WELD COUNTY S/D RE-8	FORT LUPTON HIGH SCHOOL	57	68.4%	74.5%	75.0%
WELDON VALLEY RE-20(J)	WELDON VALLEY HIGH SCHOOL	*	*	*	*
WEST END RE-2	NUCLA JUNIOR/SENIOR HIGH SCHOOL	*	*	*	*
WEST GRAND 1-JT.	WEST GRAND HIGH SCHOOL	*	*	*	*
WESTMINSTER 50	HIDDEN LAKE HIGH SCHOOL	*	*	*	*
WESTMINSTER 50	WESTMINSTER HIGH SCHOOL	154	59.1%	66.7%	62.0%
WIDEFIELD 3	DISCOVERY HIGH SCHOOL	*	*	*	*
WIDEFIELD 3	MESA RIDGE HIGH SCHOOL	118	52.5%	52.4%	51.8%
WIDEFIELD 3	WIDEFIELD HIGH SCHOOL	117	57.3%	51.6%	43.8%
WIGGINS RE-50(J)	WIGGINS JUNIOR-SENIOR HIGH SCHOOL	*	*	*	*

Table 10: Remedial Rates by Colorado Public District and High School

DISTRICT NAME	HIGH SCHOOL NAME	COHORT	% REMEDIAL Class 2011	% REMEDIAL Class 2010	% REMEDIAL Class 2009
WILEY RE-13 JT	WILEY JUNIOR-SENIOR HIGH SCHOOL	*	*	*	*
WINDSOR RE-4	WINDSOR HIGH SCHOOL	129	45.0%	41.9%	39.4%
WOODLAND PARK RE-2	WOODLAND PARK HIGH SCHOOL	89	34.8%	41.5%	35.7%
WOODLIN R-104	WOODLIN UNDIVIDED HIGH SCHOOL	*	*	*	*
WRAY RD-2	WRAY HIGH SCHOOL	*	*	*	*
YUMA 1	YUMA HIGH SCHOOL	19	10.5%	52.2%	47.8%

Table 11: Remedial Rates by Colorado Public District				
DISTRICT NAME	COHORT	PERCENT REMEDIAL Class 2011	PERCENT REMEDIAL Class 2010	PERCENT REMEDIAL Class 2009
ACADEMY 20	779	26.3%	29.4%	26.4%
ADAMS COUNTY 14	96	81.3%	78.4%	72.0%
ADAMS-ARAPAHOE 28J	610	53.3%	61.4%	60.1%
AGATE 300	*	*	*	*
AGUILAR REORGANIZED 6	*	*	*	*
AKRON R-1	*	*	*	*
ALAMOSA RE-11J	99	61.6%	48.1%	57.7%
ARCHULETA COUNTY 50 JT	37	64.9%	54.1%	48.6%
ARICKAREE R-2	*	*	*	*
ARRIBA-FLAGLER C-20	*	*	*	*
ASPEN 1	36	22.2%	14.3%	25.0%
AULT-HIGHLAND RE-9	21	57.1%	72.7%	76.2%
BAYFIELD 10 JT-R	38	39.5%	43.5%	29.3%
BENNETT 29J	43	18.6%	37.9%	26.2%
BETHUNE R-5	*	*	*	*
BIG SANDY 100J	*	*	*	*
BOULDER VALLEY RE 2	991	23.1%	24.9%	19.4%
BRANSON REORGANIZED 82	*	*	*	*
BRIGGSDALE RE-10	*	*	*	*
BRIGHTON 27J	292	54.1%	50.6%	51.9%
BRUSH RE-2(J)	50	34.0%	43.5%	33.3%
BUENA VISTA R-31	40	25.0%	50.0%	32.6%
BUFFALO RE-4	*	*	*	*
BURLINGTON RE-6J	17	17.6%	64.3%	23.1%
BYERS 32J	*	*	*	*
CALHAN RJ-1	*	*	*	*
CANON CITY RE-1	112	42.0%	57.9%	51.2%
CENTENNIAL R-1	20	60.0%	100.0%	88.9%

Table 11: Remedial Rates by Colorado Public District				
DISTRICT NAME	COHORT	PERCENT REMEDIAL Class 2011	PERCENT REMEDIAL Class 2010	PERCENT REMEDIAL Class 2009
CENTER 26 JT	*	*	*	*
CHARTER SCHOOL INSTITUTE	140	32.1%	37.8%	N/A
CHERAW 31	*	*	*	*
CHERRY CREEK 5	1634	33.4%	31.8%	31.5%
CHEYENNE COUNTY RE-5	*	*	*	*
CHEYENNE MOUNTAIN 12	182	14.8%	20.7%	18.9%
CLEAR CREEK RE-1	26	26.9%	32.0%	28.1%
COLORADO SPRINGS 11	751	42.1%	43.7%	40.7%
COTOPAXI RE-3	*	*	*	*
CREEDE CONSOLIDATED 1	*	*	*	*
CRIPPLE CREEK-VICTOR RE-1	*	*	*	*
CROWLEY COUNTY RE-1-J	17	58.8%	23.5%	43.5%
CUSTER COUNTY SCHOOL DISTRICT C-1	20	35.0%	28.6%	35.3%
DE BEQUE 49JT	*	*	*	*
DEER TRAIL 26J	*	*	*	*
DEL NORTE C-7	17	58.8%	42.9%	53.3%
DELTA COUNTY 50(J)	127	49.6%	33.1%	42.0%
DENVER COUNTY 1	1433	60.4%	63.6%	62.5%
DOLORES COUNTY RE NO.2	*	*	*	*
DOLORES RE-4A	*	*	*	*
DOUGLAS COUNTY RE 1	1837	25.6%	28.1%	25.9%
DURANGO 9-R	139	30.9%	34.6%	33.1%
EADS RE-1	*	*	*	*
EAGLE COUNTY RE 50	138	39.9%	34.0%	44.9%
EAST GRAND 2	28	21.4%	17.8%	37.0%
EAST OTERO R-1	47	48.9%	N/A	N/A
EATON RE-2	58	34.5%	44.4%	42.2%
EDISON 54 JT	17	17.6%	14.3%	44.4%

Table 11: Remedial Rates by Colorado Public District

DISTRICT NAME	COHORT	PERCENT REMEDIAL Class 2011	PERCENT REMEDIAL Class 2010	PERCENT REMEDIAL Class 2009
ELBERT 200	*	*	*	*
ELIZABETH C-1	100	32.0%	42.4%	38.4%
ELLICOTT 22	*	*	*	*
ENGLEWOOD 1	72	55.6%	60.5%	58.9%
EXPEDITIONARY BOCES	*	*	*	*
FALCON 49	337	49.0%	58.0%	43.6%
FLORENCE RE-2	42	52.4%	49.1%	54.2%
FORT MORGAN RE-3	80	57.5%	50.0%	45.5%
FOUNTAIN 8	144	50.0%	58.9%	45.5%
FOWLER R-4J	*	*	*	*
FRENCHMAN RE-3	*	*	*	*
GARFIELD 16	25	76.0%	55.2%	42.3%
GARFIELD RE-2	99	53.5%	51.6%	56.4%
GENOA-HUGO C113	*	*	*	*
GILPIN COUNTY RE-1	*	*	*	*
GRANADA RE-1	*	*	*	*
GREELEY 6	551	60.3%	47.9%	45.5%
GUNNISON WATERSHED RE1J	58	36.2%	28.6%	30.2%
HANOVER 28	*	*	*	*
HARRISON 2	158	61.4%	63.4%	57.3%
HAXTUN RE-2J	*	*	*	*
HAYDEN RE-1	*	*	*	*
HINSDALE COUNTY RE 1	*	*	*	*
HI-PLAINS R-23	*	*	*	*
HOEHNE REORGANIZED 3	*	*	*	*
HOLLY RE-3	*	*	*	*
HOLYOKE RE-1J	*	*	*	*
HUERFANO RE-1	18	72.2%	73.3%	44.4%

Table 11: Remedial Rates by Colorado Public District				
DISTRICT NAME	COHORT	PERCENT REMEDIAL Class 2011	PERCENT REMEDIAL Class 2010	PERCENT REMEDIAL Class 2009
IDALIA RJ-3	*	*	*	*
IGNACIO 11 JT	*	*	*	*
JEFFERSON COUNTY R-1	3093	29.8%	32.7%	31.7%
JOHNSTOWN-MILLIKEN RE-5J	64	51.6%	45.6%	50.0%
JULESBURG RE-1	*	*	*	*
KARVAL RE-23	*	*	*	*
KEENESBURG RE-3(J)	49	49.0%	42.2%	46.5%
KIOWA C-2	*	*	*	*
KIT CARSON R-1	*	*	*	*
LA VETA RE-2	*	*	*	*
LAKE COUNTY R-1	26	46.2%	70.8%	68.4%
LAMAR RE-2	59	35.6%	39.2%	40.4%
LAS ANIMAS RE-1	17	70.6%	64.7%	35.7%
LEWIS-PALMER 38	252	27.0%	18.4%	21.5%
LIBERTY J-4	*	*	*	*
LIMON RE-4J	19	15.8%	27.3%	30.8%
LITTLETON 6	671	25.9%	30.9%	26.4%
LONE STAR 101	*	*	*	*
MANCOS RE-6	*	*	*	*
MANITOU SPRINGS 14	67	29.9%	36.4%	17.2%
MANZANOLA 3J	*	*	*	*
MAPLETON 1	121	64.5%	70.6%	69.4%
MC CLAVE RE-2	*	*	*	*
MEEKER RE1	*	*	*	*
MESA COUNTY VALLEY 51	728	47.4%	43.8%	40.0%
MIAMI/YODER 60 JT	*	*	*	*
MOFFAT 2	*	*	*	*
MOFFAT COUNTY RE:NO 1	46	34.8%	46.8%	45.3%

Table 11: Remedial Rates by Colorado Public District

DISTRICT NAME	COHORT	PERCENT REMEDIAL Class 2011	PERCENT REMEDIAL Class 2010	PERCENT REMEDIAL Class 2009
MONTE VISTA C-8	42	57.1%	60.0%	46.5%
MONTEZUMA-CORTEZ RE-1	73	56.2%	62.2%	43.6%
MONTROSE COUNTY RE-1J	135	43.7%	44.0%	33.5%
MOUNTAIN BOCES	*	*	*	*
MOUNTAIN VALLEY RE 1	*	*	*	*
NORTH CONEJOS RE-1J	41	53.7%	69.4%	71.1%
NORTH PARK R-1	*	*	*	*
NORTHGLENN-THORNTON (ADAMS 12 FIVE STAR SCHOOLS)	1010	45.0%	45.0%	42.5%
NORWOOD R-2J	*	*	*	*
OTIS R-3	*	*	*	*
OURAY R-1	*	*	*	*
PARK (ESTES PARK) R-3	33	24.2%	32.6%	23.3%
PARK COUNTY RE-2	18	33.3%	27.3%	25.0%
PAWNEE RE-12	*	*	*	*
PEYTON 23 JT	32	25.0%	36.4%	55.9%
PLAINVIEW RE-2	*	*	*	*
PLATEAU RE-5	*	*	*	*
PLATEAU VALLEY 50	*	*	*	*
PLATTE CANYON 1	63	34.9%	31.1%	38.8%
PLATTE VALLEY RE-3	*	*	*	*
PLATTE VALLEY RE-7	39	66.7%	63.3%	53.3%
POUDRE R-1	913	30.3%	30.7%	33.2%
PRAIRIE RE-11	*	*	*	*
PRIMERO REORGANIZED 2	*	*	*	*
PUEBLO CITY 60	601	55.7%	62.0%	57.7%
PUEBLO COUNTY RURAL 70	315	51.7%	48.7%	48.9%
RANGELY RE-4	17	41.2%	52.6%	47.1%

Table 11: Remedial Rates by Colorado Public District

DISTRICT NAME	COHORT	PERCENT REMEDIAL Class 2011	PERCENT REMEDIAL Class 2010	PERCENT REMEDIAL Class 2009
RIDGWAY R-2	*	*	*	*
ROARING FORK RE-1	134	36.6%	42.2%	35.1%
ROCKY FORD R-2	27	25.9%	60.0%	48.0%
SALIDA R-32	46	43.5%	36.4%	22.6%
SANFORD 6J	*	*	*	*
SANGRE DE CRISTO RE-22J	*	*	*	*
SARGENT RE-33J	20	45.0%	61.1%	27.3%
SHERIDAN 2	28	53.6%	45.0%	52.2%
SIERRA GRANDE R-30	*	*	*	*
SOUTH CONEJOS RE-10	*	*	*	*
SOUTH ROUTT RE 3	*	*	*	*
SPRINGFIELD RE-4	*	*	*	*
ST VRAIN VALLEY RE 1J	769	34.9%	38.0%	37.2%
STEAMBOAT SPRINGS RE-2	83	31.3%	35.6%	31.7%
STRASBURG 31J	31	16.1%	38.1%	38.5%
STRATTON R-4	*	*	*	*
SUMMIT RE-1	98	23.5%	28.1%	24.1%
SWINK 33	20	45.0%	20.0%	31.3%
TELLURIDE R-1	*	*	*	*
THOMPSON R-2J	511	36.6%	36.7%	40.7%
TRINIDAD 1	46	47.8%	73.6%	46.9%
VALLEY RE-1	87	35.6%	42.9%	39.3%
VILAS RE-5	*	*	*	*
WALSH RE-1	*	*	*	*
WELD COUNTY RE-1	62	61.3%	60.8%	62.5%
WELD COUNTY S/D RE-8	57	68.4%	74.5%	75.0%
WELDON VALLEY RE-20(J)	*	*	*	*
WEST END RE-2	*	*	*	*

Table 11: Remedial Rates by Colorado Public District				
DISTRICT NAME	COHORT	PERCENT REMEDIAL Class 2011	PERCENT REMEDIAL Class 2010	PERCENT REMEDIAL Class 2009
WEST GRAND 1-JT.	*	*	*	*
WESTMINSTER 50	164	59.1%	71.1%	63.0%
WIDEFIELD 3	236	54.7%	52.7%	46.9%
WIGGINS RE-50(J)	*	*	*	*
WILEY RE-13 JT	*	*	*	*
WINDSOR RE-4	129	45.0%	41.9%	39.4%
WOODLAND PARK RE-2	89	34.8%	41.5%	35.7%
WOODLIN R-104	*	*	*	*
WRAY RD-2	*	*	*	*
YUMA 1	19	10.5%	52.2%	47.8%
STATE TOTAL	22776	39.4%	40.1%	37.8%

Table 12: High School College Matriculation and Remediation by Subject

DISTRICT NAME	HIGH SCHOOL NAME	% In-State Enrollment	% Out-of State Enrollment	C O H O R T	Remedial Rate		Remediation by Subject		
					C O U N T	%	M A T H	R E A D I N G	W R I T I N G
ACADEMY 20	ACADEMY ONLINE HIGH SCHOOL	N/A	N/A	*	*	*	*	*	*
ACADEMY 20	AIR ACADEMY HIGH SCHOOL	45%	30%	138	35	25.4%	19	11	15
ACADEMY 20	ASPEN VALLEY HIGH SCHOOL	57%	5%	*	*	*	*	*	*
ACADEMY 20	DISCOVERY CANYON CAMPUS SCHOOL	52%	23%	63	15	23.8%	12	4	4
ACADEMY 20	LIBERTY HIGH SCHOOL	58%	12%	186	58	31.2%	39	10	23
ACADEMY 20	PINE CREEK HIGH SCHOOL	48%	22%	153	37	24.2%	30	6	16
ACADEMY 20	RAMPART HIGH SCHOOL	50%	21%	173	46	26.6%	28	11	15
ACADEMY 20	TCA COLLEGE PATHWAYS	N/A	N/A	*	*	*	*	*	*
ACADEMY 20	THE CLASSICAL ACADEMY HIGH SCHOOL	51%	27%	49	5	10.2%	4	3	2
ADAMS COUNTY 14	ADAMS CITY HIGH SCHOOL	26%	2%	92	74	80.4%	64	34	45
ADAMS COUNTY 14	LESTER R ARNOLD HIGH SCHOOL	7%	0%	*	*	*	*	*	*
ADAMSN/AARAPAHOE 28J	APS ONLINE SCHOOL	24%	6%	*	*	*	*	*	*
ADAMSN/AARAPAHOE 28J	AURORA CENTRAL HIGH SCHOOL	30%	3%	113	66	58.4%	45	26	40
ADAMSN/AARAPAHOE 28J	GATEWAY HIGH SCHOOL	35%	6%	119	72	60.5%	58	37	41
ADAMSN/AARAPAHOE 28J	HINKLEY HIGH SCHOOL	36%	6%	139	77	55.4%	55	29	42
ADAMSN/AARAPAHOE 28J	LOTUS SCHOOL FOR EXCELLENCE	N/A	N/A	*	*	*	*	*	*
ADAMSN/AARAPAHOE 28J	NEW AMERICA SCHOOL	20%	3%	*	*	*	*	*	*
ADAMSN/AARAPAHOE 28J	OPTIONS SCHOOL	N/A	N/A	*	*	*	*	*	*
ADAMSN/AARAPAHOE 28J	RANGEVIEW HIGH SCHOOL	43%	7%	208	92	44.2%	63	25	38
ADAMSN/AARAPAHOE 28J	WILLIAM SMITH HIGH SCHOOL	29%	8%	*	*	*	*	*	*
AGATE 300	AGATE JUNIORN/ASENIOR HIGH SCHOOL	N/A	N/A	*	*	*	*	*	*
AGUILAR REORGANIZED 6	AGUILAR JUNIORN/ASENIOR HIGH SCHOOL	N/A	N/A	*	*	*	*	*	*
AKRON RN/A1	AKRON HIGH SCHOOL	41%	31%	*	*	*	*	*	*

Table 12: High School College Matriculation and Remediation by Subject

DISTRICT NAME	HIGH SCHOOL NAME	% In-State Enrollment	% Out-of State Enrollment	C O H O R T	Remedial Rate		Remediation by Subject		
					C O U N T	%	M A T H	R E A D I N G	W R I T I N G
ALAMOSA REN/A11J	ALAMOSA HIGH SCHOOL	69%	5%	93	57	61.3%	41	21	30
ALAMOSA REN/A11J	ALAMOSA OPEN SCHOOL	N/A	N/A	*	*	*	*	*	*
ARCHULETA COUNTY 50 JT	ARCHULETA COUNTY HIGH SCHOOL	N/A	N/A	*	*	*	*	*	*
ARCHULETA COUNTY 50 JT	PAGOSA SPRINGS HIGH SCHOOL	34%	9%	36	23	63.9%	20	6	11
ARICKAREE RN/A2	ARICKAREE UNDIVIDED HIGH SCHOOL	N/A	N/A	*	*	*	*	*	*
ARRIBAN/AFLAGLER CN/A20	FLAGLER SENIOR HIGH SCHOOL	N/A	N/A	*	*	*	*	*	*
ASPEN 1	ASPEN HIGH SCHOOL	29%	38%	36	8	22.2%	6	3	3
AULTN/AHIGHLAND REN/A9	HIGHLAND HIGH SCHOOL	33%	11%	21	12	57.1%	7	8	7
BAYFIELD 10 JTN/AR	BAYFIELD HIGH SCHOOL	35%	14%	38	15	39.5%	13	3	5
BENNETT 29J	BENNETT HIGH SCHOOL	48%	7%	43	8	18.6%	7	1	3
BETHUNE RN/A5	BETHUNE JUNIOR/SENIOR HIGH SCHOOL	N/A	N/A	*	*	*	*	*	*
BIG SANDY 100J	SIMLA HIGH SCHOOL	52%	4%	*	*	*	*	*	*
BOULDER VALLEY RE 2	ARAPAHOE RIDGE HIGH SCHOOL	14%	1%	*	*	*	*	*	*
BOULDER VALLEY RE 2	BOULDER HIGH SCHOOL	43%	29%	169	38	22.5%	28	13	20
BOULDER VALLEY RE 2	BOULDER PREP CHARTER HIGH SCHOOL	39%	4%	*	*	*	*	*	*
BOULDER VALLEY RE 2	BOULDER UNIVERSAL	47%	12%	*	*	*	*	*	*
BOULDER VALLEY RE 2	BROOMFIELD HIGH SCHOOL	55%	18%	175	42	24.0%	25	12	24
BOULDER VALLEY RE 2	CENTAURUS HIGH SCHOOL	45%	12%	97	27	27.8%	23	12	19
BOULDER VALLEY RE 2	FAIRVIEW HIGH SCHOOL	47%	33%	194	28	14.4%	17	8	11
BOULDER VALLEY RE 2	JUSTICE HIGH CHARTER SCHOOL	N/A	N/A	*	*	*	*	*	*
BOULDER VALLEY RE 2	MONARCH HIGH SCHOOL	60%	21%	220	37	16.8%	28	11	19
BOULDER VALLEY RE 2	NEDERLAND MIDDLE/SENIOR HIGH SCHOOL	56%	16%	28	10	35.7%	7	2	4

Table 12: High School College Matriculation and Remediation by Subject

DISTRICT NAME	HIGH SCHOOL NAME	% In-State Enrollment	% Out-of State Enrollment	C O H O R T	Remedial Rate		Remediation by Subject		
					C O U N T	%	M A T H	R E A D I N G	W R I T I N G
BOULDER VALLEY RE 2	NEW VISTA HIGH SCHOOL	32%	24%	28	10	35.7%	9	1	3
BOULDER VALLEY RE 2	PEAK TO PEAK CHARTER SCHOOL	43%	40%	46	9	19.6%	9	2	2
BRANSON REORGANIZED 82	BRANSON ALTERNATIVE SCHOOL	32%	6%	*	*	*	*	*	*
BRANSON REORGANIZED 82	BRANSON SCHOOL ONLINE GED PREP	N/A	N/A	*	*	*	*	*	*
BRANSON REORGANIZED 82	BRANSON UNDIVIDED HIGH SCHOOL	N/A	N/A	*	*	*	*	*	*
BRIGGSDALE REN/A10	BRIGGSDALE UNDIVIDED HIGH SCHOOL	N/A	N/A	*	*	*	*	*	*
BRIGHTON 27J	BRIGHTON HERITAGE ACADEMY	5%	5%	*	*	*	*	*	*
BRIGHTON 27J	BRIGHTON HIGH SCHOOL	38%	6%	134	73	54.5%	47	35	39
BRIGHTON 27J	EAGLE RIDGE ACADEMY	60%	5%	24	11	45.8%	6	4	4
BRIGHTON 27J	PRAIRIE VIEW	47%	4%	133	73	54.9%	49	29	41
BRUSH REN/A2(J)	BRUSH HIGH SCHOOL	47%	12%	50	17	34.0%	10	5	9
BUENA VISTA RN/A31	BUENA VISTA HIGH SCHOOL	52%	10%	37	9	24.3%	4	2	2
BUENA VISTA RN/A31	CHAFFEE COUNTY HIGH SCHOOL	N/A	N/A	*	*	*	*	*	*
BUFFALO REN/A4	MERINO JUNIOR SENIOR HIGH SCHOOL	75%	5%	*	*	*	*	*	*
BURLINGTON REN/A6J	BURLINGTON HIGH SCHOOL	30%	30%	17	3	17.6%	2	1	1
BYERS 32J	BYERS JUNIOR/SENIOR HIGH SCHOOL	36%	16%	*	*	*	*	*	*
CALHAN RJN/A1	CALHAN HIGH SCHOOL	33%	10%	*	*	*	*	*	*
CANON CITY REN/A1	CANON CITY HIGH SCHOOL	48%	6%	107	45	42.1%	20	12	16
CANON CITY REN/A1	GARDEN PARK HIGH SCHOOL	20%	4%						
CENTENNIAL RN/A1	CENTENNIAL HIGH SCHOOL	64%	3%	20	12	60.0%	8	5	11
CENTER 26 JT	CENTER HIGH SCHOOL	36%	0%	*	*	*	*	*	*
CENTER 26 JT	THE ACADEMIC RECOVERY CENTER OF SAN LUIS VALLEY	N/A	N/A	*	*	*	*	*	*
CHARTER SCHOOL INSTITUTE	21ST CENTURY CHARTER SCHOOL	N/A	N/A	*	*	*	*	*	*

Table 12: High School College Matriculation and Remediation by Subject

DISTRICT NAME	HIGH SCHOOL NAME	% In-State Enrollment	% Out-of State Enrollment	C O H O R T	Remedial Rate		Remediation by Subject		
					C O U N T	%	M A T H	R E A D I N G	W R I T I N G
CHARTER SCHOOL INSTITUTE	COLORADO PROVOST ACADEMY	N/A	N/A	*	*	*	*	*	*
CHARTER SCHOOL INSTITUTE	COLORADO SPRINGS EARLY COLLEGES	43%	7%	59	8	13.6%	3	2	2
CHARTER SCHOOL INSTITUTE	EARLY COLLEGE HIGH SCHOOL AT ARVADA	N/A	N/A	*	*	*	*	*	*
CHARTER SCHOOL INSTITUTE	GOAL ACADEMY	22%	3%	42	30	71.4%	12	16	18
CHARTER SCHOOL INSTITUTE	THE PINNACLE CHARTER SCHOOL (HIGH)	38%	2%	19	5	26.3%	4	1	2
CHARTER SCHOOL INSTITUTE	THE VANGUARD SCHOOL (HIGH)	71%	24%	*	*	*	*	*	*
CHERAW 31	CHERAW HIGH SCHOOL	N/A	N/A	*	*	*	*	*	*
CHERRY CREEK 5	CHEROKEE TRAIL HIGH SCHOOL	52%	17%	268	103	38.4%	80	29	41
CHERRY CREEK 5	CHERRY CREEK HIGH SCHOOL	46%	32%	362	67	18.5%	44	22	25
CHERRY CREEK 5	EAGLECREST HIGH SCHOOL	44%	10%	244	94	38.5%	60	30	44
CHERRY CREEK 5	GRANDVIEW HIGH SCHOOL	51%	18%	323	84	26.0%	61	28	28
CHERRY CREEK 5	OVERLAND HIGH SCHOOL	41%	5%	188	112	59.6%	79	52	65
CHERRY CREEK 5	SMOKY HILL HIGH SCHOOL	48%	16%	249	85	34.1%	66	29	34
CHEYENNE COUNTY REN/A5	CHEYENNE WELLS HIGH SCHOOL	53%	21%	*	*	*	*	*	*
CHEYENNE MOUNTAIN 12	CHEYENNE MOUNTAIN HIGH SCHOOL	56%	21%	182	27	14.8%	14	8	8
CLEAR CREEK REN/A1	CLEAR CREEK HIGH SCHOOL	51%	8%	26	7	26.9%	7	0	4
COLORADO SPRINGS 11	BIJOU SCHOOL	26%	2%	*	*	*	*	*	*
COLORADO SPRINGS 11	CIVA CHARTER SCHOOL	44%	0%	*	*	*	*	*	*
COLORADO SPRINGS 11	COMMUNITY PREP CHARTER SCHOOL	13%	2%	*	*	*	*	*	*
COLORADO SPRINGS 11	CORONADO HIGH SCHOOL	50%	11%	147	54	36.7%	40	12	20
COLORADO SPRINGS 11	DOHERTY HIGH SCHOOL	44%	11%	223	84	37.7%	45	19	29
COLORADO SPRINGS 11	LIFE SKILLS CENTER OF COLORADO SPRINGS	16%	3%	*	*	*	*	*	*

Table 12: High School College Matriculation and Remediation by Subject

DISTRICT NAME	HIGH SCHOOL NAME	% In-State Enrollment	% Out-of State Enrollment	C O H O R T	Remedial Rate		Remediation by Subject		
					C O U N T	%	M A T H	R E A D I N G	W R I T I N G
COLORADO SPRINGS 11	MITCHELL HIGH SCHOOL	25%	6%	58	43	74.1%	27	20	25
COLORADO SPRINGS 11	NIKOLA TESLA EDUCATION OPPORTUNITY CENTER	20%	2%	*	*	*	*	*	*
COLORADO SPRINGS 11	PALMER HIGH SCHOOL	47%	12%	204	55	27.0%	27	17	26
COLORADO SPRINGS 11	WASSON HIGH SCHOOL	36%	3%	66	39	59.1%	22	6	16
COTOPAXI REN/A3	COTOPAXI JUNIORN/ASENIOR HIGH SCHOOL	43%	0%	*	*	*	*	*	*
CREEDE CONSOLIDATED 1	CREEDE JUNIORN/ASENIOR HIGH SCHOOL	N/A	N/A	*	*	*	*	*	*
CRIPPLE CREEKN/AVICTOR REN/A1	CRIPPLE CREEKN/AVICTOR JUNIORN/ASENIOR HIGH SCHOOL	23%	11%	*	*	*	*	*	*
CROWLEY COUNTY REN/A1N/AJ	CROWLEY COUNTY HIGH SCHOOL	55%	6%	17	10	58.8%	4	3	5
CUSTER COUNTY SCHOOL DISTRICT CN/A1	CUSTER COUNTY HIGH SCHOOL	53%	3%	20	7	35.0%	5	4	4
DE BEQUE 49JT	DE BEQUE UNDIVIDED HIGH SCHOOL	N/A	N/A	*	*	*	*	*	*
DEER TRAIL 26J	DEER TRAIL JUNIORN/ASENIOR HIGH SCHOOL	N/A	N/A	*	*	*	*	*	*
DEL NORTE CN/A7	DEL NORTE HIGH SCHOOL	42%	6%	17	10	58.8%	8	5	5
DELTA COUNTY 50(J)	CEDAREdge HIGH SCHOOL	40%	9%	22	11	50.0%	11	6	10
DELTA COUNTY 50(J)	DELTA COUNTY RECOVERY SCHOOL	4%	2%	*	*	*	*	*	*
DELTA COUNTY 50(J)	DELTA HIGH SCHOOL	38%	6%	53	27	50.9%	17	14	16
DELTA COUNTY 50(J)	DELTA VISION SCHOOL	10%	5%	*	*	*	*	*	*
DELTA COUNTY 50(J)	HOTCHKISS HIGH SCHOOL	43%	10%	27	15	55.6%	15	6	6
DELTA COUNTY 50(J)	PAONIA HIGH SCHOOL	48%	13%	*	*	*	*	*	*
DELTA COUNTY 50(J)	SURFACE CREEK VISION SCHOOL	N/A	N/A	*	*	*	*	*	*
DENVER COUNTY 1	[PREP] PREP ASSESSMENT CENTER	32%	2%	*	*	*	*	*	*

Table 12: High School College Matriculation and Remediation by Subject

DISTRICT NAME	HIGH SCHOOL NAME	% In-State Enrollment	% Out-of State Enrollment	C O H O R T	Remedial Rate		Remediation by Subject		
					C O U N T	%	M A T H	R E A D I N G	W R I T I N G
DENVER COUNTY 1	ABRAHAM LINCOLN HIGH SCHOOL	30%	0%	111	95	85.6%	70	47	66
DENVER COUNTY 1	ACADEMY OF URBAN LEARNING	N/A	N/A	*	*	*	*	*	*
DENVER COUNTY 1	BRUCE RANDOLPH SCHOOL	16%	0%	*	*	*	*	*	*
DENVER COUNTY 1	COLORADO HIGH SCHOOL	22%	0%	*	*	*	*	*	*
DENVER COUNTY 1	CONTEMPORARY LEARNING ACADEMY HIGH SCHOOL	24%	3%	*	*	*	*	*	*
DENVER COUNTY 1	DENVER CENTER FOR INTERNATIONAL STUDIES	59%	24%	23	15	65.2%	13	5	4
DENVER COUNTY 1	DENVER SCHOOL OF SCIENCE AND TECHNOLOGY	59%	26%	40	5	12.5%	2	1	1
DENVER COUNTY 1	DENVER SCHOOL OF THE ARTS	28%	39%	34	9	26.5%	9	0	0
DENVER COUNTY 1	EAST HIGH SCHOOL	48%	21%	233	85	36.5%	71	30	39
DENVER COUNTY 1	EMILY GRIFFITH OPPORTUNITY SCHOOL	14%	1%	41	39	95.1%	24	21	28
DENVER COUNTY 1	ESCUELA TLATELOLCO CHARTER SCHOOL	N/A	N/A	*	*	*	*	*	*
DENVER COUNTY 1	FLORENCE CRITTENTON HIGH SCHOOL	24%	0%	*	*	*	*	*	*
DENVER COUNTY 1	FRED N THOMAS CAREER EDUCATION CENTER	59%	2%	54	23	42.6%	8	4	4
DENVER COUNTY 1	GEORGE WASHINGTON HIGH SCHOOL	47%	21%	145	74	51.0%	65	38	49
DENVER COUNTY 1	JOHN F KENNEDY HIGH SCHOOL	55%	1%	130	78	60.0%	64	34	51
DENVER COUNTY 1	JUSTICE HIGH SCHOOL DENVER	24%	0%	*	*	*	*	*	*
DENVER COUNTY 1	LIFE SKILLS CENTER OF DENVER	29%	3%	*	*	*	*	*	*
DENVER COUNTY 1	MANUAL HIGH SCHOOL	45%	6%	29	22	75.9%	17	11	16
DENVER COUNTY 1	MARTIN LUTHER KING MIDDLE COLLEGE	59%	4%	43	29	67.4%	21	10	19
DENVER COUNTY 1	MONTBELLO HIGH SCHOOL	33%	3%	98	69	70.4%	59	40	55

Table 12: High School College Matriculation and Remediation by Subject

DISTRICT NAME	HIGH SCHOOL NAME	% In-State Enrollment	% Out-of State Enrollment	C O H O R T	Remedial Rate		Remediation by Subject		
					C O U N T	%	M A T H	R E A D I N G	W R I T I N G
DENVER COUNTY 1	NORTH HIGH SCHOOL	34%	2%	58	52	89.7%	41	26	35
DENVER COUNTY 1	ONLINE HIGH SCHOOL	28%	4%	*	*	*	*	*	*
DENVER COUNTY 1	P.S.1 CHARTER SCHOOL	31%	3%	*	*	*	*	*	*
DENVER COUNTY 1	RIDGE VIEW ACADEMY CHARTER SCHOOL	3%	2%	*	*	*	*	*	*
DENVER COUNTY 1	SOUTH HIGH SCHOOL	47%	8%	102	79	77.5%	69	47	59
DENVER COUNTY 1	SOUTHWEST EARLY COLLEGE CHARTER SCHOOL	42%	5%	26	1	3.8%	1	1	0
DENVER COUNTY 1	SUMMIT ACADEMY	11%	0%	*	*	*	*	*	*
DENVER COUNTY 1	THOMAS JEFFERSON HIGH SCHOOL	62%	8%	132	76	57.6%	62	34	43
DENVER COUNTY 1	WEST HIGH SCHOOL	37%	1%	49	42	85.7%	31	28	35
DOLORES COUNTY RE NO.2	DOLORES COUNTY HIGH SCHOOL	N/A	N/A	*	*	*	*	*	*
DOLORES REN/A4A	DOLORES HIGH SCHOOL	43%	17%	*	*	*	*	*	*
DOUGLAS COUNTY RE 1	CASTLE VIEW HIGH SCHOOL	54%	16%	178	58	32.6%	45	17	27
DOUGLAS COUNTY RE 1	CHAPARRAL HIGH SCHOOL	52%	18%	288	71	24.7%	39	17	25
DOUGLAS COUNTY RE 1	DANIEL C OAKES HIGH SCHOOL/N/AN/ACASTLE ROCK	22%	3%	17	12	70.6%	11	3	4
DOUGLAS COUNTY RE 1	DOUGLAS COUNTY HIGH SCHOOL	51%	20%	202	50	24.8%	37	18	28
DOUGLAS COUNTY RE 1	EAGLE ACADEMY	20%	4%	20	13	65.0%	10	6	7
DOUGLAS COUNTY RE 1	EDCSD: COLORADO CYBER SCHOOL	9%	9%	*	*	*	*	*	*
DOUGLAS COUNTY RE 1	HIGHLANDS RANCH HIGH SCHOOL	54%	19%	225	53	23.6%	34	17	30
DOUGLAS COUNTY RE 1	HOPE ONN/ALINE	20%	4%	30	19	63.3%	14	5	12
DOUGLAS COUNTY RE 1	MOUNTAIN VISTA HIGH SCHOOL	53%	26%	245	48	19.6%	27	15	18
DOUGLAS COUNTY RE 1	PONDEROSA HIGH SCHOOL	52%	18%	253	75	29.6%	50	15	28
DOUGLAS COUNTY RE 1	ROCK CANYON HIGH SCHOOL	56%	27%	181	28	15.5%	14	8	9

Table 12: High School College Matriculation and Remediation by Subject

DISTRICT NAME	HIGH SCHOOL NAME	% In-State Enrollment	% Out-of State Enrollment	C O H O R T	Remedial Rate		Remediation by Subject		
					C O U N T	%	M A T H	R E A D I N G	W R I T I N G
DOUGLAS COUNTY RE 1	THUNDERRIDGE HIGH SCHOOL	54%	24%	195	43	22.1%	29	11	19
DURANGO 9N/AR	DURANGO HIGH SCHOOL	43%	19%	139	43	30.9%	35	6	16
EADS REN/A1	EADS HIGH SCHOOL	N/A	N/A	*	*	*	*	*	*
EAGLE COUNTY RE 50	BATTLE MOUNTAIN HIGH SCHOOL	41%	15%	58	20	34.5%	13	5	5
EAGLE COUNTY RE 50	EAGLE VALLEY HIGH SCHOOL	50%	10%	73	28	38.4%	15	4	10
EAGLE COUNTY RE 50	NEW AMERICA CHARTER SCHOOL	N/A	N/A	*	*	*	*	*	*
EAGLE COUNTY RE 50	RED CANYON HIGH SCHOOL	9%	0%	*	*	*	*	*	*
EAGLE COUNTY RE 50	VAIL SKI AND SNOWBOARD ACADEMY (USSA)	N/A	N/A	*	*	*	*	*	*
EAST GRAND 2	MIDDLE PARK HIGH SCHOOL	31%	25%	28	6	21.4%	4	3	3
EAST OTERO RN/A1	LA JUNTA JR/SR HIGH SCHOOL	48%	5%	47	23	48.9%	7	11	14
EATON REN/A2	EATON HIGH SCHOOL	50%	16%	58	20	34.5%	10	3	6
EDISON 54 JT	EDISON ACADEMY	55%	6%	*	*	*	*	*	*
EDISON 54 JT	EDISON JUNIORN/ASENIOR HIGH SCHOOL	N/A	N/A	*	*	*	*	*	*
ELBERT 200	ELBERT JUNIORN/ASENIOR HIGH SCHOOL	N/A	N/A	*	*	*	*	*	*
ELIZABETH CN/A1	ELIZABETH HIGH SCHOOL	49%	11%	94	28	29.8%	20	4	8
ELIZABETH CN/A1	FRONTIER HIGH SCHOOL	35%	0%	*	*	*	*	*	*
ELLCOTT 22	ELLCOTT SENIOR HIGH SCHOOL	34%	5%	*	*	*	*	*	*
ENGLEWOOD 1	COLORADO'S FINEST ALTERNATIVE HIGH SCHOOL	18%	3%	22	16	72.7%	11	4	8
ENGLEWOOD 1	ENGLEWOOD HIGH SCHOOL	34%	6%	50	24	48.0%	20	10	11
EXPEDITIONARY BOCES	EXPEDITIONARY LEARNING SCHOOL	57%	10%	*	*	*	*	*	*
FALCON 49	FALCON HIGH SCHOOL	46%	14%	127	55	43.3%	31	13	20
FALCON 49	FALCON VIRTUAL ACADEMY	N/A	N/A	*	*	*	*	*	*

Table 12: High School College Matriculation and Remediation by Subject

DISTRICT NAME	HIGH SCHOOL NAME	% In-State Enrollment	% Out-of State Enrollment	C O H O R T	Remedial Rate		Remediation by Subject		
					C O U N T	%	M A T H	R E A D I N G	W R I T I N G
FALCON 49	PATRIOT LEARNING CENTER	13%	4%	*	*	*	*	*	*
FALCON 49	SAND CREEK HIGH SCHOOL	39%	8%	88	48	54.5%	30	14	28
FALCON 49	VISTA RIDGE HIGH SCHOOL	48%	10%	111	54	48.6%	29	18	29
FLORENCE REN/A2	FLORENCE HIGH SCHOOL	35%	11%	42	22	52.4%	13	10	14
FORT MORGAN REN/A3	FORT MORGAN HIGH SCHOOL	44%	3%	76	42	55.3%	31	14	26
FORT MORGAN REN/A3	LINCOLN HIGH SCHOOL	N/A	N/A	*	*	*	*	*	*
FOUNTAIN 8	FOUNTAINN/AFORT CARSON HIGH SCHOOL	45%	14%	139	68	48.9%	46	20	29
FOUNTAIN 8	LORRAINE ALTERNATIVE HIGH SCHOOL	14%	0%	*	*	*	*	*	*
FOWLER RN/A4J	FOWLER HIGH SCHOOL	42%	14%	*	*	*	*	*	*
FRENCHMAN REN/A3	FLEMING HIGH SCHOOL	N/A	N/A	*	*	*	*	*	*
GARFIELD 16	GRAND VALLEY HIGH SCHOOL	38%	12%	25	19	76.0%	11	4	7
GARFIELD REN/A2	COAL RIDGE HIGH SCHOOL	41%	12%	37	16	43.2%	8	4	7
GARFIELD REN/A2	GARFIELD REN/A2 CENTER FOR INTEGRATIVE STUDIES	25%	0%	*	*	*	*	*	*
GARFIELD REN/A2	RIFLE HIGH SCHOOL	41%	4%	48	25	52.1%	13	7	5
GENOAN/AHUGO C113	GENOAN/AHUGO SENIOR HIGH SCHOOL	N/A	N/A	*	*	*	*	*	*
GILPIN COUNTY REN/A1	GILPIN COUNTY UNDIVIDED HIGH SCHOOL	N/A	N/A	*	*	*	*	*	*
GRANADA REN/A1	GRANADA UNDIVIDED HIGH SCHOOL	N/A	N/A	*	*	*	*	*	*
GREELEY 6	FRONTIER CHARTER ACADEMY	61%	6%	30	11	36.7%	3	2	3
GREELEY 6	GREELEY CENTRAL HIGH SCHOOL	44%	6%	158	94	59.5%	67	48	63
GREELEY 6	GREELEY WEST HIGH SCHOOL	41%	9%	153	95	62.1%	65	32	47
GREELEY 6	JEFFERSON HIGH SCHOOL	17%	1%	32	29	90.6%	18	17	17

Table 12: High School College Matriculation and Remediation by Subject

DISTRICT NAME	HIGH SCHOOL NAME	% In-State Enrollment	% Out-of State Enrollment	C O H O R T	Remedial Rate		Remediation by Subject		
					C O U N T	%	M A T H	R E A D I N G	W R I T I N G
GREELEY 6	NORTHRIDGE HIGH SCHOOL	37%	6%	109	77	70.6%	51	52	60
GREELEY 6	UNION COLONY PREPATORY SCHOOL	55%	24%	18	4	22.2%	1	0	0
GREELEY 6	UNIVERSITY SCHOOLS	57%	19%	51	22	43.1%	9	8	13
GUNNISON WATERSHED RE1J	CRESTED BUTTE COMMUNITY SCHOOL	35%	41%	*	*	*	*	*	*
GUNNISON WATERSHED RE1J	GUNNISON HIGH SCHOOL	67%	9%	46	20	43.5%	17	7	9
HANOVER 28	HANOVER JUNIORN/ASENIOR HIGH SCHOOL	N/A	N/A	*	*	*	*	*	*
HARRISON 2	HARRISON HIGH SCHOOL	35%	5%	50	36	72.0%	23	15	25
HARRISON 2	JAMES IRWIN CHARTER HIGH SCHOOL	50%	14%	35	8	22.9%	5	0	2
HARRISON 2	NEW HORIZONS DAY SCHOOL	11%	3%	*	*	*	*	*	*
HARRISON 2	SIERRA HIGH SCHOOL	38%	4%	70	50	71.4%	40	21	29
HAXTUN REN/A2J	HAXTUN HIGH SCHOOL	43%	26%	*	*	*	*	*	*
HAYDEN REN/A1	HAYDEN HIGH SCHOOL	43%	15%	*	*	*	*	*	*
HIN/APLAINS RN/A23	HI PLAINS UNDIVIDED HIGH SCHOOL	N/A	N/A	*	*	*	*	*	*
HINSDALE COUNTY RE 1	LAKE CITY COMMUNITY SCHOOL	N/A	N/A	*	*	*	*	*	*
HOEHNE REORGANIZED 3	HOEHNE HIGH SCHOOL	76%	14%	*	*	*	*	*	*
HOLLY REN/A3	HOLLY JUNIORN/ASENIOR HIGH SCHOOL	48%	24%	*	*	*	*	*	*
HOLYOKE REN/A1J	HOLYOKE JUNIORN/ASENIOR HIGH SCHOOL	32%	12%	*	*	*	*	*	*
HUERFANO REN/A1	JOHN MALL HIGH SCHOOL	33%	8%	18	13	72.2%	8	7	9
IDALIA RJN/A3	IDALIA JUNIORN/ASENIOR HIGH SCHOOL	N/A	N/A	*	*	*	*	*	*
IGNACIO 11 JT	IGNACIO ACADEMY	N/A	N/A	*	*	*	*	*	*
IGNACIO 11 JT	IGNACIO HIGH SCHOOL	23%	6%	*	*	*	*	*	*
JEFFERSON COUNTY RN/A1	ALAMEDA HIGH SCHOOL	43%	4%	55	38	69.1%	30	20	24

Table 12: High School College Matriculation and Remediation by Subject

DISTRICT NAME	HIGH SCHOOL NAME	% In-State Enrollment	% Out-of State Enrollment	C O H O R T	Remedial Rate		Remediation by Subject		
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JEFFERSON COUNTY RN/A1	ARVADA HIGH SCHOOL	40%	4%	72	35	48.6%	23	14	16
JEFFERSON COUNTY RN/A1	ARVADA WEST HIGH SCHOOL	54%	10%	210	78	37.1%	50	11	24
JEFFERSON COUNTY RN/A1	BEAR CREEK HIGH SCHOOL	54%	5%	213	64	30.0%	49	20	31
JEFFERSON COUNTY RN/A1	BRADY EXPLORATION SCHOOL	18%	0%	*	*	*	*	*	*
JEFFERSON COUNTY RN/A1	CHATFIELD HIGH SCHOOL	63%	14%	299	70	23.4%	41	19	32
JEFFERSON COUNTY RN/A1	COLLEGIATE CHARTER ACADEMY	47%	10%	*	*	*	*	*	*
JEFFERSON COUNTY RN/A1	COLUMBINE HIGH SCHOOL	58%	12%	204	60	29.4%	42	20	26
JEFFERSON COUNTY RN/A1	COMPASS SECONDARY MONTESSORI CHARTER SCHOOL	52%	9%	*	*	*	*	*	*
JEFFERSON COUNTY RN/A1	CONIFER SENIOR HIGH SCHOOL	54%	17%	140	26	18.6%	18	5	6
JEFFERSON COUNTY RN/A1	DAKOTA RIDGE SENIOR HIGH SCHOOL	59%	24%	212	54	25.5%	35	10	19
JEFFERSON COUNTY RN/A1	D'EVELYN SENIOR HIGH SCHOOL	63%	12%	89	2	2.2%	0	1	1
JEFFERSON COUNTY RN/A1	EVERGREEN HIGH SCHOOL	56%	24%	110	21	19.1%	12	5	6
JEFFERSON COUNTY RN/A1	GOLDEN HIGH SCHOOL	58%	16%	166	38	22.9%	28	7	14
JEFFERSON COUNTY RN/A1	GREEN MOUNTAIN HIGH SCHOOL	65%	9%	197	56	28.4%	35	14	19
JEFFERSON COUNTY RN/A1	JEFFCO'S 21ST CENTURY VIRTUAL ACADEMY	32%	11%	*	*	*	*	*	*
JEFFERSON COUNTY RN/A1	JEFFERSON CHARTER ACADEMY SENIOR HIGH SCHOOL	59%	28%	25	8	32.0%	5	2	1
JEFFERSON COUNTY RN/A1	JEFFERSON COUNTY OPEN HIGH SCHOOL	37%	4%	21	12	57.1%	10	6	7
JEFFERSON COUNTY RN/A1	JEFFERSON HIGH SCHOOL	33%	1%	31	22	71.0%	16	13	18
JEFFERSON COUNTY RN/A1	LAKEWOOD HIGH SCHOOL	52%	20%	182	45	24.7%	36	10	20
JEFFERSON COUNTY RN/A1	LONGVIEW HIGH SCHOOL	N/A	N/A	*	*	*	*	*	*
JEFFERSON COUNTY RN/A1	MC LAIN COMMUNITY HIGH SCHOOL	19%	1%	24	18	75.0%	17	3	13

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					C O U N T	%	M A T H	R E A D I N G	W R I T I N G
JEFFERSON COUNTY RN/A1	MC LAIN HIGH SCHOOL	23%	1%	37	24	64.9%	20	8	12
JEFFERSON COUNTY RN/A1	NEW AMERICA SCHOOL	6%	0%	*	*	*	*	*	*
JEFFERSON COUNTY RN/A1	POMONA HIGH SCHOOL	50%	9%	181	59	32.6%	42	21	23
JEFFERSON COUNTY RN/A1	RALSTON VALLEY SENIOR HIGH SCHOOL	61%	16%	231	45	19.5%	27	17	17
JEFFERSON COUNTY RN/A1	STANDLEY LAKE HIGH SCHOOL	59%	8%	204	62	30.4%	42	25	37
JEFFERSON COUNTY RN/A1	TWO ROADS CHARTER SCHOOL	N/A	N/A	*	*	*	*	*	*
JEFFERSON COUNTY RN/A1	WHEAT RIDGE HIGH SCHOOL	51%	11%	133	53	39.8%	36	17	28
JOHNSTOWNN/AMILLIKEN REN/A5J	ROOSEVELT HIGH SCHOOL	44%	10%	64	33	51.6%	18	12	18
JULESBURG REN/A1	INSIGHT SCHOOL OF COLORADO AT JULESBURG	17%	12%	*	*	*	*	*	*
JULESBURG REN/A1	JULESBURG HIGH SCHOOL	5%	35%	*	*	*	*	*	*
KARVAL REN/A23	KARVAL JUNIORN/ASENIOR HIGH SCHOOL	N/A	N/A	*	*	*	*	*	*
KARVAL REN/A23	KARVAL ONLINE EDUCATION	20%	0%	*	*	*	*	*	*
KEENESBURG REN/A3(J)	WELD CENTRAL SENIOR HIGH SCHOOL	35%	4%	49	24	49.0%	14	7	13
KIOWA CN/A2	KIOWA HIGH SCHOOL	N/A	N/A	*	*	*	*	*	*
KIT CARSON RN/A1	KIT CARSON JUNIORN/ASENIOR HIGH SCHOOL	N/A	N/A	*	*	*	*	*	*
LA VETA REN/A2	LA VETA JUNIORN/ASENIOR HIGH SCHOOL	63%	13%	*	*	*	*	*	*
LAKE COUNTY RN/A1	LAKE COUNTY HIGH SCHOOL	42%	0%	26	12	46.2%	5	5	3
LAMAR REN/A2	LAMAR HIGH SCHOOL	57%	4%	59	21	35.6%	8	7	9
LAS ANIMAS REN/A1	LAS ANIMAS HIGH SCHOOL	47%	6%	17	12	70.6%	6	4	8
LEWISN/APALMER 38	LEWISN/APALMER HIGH SCHOOL	61%	16%	130	33	25.4%	13	6	10

Table 12: High School College Matriculation and Remediation by Subject

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					C O U N T	%	M A T H	R E A D I N G	W R I T I N G
LEWISN/APALMER 38	PALMER RIDGE HIGH SCHOOL	53%	22%	122	35	28.7%	16	12	12
LIBERTY JN/A4	LIBERTY JUNIOR/ASENIOR HIGH SCHOOL	N/A	N/A	*	*	*	*	*	*
LIMON REN/A4J	LIMON JUNIOR/ASENIOR HIGH SCHOOL	53%	22%	19	3	15.8%	3	1	2
LITTLETON 6	ARAPAHOE HIGH SCHOOL	51%	27%	264	52	19.7%	37	17	22
LITTLETON 6	HERITAGE HIGH SCHOOL	56%	18%	234	61	26.1%	39	18	28
LITTLETON 6	LITTLETON HIGH SCHOOL	47%	18%	173	61	35.3%	45	16	18
LONE STAR 101	LONE STAR UNDIVIDED HIGH SCHOOL	N/A	N/A	*	*	*	*	*	*
MANCOS REN/A6	MANCOS HIGH SCHOOL	37%	20%	*	*	*	*	*	*
MANITOU SPRINGS 14	MANITOU SPRINGS HIGH SCHOOL	55%	10%	67	20	29.9%	13	1	4
MANZANOLA 3J	MANZANOLA JUNIOR/ASENIOR HIGH SCHOOL	N/A	N/A	*	*	*	*	*	*
MAPLETON 1	COLORADO CONNECTIONS ACADEMY	44%	7%	17	9	52.9%	8	3	5
MAPLETON 1	FRONT RANGE EARLY COLLEGE	21%	0%	*	*	*	*	*	*
MAPLETON 1	GLOBAL LEADERSHIP ACADEMY	25%	0%	*	*	*	*	*	*
MAPLETON 1	MAPLETON EXPEDITIONARY SCHOOL OF THE ARTS	53%	2%	30	21	70.0%	19	11	14
MAPLETON 1	NORTH VALLEY SCHOOL FOR YOUNG ADULTS	21%	4%	*	*	*	*	*	*
MAPLETON 1	SKYVIEW ACADEMY HIGH SCHOOL	51%	3%	35	24	68.6%	17	10	15
MAPLETON 1	THE NEW AMERICA SCHOOL	1%	1%	*	*	*	*	*	*
MAPLETON 1	YORK INTERNATIONAL	61%	2%	22	12	54.5%	8	3	4
MC CLAVE REN/A2	MC CLAVE UNDIVIDED HIGH SCHOOL	N/A	N/A	*	*	*	*	*	*
MEEKER RE1	MEEKER HIGH SCHOOL	27%	30%	*	*	*	*	*	*

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					C O U N T	%	M A T H	R E A D I N G	W R I T I N G
MESA COUNTY VALLEY 51	CENTRAL HIGH SCHOOL	44%	5%	173	100	57.8%	80	41	57
MESA COUNTY VALLEY 51	FRUITA MONUMENT HIGH SCHOOL	52%	9%	219	96	43.8%	71	38	51
MESA COUNTY VALLEY 51	GATEWAY SCHOOL	N/A	N/A	*	*	*	*	*	*
MESA COUNTY VALLEY 51	GRAND JUNCTION HIGH SCHOOL	51%	9%	201	76	37.8%	59	27	40
MESA COUNTY VALLEY 51	MESA VALLEY VISION HOME AND COMMUNITY PROGRAM	37%	11%	*	*	*	*	*	*
MESA COUNTY VALLEY 51	PALISADE HIGH SCHOOL	46%	9%	100	46	46.0%	31	18	32
MESA COUNTY VALLEY 51	RN/A5 HIGH SCHOOL	19%	1%	27	23	85.2%	20	14	16
MIAMI/YODER 60 JT	MIAMI/YODER JUNIOR/SENIOR HIGH SCHOOL	41%	0%	*	*	*	*	*	*
MOFFAT 2	CRESTONE CHARTER SCHOOL	N/A	N/A	*	*	*	*	*	*
MOFFAT 2	MOFFAT SENIOR HIGH SCHOOL	N/A	N/A	*	*	*	*	*	*
MOFFAT COUNTY RE:NO 1	MOFFAT COUNTY HIGH SCHOOL	29%	20%	46	16	34.8%	7	6	6
MONTE VISTA CN/A8	BYRON SYRING DELTA CENTER	9%	4%	*	*	*	*	*	*
MONTE VISTA CN/A8	MONTE VISTA ONN/ALINE ACADEMY	N/A	N/A	*	*	*	*	*	*
MONTE VISTA CN/A8	MONTE VISTA SENIOR HIGH SCHOOL	55%	3%	34	20	58.8%	14	13	14
MONTEZUMAN/ACORTEZ REN/A1	MONTEZUMAN/ACORTEZ HIGH SCHOOL	38%	17%	65	36	55.4%	22	12	11
MONTEZUMAN/ACORTEZ REN/A1	SOUTHWEST OPEN CHARTER SCHOOL	33%	0%	*	*	*	*	*	*
MONTROSE COUNTY REN/A1J	MONTROSE HIGH SCHOOL	38%	9%	109	45	41.3%	35	22	25
MONTROSE COUNTY REN/A1J	OLATHE HIGH SCHOOL	31%	11%	21	10	47.6%	8	2	4
MONTROSE COUNTY REN/A1J	VISTA CHARTER SCHOOL	12%	8%	*	*	*	*	*	*
MOUNTAIN BOCES	YAMPAH MOUNTAIN SCHOOL	13%	0%	*	*	*	*	*	*
MOUNTAIN BOCES	YAMPAH TEEN PARENT PROGRAM	N/A	N/A	*	*	*	*	*	*
MOUNTAIN VALLEY RE 1	MOUNTAIN VALLEY SENIOR HIGH	N/A	N/A	*	*	*	*	*	*

Table 12: High School College Matriculation and Remediation by Subject

DISTRICT NAME	HIGH SCHOOL NAME	% In-State Enrollment	% Out-of State Enrollment	C O H O R T	Remedial Rate		Remediation by Subject		
					C O U N T	%	M A T H	R E A D I N G	W R I T I N G
	SCHOOL								
NORTH CONEJOS REN/A1J	CENTAURI HIGH SCHOOL	51%	10%	39	21	53.8%	19	7	10
NORTH CONEJOS REN/A1J	LA JARA SECOND CHANCE SCHOOL	7%	0%	*	*	*	*	*	*
NORTH PARK RN/A1	NORTH PARK JUNIOR/SENIOR HIGH SCHOOL	N/A	N/A	*	*	*	*	*	*
NORTHGLENN/ATHORNTON (ADAMS 12 FIVE STAR SCHOOLS)	ACADEMY OF CHARTER SCHOOLS	46%	5%	39	19	48.7%	15	7	9
NORTHGLENN/ATHORNTON (ADAMS 12 FIVE STAR SCHOOLS)	COLORADO VIRTUAL ACADEMY (COVA)	33%	10%	45	24	53.3%	15	8	10
NORTHGLENN/ATHORNTON (ADAMS 12 FIVE STAR SCHOOLS)	HORIZON HIGH SCHOOL	46%	6%	171	73	42.7%	53	27	39
NORTHGLENN/ATHORNTON (ADAMS 12 FIVE STAR SCHOOLS)	LEGACY HIGH SCHOOL	57%	9%	253	82	32.4%	50	25	41
NORTHGLENN/ATHORNTON (ADAMS 12 FIVE STAR SCHOOLS)	MOUNTAIN RANGE HIGH SCHOOL	57%	8%	223	92	41.3%	67	25	35
NORTHGLENN/ATHORNTON (ADAMS 12 FIVE STAR SCHOOLS)	NORTHGLENN HIGH SCHOOL	36%	5%	134	97	72.4%	76	36	59
NORTHGLENN/ATHORNTON (ADAMS 12 FIVE STAR SCHOOLS)	THORNTON HIGH SCHOOL	35%	8%	106	47	44.3%	41	18	28
NORTHGLENN/ATHORNTON (ADAMS 12 FIVE STAR SCHOOLS)	VANTAGE POINT	19%	1%	39	21	53.8%	14	8	14
NORWOOD RN/A2J	NORWOOD HIGH SCHOOL	N/A	N/A	*	*	*	*	*	*
OTIS RN/A3	OTIS JUNIOR/SENIOR HIGH SCHOOL	N/A	N/A	*	*	*	*	*	*
OURAY RN/A1	OURAY SENIOR HIGH SCHOOL	43%	22%	*	*	*	*	*	*
PARK (ESTES PARK) RN/A3	ESTES PARK HIGH SCHOOL	40%	26%	33	8	24.2%	4	2	5
PARK COUNTY REN/A2	SOUTH PARK HIGH SCHOOL	56%	15%	18	6	33.3%	2	1	2

Table 12: High School College Matriculation and Remediation by Subject

DISTRICT NAME	HIGH SCHOOL NAME	% In-State Enrollment	% Out-of State Enrollment	C O H O R T	Remedial Rate		Remediation by Subject		
					C O U N T	%	M A T H	R E A D I N G	W R I T I N G
PAWNEE REN/A12	PAWNEE JUNIOR/SENIOR HIGH SCHOOL	N/A	N/A	*	*	*	*	*	*
PEYTON 23 JT	PEYTON HIGH SCHOOL	52%	3%	32	8	25.0%	4	0	3
PLAINVIEW REN/A2	PLAINVIEW JUNIOR/SENIOR HIGH SCHOOL	N/A	N/A	*	*	*	*	*	*
PLATEAU REN/A5	PEETZ JUNIOR/SENIOR HIGH SCHOOL	N/A	N/A	*	*	*	*	*	*
PLATEAU VALLEY 50	GRAND MESA HIGH SCHOOL	4%	1%	*	*	*	*	*	*
PLATEAU VALLEY 50	PLATEAU VALLEY HIGH SCHOOL	48%	17%	*	*	*	*	*	*
PLATTE CANYON 1	PLATTE CANYON HIGH SCHOOL	56%	7%	63	22	34.9%	18	4	7
PLATTE VALLEY REN/A3	REVERE JUNIOR/SENIOR HIGH SCHOOL	N/A	N/A	*	*	*	*	*	*
PLATTE VALLEY REN/A7	PLATTE VALLEY HIGH SCHOOL	43%	17%	39	26	66.7%	14	10	11
POUDRE RN/A1	CENTENNIAL HIGH SCHOOL	24%	1%	24	16	66.7%	11	5	7
POUDRE RN/A1	FORT COLLINS HIGH SCHOOL	49%	14%	175	59	33.7%	34	12	27
POUDRE RN/A1	FOSSIL RIDGE HIGH SCHOOL	55%	22%	243	71	29.2%	49	17	25
POUDRE RN/A1	POLARIS EXPEDITIONARY LEARNING SCHOOL	32%	6%	*	*	*	*	*	*
POUDRE RN/A1	POUDRE HIGH SCHOOL	39%	19%	155	30	19.4%	15	5	12
POUDRE RN/A1	POUDRE TRANSITION CENTER	5%	0%	*	*	*	*	*	*
POUDRE RN/A1	PSD ONLINE ACADEMY	N/A	N/A	*	*	*	*	*	*
POUDRE RN/A1	RIDGEVIEW CLASSICAL CHARTER SCHOOLS	68%	10%	25	3	12.0%	3	1	1
POUDRE RN/A1	ROCKY MOUNTAIN HIGH SCHOOL	50%	16%	272	87	32.0%	58	34	43
PRAIRIE REN/A11	PRAIRIE JUNIOR/SENIOR HIGH SCHOOL	N/A	N/A	*	*	*	*	*	*
PRIMERO REORGANIZED 2	PRIMERO JUNIOR/SENIOR HIGH	41%	6%	*	*	*	*	*	*

Table 12: High School College Matriculation and Remediation by Subject

DISTRICT NAME	HIGH SCHOOL NAME	% In-State Enrollment	% Out-of State Enrollment	C O H O R T	Remedial Rate		Remediation by Subject		
					C O U N T	%	M A T H	R E A D I N G	W R I T I N G
	SCHOOL								
PUEBLO CITY 60	CENTENNIAL HIGH SCHOOL	51%	4%	117	52	44.4%	35	19	20
PUEBLO CITY 60	CENTRAL HIGH SCHOOL	54%	2%	115	79	68.7%	51	35	41
PUEBLO CITY 60	DOLORES HUERTA PREPARATORY HIGH SCHOOL	62%	0%	39	13	33.3%	5	3	4
PUEBLO CITY 60	EAST HIGH SCHOOL	60%	3%	108	66	61.1%	34	26	24
PUEBLO CITY 60	KEATING CONTINUING EDUCATION	23%	3%	*	*	*	*	*	*
PUEBLO CITY 60	SOUTH HIGH SCHOOL	63%	3%	200	104	52.0%	71	36	44
PUEBLO CITY 60	YOUTH & FAMILY ACADEMY CHARTER	17%	0%	*	*	*	*	*	*
PUEBLO COUNTY RURAL 70	PUEBLO COUNTY HIGH SCHOOL	56%	6%	104	53	51.0%	37	19	25
PUEBLO COUNTY RURAL 70	PUEBLO WEST HIGH SCHOOL	59%	6%	162	84	51.9%	64	29	42
PUEBLO COUNTY RURAL 70	RYE HIGH SCHOOL	57%	2%	29	22	75.9%	14	8	12
PUEBLO COUNTY RURAL 70	SOUTHERN COLORADO EARLY COLLEGE	54%	5%	20	4	20.0%	0	0	0
RANGELY REN/A4	RANGELY HIGH SCHOOL	43%	11%	17	7	41.2%	1	1	2
RIDGWAY RN/A2	RIDGWAY HIGH SCHOOL	33%	27%	*	*	*	*	*	*
ROARING FORK REN/A1	BASALT HIGH SCHOOL	52%	8%	43	13	30.2%	4	4	4
ROARING FORK REN/A1	BRIDGES	26%	3%	*	*	*	*	*	*
ROARING FORK REN/A1	GLENWOOD SPRINGS HIGH SCHOOL	51%	14%	62	23	37.1%	14	7	6
ROARING FORK REN/A1	ROARING FORK HIGH SCHOOL	40%	12%	21	9	42.9%	7	4	4
ROCKY FORD RN/A2	ROCKY FORD HIGH SCHOOL	63%	0%	27	7	25.9%	4	4	4
SALIDA RN/A32	HORIZONS EXPLORATORY ACADEMY	N/A	N/A	*	*	*	*	*	*
SALIDA RN/A32	SALIDA HIGH SCHOOL	53%	13%	43	18	41.9%	18	6	6
SANFORD 6J	SANFORD JUNIOR/SENIOR HIGH SCHOOL	35%	20%	*	*	*	*	*	*
SANGRE DE CRISTO REN/A22J	SANGRE DE CRISTO UNDIVIDED HIGH	N/A	N/A	*	*	*	*	*	*

Table 12: High School College Matriculation and Remediation by Subject

DISTRICT NAME	HIGH SCHOOL NAME	% In-State Enrollment	% Out-of State Enrollment	C O H O R T	Remedial Rate		Remediation by Subject		
					C O U N T	%	M A T H	R E A D I N G	W R I T I N G
	SCHOOL								
SARGENT REN/A33J	SARGENT JUNIOR/SENIOR HIGH SCHOOL	72%	16%	20	9	45.0%	7	4	4
SHERIDAN 2	SHERIDAN HIGH SCHOOL	32%	0%	28	15	53.6%	9	7	7
SIERRA GRANDE RN/A30	SIERRA GRANDE SENIOR HIGH SCHOOL	N/A	N/A	*	*	*	*	*	*
SOUTH CONEJOS REN/A10	ANTONITO HIGH SCHOOL	48%	0%	*	*	*	*	*	*
SOUTH ROUTH RE 3	SOROCO HIGH SCHOOL	47%	3%	*	*	*	*	*	*
SPRINGFIELD REN/A4	SPRINGFIELD HIGH SCHOOL	17%	22%	*	*	*	*	*	*
ST VRAIN VALLEY RE 1J	ADULT EDUCATION/LINCOLN CENTER	6%	3%	*	*	*	*	*	*
ST VRAIN VALLEY RE 1J	ERIE HIGH SCHOOL	51%	12%	89	33	37.1%	25	12	12
ST VRAIN VALLEY RE 1J	FREDERICK SENIOR HIGH SCHOOL	41%	7%	79	43	54.4%	32	14	23
ST VRAIN VALLEY RE 1J	LONGMONT HIGH SCHOOL	45%	10%	103	35	34.0%	22	10	12
ST VRAIN VALLEY RE 1J	LYONS MIDDLE/SENIOR HIGH SCHOOL	60%	22%	42	7	16.7%	3	4	5
ST VRAIN VALLEY RE 1J	NIWOT HIGH SCHOOL	54%	21%	156	38	24.4%	31	9	13
ST VRAIN VALLEY RE 1J	OLDE COLUMBINE HIGH SCHOOL	11%	4%	*	*	*	*	*	*
ST VRAIN VALLEY RE 1J	SILVER CREEK SCHOOL	54%	10%	153	40	26.1%	33	12	13
ST VRAIN VALLEY RE 1J	SKYLINE HIGH SCHOOL	44%	13%	137	65	47.4%	49	27	27
STEAMBOAT SPRINGS REN/A2	STEAMBOAT SPRINGS HIGH SCHOOL	53%	19%	83	26	31.3%	20	6	9
STRASBURG 31J	STRASBURG HIGH SCHOOL	49%	21%	31	5	16.1%	5	1	1
STRATTON RN/A4	STRATTON SENIOR HIGH SCHOOL	41%	18%	*	*	*	*	*	*
SUMMIT REN/A1	SUMMIT ALTERNATIVE HIGH SCHOOL	N/A	N/A	*	*	*	*	*	*
SUMMIT REN/A1	SUMMIT HIGH SCHOOL	55%	18%	97	23	23.7%	16	6	9
SWINK 33	SWINK JUNIOR/SENIOR HIGH SCHOOL	79%	7%	20	9	45.0%	4	0	1
TELLURIDE RN/A1	TELLURIDE HIGH SCHOOL	23%	34%	*	*	*	*	*	*

Table 12: High School College Matriculation and Remediation by Subject

DISTRICT NAME	HIGH SCHOOL NAME	% In-State Enrollment	% Out-of State Enrollment	C O H O R T	Remedial Rate		Remediation by Subject		
					C O U N T	%	M A T H	R E A D I N G	W R I T I N G
THOMPSON RN/A2J	BERTHOUD HIGH SCHOOL	53%	10%	87	28	32.2%	15	5	6
THOMPSON RN/A2J	HAROLD FERGUSON HIGH SCHOOL	12%	6%	*	*	*	*	*	*
THOMPSON RN/A2J	LOVELAND HIGH SCHOOL	44%	15%	173	57	32.9%	27	16	24
THOMPSON RN/A2J	MOUNTAIN VIEW HIGH SCHOOL	42%	13%	110	51	46.4%	39	16	21
THOMPSON RN/A2J	THOMPSON ONLINE	N/A	N/A	*	*	*	*	*	*
THOMPSON RN/A2J	THOMPSON VALLEY HIGH SCHOOL	45%	10%	130	44	33.8%	24	9	15
TRINIDAD 1	TRINIDAD HIGH SCHOOL	46%	7%	46	22	47.8%	9	6	7
VALLEY REN/A1	CALICHE JUNIOR/SENIOR HIGH SCHOOL	79%	16%	*	*	*	*	*	*
VALLEY REN/A1	SMITH HIGH SCHOOL	N/A	N/A	*	*	*	*	*	*
VALLEY REN/A1	STERLING HIGH SCHOOL	55%	11%	71	24	33.8%	14	10	12
VILAS REN/A5	V.I.L.A.S. ONLINE SCHOOL	12%	5%	*	*	*	*	*	*
VILAS REN/A5	VILAS UNDIVIDED HIGH SCHOOL	N/A	N/A	*	*	*	*	*	*
WALSH REN/A1	WALSH HIGH SCHOOL	N/A	N/A	*	*	*	*	*	*
WELD COUNTY REN/A1	VALLEY HIGH SCHOOL	43%	4%	62	38	61.3%	23	12	15
WELD COUNTY S/D REN/A8	FORT LUPTON HIGH SCHOOL	32%	7%	57	39	68.4%	28	20	29
WELDON VALLEY REN/A20(J)	WELDON VALLEY HIGH SCHOOL	N/A	N/A	*	*	*	*	*	*
WEST END REN/A2	NUCLA JUNIOR/SENIOR HIGH SCHOOL	20%	0%	*	*	*	*	*	*
WEST GRAND 1N/AJT.	WEST GRAND HIGH SCHOOL	63%	8%	*	*	*	*	*	*
WESTMINSTER 50	HIDDEN LAKE HIGH SCHOOL	18%	1%	*	*	*	*	*	*
WESTMINSTER 50	WESTMINSTER HIGH SCHOOL	40%	3%	154	91	59.1%	66	40	53
WIDEFIELD 3	DISCOVERY HIGH SCHOOL	6%	0%	*	*	*	*	*	*
WIDEFIELD 3	MESA RIDGE HIGH SCHOOL	41%	7%	118	62	52.5%	38	16	29
WIDEFIELD 3	WIDEFIELD HIGH SCHOOL	44%	7%	117	67	57.3%	45	21	30

Table 12: High School College Matriculation and Remediation by Subject

DISTRICT NAME	HIGH SCHOOL NAME	% In-State Enrollment	% Out-of State Enrollment	C O H O R T	Remedial Rate		Remediation by Subject		
					C O U N T	%	M A T H	R E A D I N G	W R I T I N G
WIGGINS REN/A50(J)	WIGGINS JUNIOR/SENIOR HIGH SCHOOL	38%	24%	*	*	*	*	*	*
WILEY REN/A13 JT	WILEY JUNIOR/SENIOR HIGH SCHOOL	N/A	N/A	*	*	*	*	*	*
WINDSOR REN/A4	WINDSOR HIGH SCHOOL	51%	15%	129	58	45.0%	35	18	37
WOODLAND PARK REN/A2	WOODLAND PARK HIGH SCHOOL	44%	9%	89	31	34.8%	18	7	8
WOODLIN RN/A104	WOODLIN UNDIVIDED HIGH SCHOOL	N/A	N/A	*	*	*	*	*	*
WRAY RDN/A2	WRAY HIGH SCHOOL	31%	23%	*	*	*	*	*	*
YUMA 1	YUMA HIGH SCHOOL	32%	16%	19	2	10.5%	0	0	0

* Data suppressed at 16.

APPENDIX B: TECHNICAL INFORMATION

REMEDIAL PLACEMENT ASSESSMENTS, METHOD AND DATA LIMITATIONS

Statutory Obligation

Colorado Revised Statutes 23-1-113.3 defines areas of responsibility for the Commission on Higher Education with regard to remedial education:

- Adopt and implement a remedial policy; develop funding policies for remediation appropriate to institutional roles and missions;
- Design a reporting system that provides the General Assembly with information on the number, type, and costs of remediation;
- Establish comparability of placement or assessment tests; and
- Ensure each student identified as needing remediation is provided with written notification regarding cost and availability of remedial courses.

The information in this report is presented to inform the ongoing dialogue regarding preparation for college and the extent of remedial education in Colorado. The report is submitted to the Education Committees of the Senate and House of Representatives, the Joint Budget Committee, the Colorado Department of Education (CDE) and each Colorado public school district superintendent.

Assessments

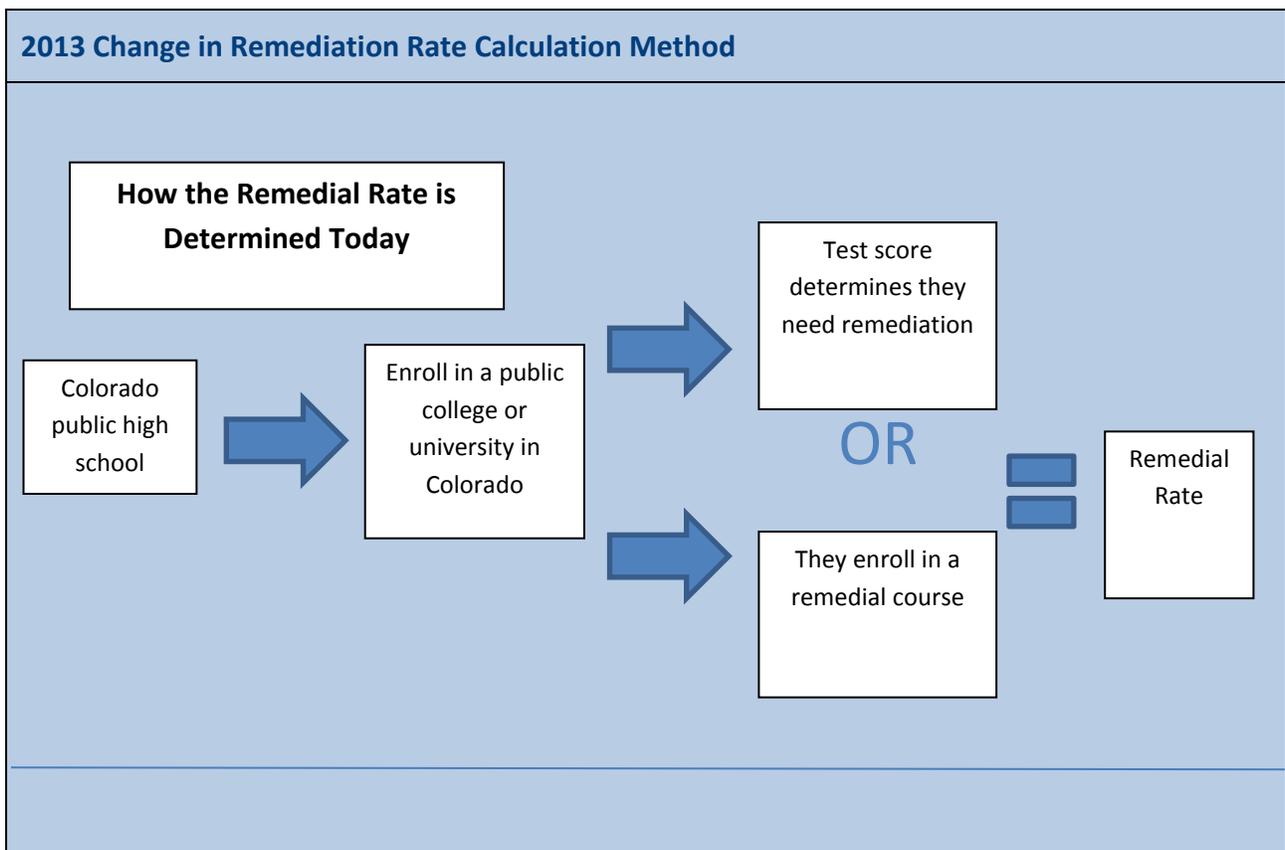
Pursuant to state policy all students entering a public higher education institution are assessed for remedial needs. Higher education institutions in Colorado may use several methods to determine which students are in need of remediation. The majority of colleges, in particular community colleges, require students to take the Accuplacer placement exam prior to registering for courses. A small number of students take the COMPASS placement test. Other institutions use nationally known college entrance exams such as ACT or SAT. Colorado, which primarily uses ACT exams, has implemented remedial cut scores at the two-year level that are different from "college readiness" scores endorsed by ACT. The remedial cut scores are currently under review. Depending upon their performance, students are notified of recommended classes. If a student is required to complete basic skills courses, they will be placed in developmental courses in math, reading or writing or a combination of the three. Students are advised of their appropriate placement but may elect to enroll in a different course. Additionally, students are advised to immediately enroll into a remedial course if needed, occasionally delay such enrollments. For more information about remedial placement, including assessment cut scores, please see the statewide remedial education policy at this link:

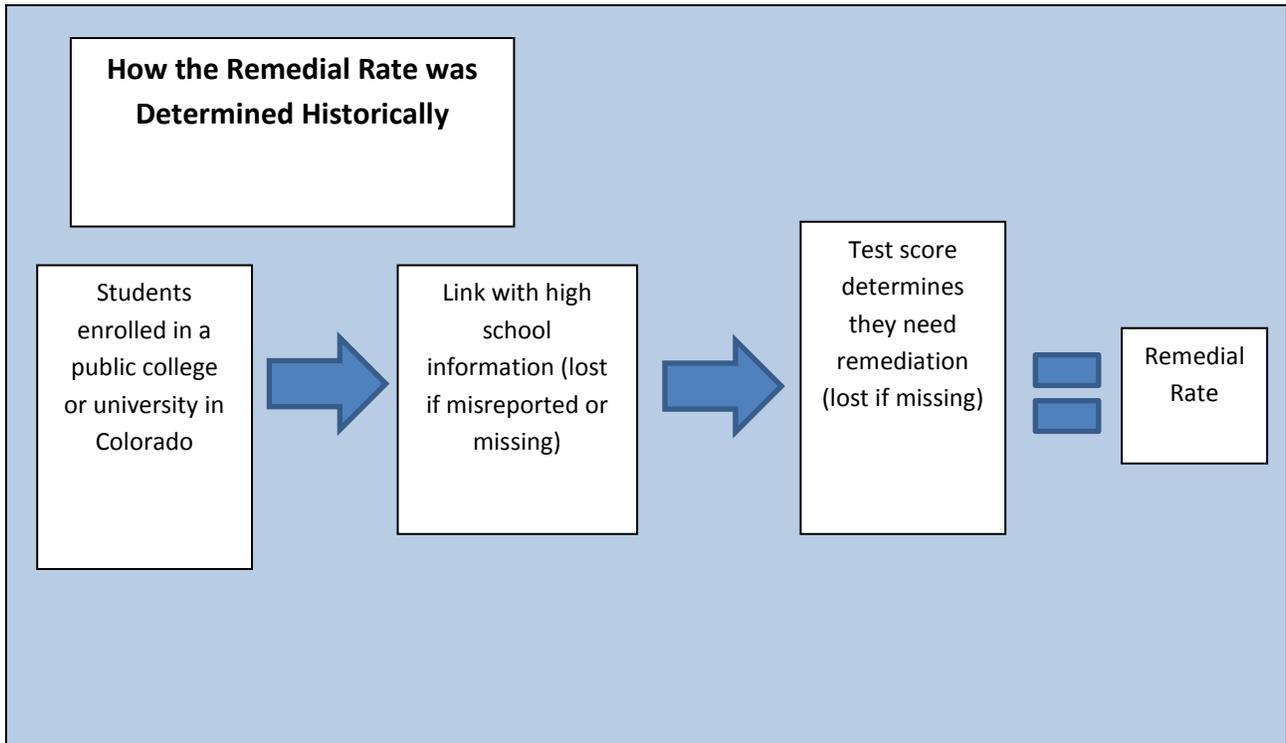
<http://highered.colorado.gov/Publications/Policies/Current/i-parte.pdf>

Calculation Method

The 2012 remedial report uses a new rate calculation method and cannot be compared to previous reports. This methodology change is discussed in detail in the report summary on page 5. The high school graduating cohorts for this remedial report were provided by the Colorado Department of Education. The high school graduation cohort is based upon the academic year and is not an "on-

time” graduation cohort. Utilizing the State Assigned Student ID (SASID), DHE is able to link postsecondary enrollment and remedial records to the K-12 records. High school graduates were linked to enrollment records from fall 2011 and spring 2012. Once a college enrollment record was found for a high school graduate, the state’s application records are reviewed for a remedial assessment record within six months from the date of high school graduation. Additionally, the state’s enrollment records are reviewed for enrollment in a remedial course in the fall 2011 or spring 2012 term. College remedial students can be duplicated in the college remedial rates, as students can enroll at multiple institutions (e.g., a student at Metropolitan State University of Denver may jointly enroll at the Community College of Denver). Remedial students are not duplicated in the remedial rate calculations for high schools and school districts.





Data Limitations

In reviewing the tables in this report, these limitations should be considered:

- These data do not include graduates who enrolled in private Colorado institutions or in-out-of-state colleges and universities.
- These data do not include graduates who were missing a State Assigned Student ID, or SASID, the record used to link K-12 and higher education data.
- Remedial rate does not include a student who was assessed but did not enroll in a Colorado public institution.

Despite these limitations, DHE believes this summary is a *reasonable representation* of the current remedial landscape of Colorado.

Brief Glossary of Terms

Accuplacer – A test commonly used in Colorado to determine whether a student is in need of remediation. It is typically used for new college students. Some high schools also administer this assessment to gauge whether students are ready for college work.

CDE – The Colorado Department of Education, which has oversight over K-12 education.

DHE – The Colorado Department of Higher Education, which is the policy coordinating body for higher education.

Remedial education – Also called developmental education or basic skills courses. This refers to classes intended to bolster the skills of new college students so they're adequately prepared for college-level work. Remedial courses are currently offered in reading, writing and math.

Remediation rate -Refers to the percentage of students newly enrolled in a college who are deemed in need of remedial courses.

For more information, please contact:

Beth Bean, Director of Research and Information at the Colorado Department of Higher Education, at 303-866-2661 or by email at beth.bean@dhe.state.co.us

Nancy Mitchell, Director of Communications at the Colorado Department of Higher Education, at 303-866-4742 or by email at nancy.mitchell@dhe.state.co.us

TOPIC: CORE TO COLLEGE P20 PARTNERSHIPS: AN INITIATIVE TO CONVENE HIGH SCHOOL TEACHERS AND HIGHER EDUCATION FACULTY ACROSS COLORADO

PREPARED BY: EMMY GLANCY, ACADEMIC POLICY OFFICER

I. SUMMARY

The Colorado Department of Higher Education received a two-year grant from the Rockefeller Philanthropic Advisors to develop a network of four regional P20 partnerships in Colorado comprised of mathematics and English language arts/communications high school teachers and higher education faculty.

The goals for these partnerships are for high school teachers to learn from college faculty what freshman entering college-level classes should know and be able to do and, reciprocally, for college faculty to learn from high school teachers what they should expect of high school graduates, based on mastery of the new Colorado Academic Standards (which includes the Common Core State Standards). Another desired outcome is for faculty to revise and clarify the content and competencies for gtPathways entry-level communications and mathematics courses.

II. BACKGROUND

The three overarching goals driving this work are (1) to ensure more students exit high school ready for college or a career without the need for remediation; (2) to ensure postsecondary success and completion by aligning entrance and exit expectations for general education coursework (gtPathways); and (3) to promote strong collaboration between higher education and K12 sectors in the design and implementation of the state's college and career readiness initiatives. Because one of the strongest indicators of degree completion is successful completion of lower-division communications and mathematics coursework within a student's first thirty credits, department staff and the General Education (GE) Council agree that gtPathways communications (GT-CO1, 2 & 3) and mathematics (GT-MA1) courses should be the priority.

This work builds on previous faculty-driven work in biannual Faculty-to-Faculty Conferences to create content criteria and competencies for the state general education curriculum, known as Guaranteed Transfer (gt)Pathways. In recent years, statewide Faculty-to-Faculty Conferences have focused on the creation of Statewide Transfer Articulation Agreements. The Core to College P20 Partnerships are an extension of the Faculty-to-Faculty Conferences and will allow faculty to once again meet and reconsider the gtPathways content and competencies, which have not been revised in almost ten years.

The GE Council is charged with "...annually review[ing] the list of general education courses and the course numbering system, including the criteria, adopted by the commission and recommend such changes as may be necessary to maintain the accuracy and integrity of the course numbering system..." [23-1-108.5(3)(c)(II), C.R.S.]. The recommendations from faculty

participants in these regional partnerships will inform GE Council's recommendations to the Commission for enhancing the integrity and alignment of the gtPathways curriculum, thus, helping to ensure student success and degree completion.

III. PROCESS

All P20 Partnership participants are invited to attend a State Summit on June 10, which will be the kick-off event for the P20 Partnership initiative (see Addendum A: Agenda). Following that, regional teams will meet monthly through October 2014 (see Addendum B: Fact Sheet). The process will be facilitated by staff, colleagues from Colorado Department of Education, and by Institute for Evidence Based Change (IEBC), which has facilitated this process in other states.

IV. STAFF RECOMMENDATIONS

Information item only, no action required at this time. Staff will provide the Commission with regular updates on the Core to College P20 Partnership effort.

STATUTORY AUTHORITY

23-1-108.5(3)(c)(II), C.R.S.

AGENDA
P20 Regional Partnership State Summit
9:00 AM – 4:00 PM
June 10, 2013

University of Denver, Strum Hall, Room 251,
2197 S. University Blvd., Denver, CO 80208-9401

8:30 – 9:00 Registration and Light Breakfast

9:00 – 9:30 Welcome and Overview of Colorado’s P20 Alignment Goals

- Dr. Ian Macgillivray, Assistant Deputy Director for Academic Affairs, Colorado Department of Higher Education
- Emmy Glancy, Academic Policy Officer for P20 Initiatives, Colorado Department of Higher Education

9:30 - 10:15 Q&A with Education Leaders

- Jill Hawley, Associate Commissioner, Colorado Department of Education
- Dr. Monte Moses, Commissioner, Colorado Commission on Higher Education
- Dr. Elliott Asp, Special Assistant to the Commissioner, Colorado Department of Education

Facilitator: Dr. Ian Macgillivray, Assistant Deputy Director for Academic Affairs, Colorado Department of Higher Education

10:15 – 10:30 Break

10:30 - 12:00 Guiding Documents, Process, and Expectations

Facilitated by IEBC Consultants, Sherry Valdez and Kate Maher

12:00 – 1:00 Lunch

1:00 - 3:30 Concurrent Sessions: Breakout Groups (TBD)

Facilitated by IEBC Consultants and DHE/CDE Staff

One concurrent session will be for high school principals and provosts from colleges and universities to discuss shared expectations for college and career readiness, including such topics as:

- Students’ attitudes towards general education (i.e., “Why do I have to take this class?”)
- What does it take to get admitted into higher education?
- What do colleges do to ensure success once students get in?
- What are our expectations for students’ preparation in reading, writing and mathematics?
- What are our expectations for students’ 21st Century or “soft” skills?

3:30 – 3:45 Large Group Debrief

3:45 – 4:00 Concluding Remarks and Adjourn

Fact Sheet: Colorado Core to College P20 Regional Partnerships

WHY: Help ensure high school graduates are ready to succeed in college-level coursework and review consistency of college-level introductory math and communications entrance expectations and outcomes.

HOW: Collaboration between high school math and English language arts teachers and higher education GT-MA1 and GT-CO1, 2 & 3 faculty. High school teachers will learn from faculty what freshmen entering their classes should know and be able to do. Faculty will learn from high school teachers what they should expect of high school graduates, based on mastery of the new P12 Colorado Academic Standards. This will inform a “vertical progression alignment” of high school to college freshman math and English expectations and a “horizontal alignment” of gtPathways competencies and criteria across the higher education system.

WHERE: P20 Partnerships will be created in four regions of the state: 1) Denver metro, 2) western slope, 3) NE corner and 4) SE corner.

WHO: Each region will have two discipline teams with the following structure:

MATH TEAM

- ❖ **Lead – 1 Math Faculty** (a good facilitator who can motivate groups)
- ❖ **Membership –**
 - **6 Math Faculty** representing a variety of coursework, e.g. College Algebra, Statistics, Math for the Liberal Arts
 - **1 Natural & Physical Sciences Faculty**
 - **6 High School Math Teachers** representing upper-level traditional and integrated mathematics coursework

ENGLISH AND COMMUNICATION TEAM

- ❖ **Lead – 1 Communication Faculty** (a good facilitator who can motivate groups)
- ❖ **Membership –**
 - **6 Communication Faculty** representing a variety of entry-level courses including GT-CO1, CO2, and CO3
 - **1 Arts & Humanities, History, or Social & Behavioral Sciences Faculty**
 - **6 High School English Teachers** representing upper level reading, writing, and communication coursework

WHEN: The first meeting will convene all participants for a summit in Denver on June 10, 2013. Please note that principals are invited to participate in this summit and will have the opportunity to engage in dialog with higher education provosts on the topics of college and career readiness and shared expectations. Regional partnerships will convene monthly through October 2014.

For more information or if you are interested in participating, please send a letter of interest stating your content area and contact information to:

Emmy Glancy, Academic Policy Officer - Director of P20 Initiatives, CO Department of Higher Education: Emmy.glancy@dhe.state.co.us (303-866-4030)

**TOPIC: CONCURRENT ENROLLMENT ADVISORY BOARD
RECOMMENDATIONS**

**PREPARED BY: TAMARA WHITE, DIRECTOR OF ADMISSION AND ACCESS
POLICY AND SCOTT STUMP, ASSISTANT PROVOST FOR
CAREER AND TECHNICAL EDUCATION, COLORADO
COMMUNITY COLLEGE SYSTEM**

I. SUMMARY

C.R.S. 22-35-107 requires the Concurrent Enrollment Advisory Board (CEAB) to report to the Commission concerning the improvement or updating of concurrent enrollment programs. In May 2009, Colorado State Legislature passed HB09-1319 and SB09-285 (hereafter the “Concurrent Enrollment Programs Act” or CRS 22-35-101 et seq). The intent of the Concurrent Enrollment Programs Act was to broaden access to and improve the quality of Concurrent Enrollment programs, improve coordination between institutions of secondary education and Institutions of Higher Education, and ensure financial transparency and accountability. Beyond coordinating and clarifying the existing Concurrent Enrollment programs, the legislation also created the “5th year” ASCENT program and established the Concurrent Enrollment Advisory Board within the Colorado Department of Education. The Concurrent Enrollment Advisory Board (CEAB) consists of members appointed by the Governor, Executive Director of Department of Higher Education, and the Commissioner of the Department of Education. Cliff Richardson, interim president of Community College of Denver, serves as the chair of the board and Scott Stump, assistant provost for Career & Technical Education for the Colorado Community College System, serves as the vice chair. (Please see attachment A for a complete list of CEAB members.)

II. BACKGROUND

Role of the Concurrent Enrollment Advisory Board

As defined in 22-35-107 (6)(a) through (d) The Concurrent Enrollment Advisory Board duties include:

- 1.) Establishing guidelines for the administration of the ASCENT program;
- 2.) Advising and assisting local school education providers and institutions of higher education in preparing cooperative agreements;
- 3.) Making recommendations as necessary to the general assembly, the State Board of Education, and the Commission on Higher Education concerning the improvement or updating of state policies relating to concurrent enrollment programs, including but not limited to recommendations of policies that will allow every local education provider in the state to have adequate resources to enter into at least one cooperative agreement; and

- 4.) Considering and making recommendations to the State Board of Education and the education committees of the House of Representatives and Senate, regarding the feasibility of a wavier process for a qualified student to apply to the Colorado Department of Education to be designated as an ASCENT program participant in the second year following the year in which he or she was enrolled in the twelfth grade.

Concurrent Enrollment Advisory Board Reporting Requirements

Pursuant to the Concurrent Enrollment Programs Act (section 22-35-107 (7)(a) (b), C.R.S.), the Concurrent Enrollment Advisory Board is required to prepare a report and submit it to the State Board of Education and the Commission on Higher Education regarding any guidelines that the board has established for the administration of the ASCENT program; and any recommendations that the board makes concerning the improvement or updating of state policies relating to concurrent enrollment programs.

1. Recommendations for Improvement or Updating of State Policies

The Concurrent Enrollment Advisory Board reviewed current policies regarding concurrent enrollment opportunities for Colorado students. The board drafted and recommended several statutory revisions based upon current implementation practices and identified barriers to districts and postsecondary institutions. Recommended changes include the following:

- Updating ASCENT projection deadlines as they are not aligned with school processes
 - Move the current September 1st deadline for ASCENT counts back to February in order to more accurately report eligible students during their senior year
- Counting ASCENT students in five-year versus four-year high school graduation rates.
- Striking obsolete language from concurrent enrollment statute that addresses state-based financial assistance
 - Current language concerning ASCENT students being eligible for state-based financial assistance during their ASCENT year is obsolete as the intended program was never created.
- Create additional capacity in CDE to support districts and schools in concurrent enrollment and ASCENT implementation.

2. Recommendations on the Law's Waiver Provision

The Concurrent Enrollment Advisory Board recommends the inclusion of a waiver process allowing an ASCENT student the opportunity to apply to the Department for a waiver, whereby the student would be designated by the Department as an ASCENT program participant in the second year following the year in which he or she was enrolled

in the twelfth grade. On November 15, 2012, the CEAB revised the proposed guidelines and forms for the 6th year wavier. This recommendation will be given to the State Board of Education in the Fall of 2013.

III. STAFF ANALYSIS

The Concurrent Enrollment Advisor Board has made significant progress. The numbers for concurrent enrollment continue to grow in Colorado. Cliff Richardson, who served as the chair of the board since its inception, resigned his position in May 2013 (he plans to retire from state service in summer 2013). Scott Stump, will chair the board.

Department of Education Response to CEAB Recommendations for Improvement or Updating of State Policies

The Colorado Department of Education/State Board of Education included many of the changes proposed by the CEAB in House Bill 13-1219, including the following:

- The ASCENT projection deadline to report eligible student during their senior year was changed in statute to February
- CDE sought support for an additional position that will support districts and schools in concurrent enrollment and ASCENT implementation as well as provide technical assistance.

The following items were not addressed by the SBE this year.

- Counting of ASCENT students in five-year versus four-year high school graduation rate was not addressed, as this is a federal issue not a state issue.
- Striking obsolete language from concurrent enrollment statute that addresses state-based financial assistance.

IV. STAFF RECOMMENDATIONS

No action is required. This is an information item.

STATUTORY AUTHORITY

C.R.S. §22-35-107

ATTACHMENT A

Concurrent Enrollment Advisory Board members

Chahnuh A. Fritz – CDE appointment

Michael Gage – DHE appointment

Chelsy Harris – DHE appointment

Dan Jorgensen – CDE appointment

Tracey Lovett – Governor’s appointment

Richard Maestas – Governor’s appointment

Mark Rangel – CDE appointment

Cliff Richardson – Governor’s appointment

Rick Sciacca – CDE appointment

Deborah Schmitt – DHE appointment

Scott Stump – CTE appointment

Vaughn Toland – DHE appointment

Jill R. Toussaint - CDE appointment

TOPIC: **JOBS FOR THE FUTURE – EARLY COLLEGE DESIGN REPORT**

PREPARED BY: **TAMARA WHITE, DIRECTOR OF ADMISSION AND ACCESS POLICY**

I. SUMMARY

As part of a multistate early college design state policy initiative, the Colorado Department of Education and the Colorado Department of Higher Education partnered with Jobs for the Future (JFF) to investigate how to increase the number of low income students and other underprepared students graduating from high school and going on to complete postsecondary credentials using early college designs. We began our work with JFF in early 2012. The original focus of JFF's work was on early colleges, but because Colorado has a unique structure of early colleges and it seemed best to focus on increasing concurrent enrollment in Colorado using early college designs.

A growing body of evidence shows that dual enrollment improves academic attainment for low income students and other underprepared students by integrating a sequence of free college courses into the high school programs of study, accompanied by a comprehensive system of academic and social supports. This initiative explored how to do this statewide to increase concurrent enrollment.

II. BACKGROUND

DHE gathered a group of expert practitioners with experience in early colleges and concurrent enrollment. The Early College Design (ECD) Stakeholder Committee (please see attached list) began convening in February of 2012. JFF facilitated the group's meetings. The group also received presentations from all the early colleges in Colorado. The early colleges presented on their programs, student makeup, and how current policy was helping/hindering their work.

JFF worked with DHE and CDE data teams to develop many of the statistics found in the final report (please see attached). These numbers were used as JFF worked with the ECD to set intermediate benchmarks and five-year goals (beginning in 2013-2014) for increasing the number of high school juniors and seniors completing college courses in high school.

The goals put forth incorporate what the ECD believes could happen in the state over the course of the next five years, especially with the impact of new policy passed by the Colorado General Assembly in 2012. It also takes into account short- and long-term strategies. The short-term strategy is to maximize participation among schools and districts already offering concurrent enrollment. The long-term strategy is to help recruit concurrent enrollment skeptics and areas that have had difficulty offering such programs.

By 2017-18, the ECD would like to see all public high schools in Colorado offer college course, (AP, IB, concurrent enrollment, etc.) opportunities for its 11th and 12th grade students. During this time period, the ECD would like to see the percent of high schools participating in concurrent enrollment programs increasing from 243 (53.9 percent) in 2010-2011 to about 309 (67.5 percent) in 2017-2018. Coinciding with a growth in the number and the rate of high schools participating in the concurrent enrollment program, the ECD has set a target of 34.6 percent of all high school juniors and seniors taking part in concurrent enrollment. The group aims to increase the rate of success for students passing all of their concurrent enrollment courses from 59 percent in 2010-2011 to 75 percent in 2017-2018, assuming that supports for students have also been increased. Ideally, supports would be provided to students in the form of structured and sequenced concurrent enrollment programs.

POLICY RECOMMENDATIONS

These policy recommendations reflect JFF's best judgment for developing a state-level strategic vision and supportive policy conditions that build upon existing partnerships between districts and colleges to offer college course-taking to a broader range of students. Members of the ECD identified these recommendations as priorities.

1. The State Board of Education should establish a transparent application process for a secondary school to request designation as an Early College.
2. The Concurrent Enrollment Advisory Board should develop guidance for use by schools, districts and institutions of higher education on an array of recommended student support services that should be integrated into their program of study. Such services, along with specified roles and responsibilities for delivery should be included in all cooperative agreements.
3. The state should explore the feasibility of altering the administration deadlines of the ASCENT program to provide districts with greater predictability of funding.
4. The state should provide school districts, on a pilot basis, the flexibility to enroll a student as early as grade 9 in one or more Basic Skills courses at an institution of higher education through the Concurrent Enrollment Programs Act.
5. The state should develop capacity-building vehicles within CDE to provide support to high schools, districts and postsecondary institutions participating in concurrent enrollment,
6. The state should develop mechanisms for providing public recognition to high schools and postsecondary institutions that are increasing the participation and success of low-income and other underserved students through concurrent enrollment, ASCENT and other acceleration programs.

7. State and district accountability systems should include postsecondary remediation rates as a measure of postsecondary/career readiness.
8. Colorado's Individual Career and Academic Plan should be used with greater intentionality.
9. The State should ensure that concurrent enrollment and early college concepts are incorporated into proposed Postsecondary Workforce Readiness (PWR) endorsed diploma.
10. The state should consider license endorsement or license renewal incentives to encourage more teachers to become credentialed to teach concurrent enrollment courses.

III. STAFF ANALYSIS

This information was given to the Concurrent Enrollment Advisory Board. They are considering creating a committee to continue to work the Early College Design stakeholder committee began with JFF. CEAB felt the analysis was useful and JFF was well received when they came and did a formal presentation of their findings for CEAB. This information has also been presented to the State Board of Education.

IV. STAFF RECOMMENDATIONS

No action is required. This is an information item.

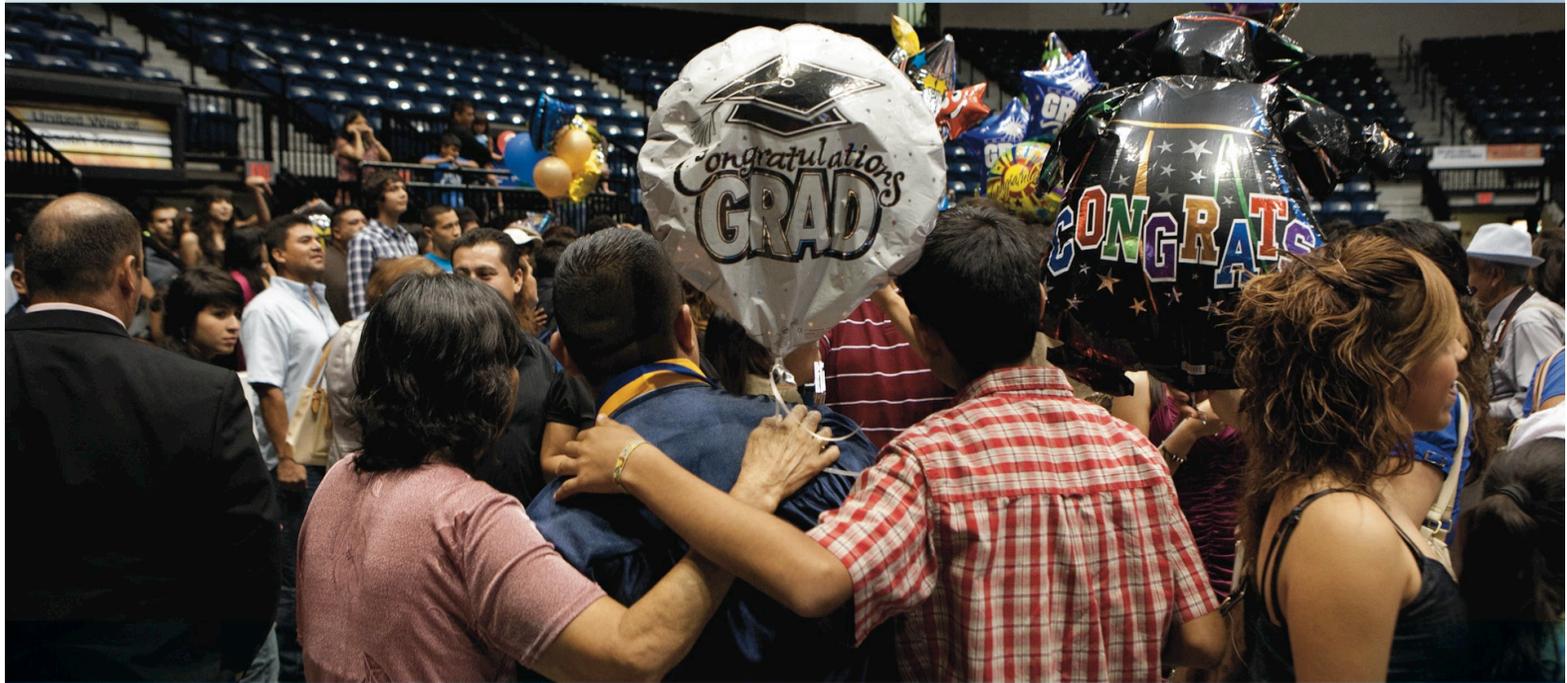
STATUTORY AUTHORITY

C.R.S. §22-35-107, §22-35-109, §24-1-115

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INCREASING THE HIGH SCHOOL AND COLLEGE SUCCESS OF UNDERREPRESENTED YOUTH THROUGH EARLY COLLEGE DESIGNS

Submitted to the Colorado Concurrent Enrollment Advisory Board

OCTOBER 2012

88 Broad Street, Boston, MA 02110 617.728.4446 WWW.JFF.ORG

TABLE OF CONTENTS

Overview of Initiative	3
Stakeholder Committee Charge and process	4
A Strong Policy Foundation	4
Promising Early Results	5
High Participation in Concurrent Enrollment.....	5
Student Success in Concurrent Enrollment Courses.....	7
Setting Five-Year Numeric Goals for Concurrent Enrollment.....	8
Policy recommendations	9
References	15
Appendix A	16
Appendix B	43

OVERVIEW OF INITIATIVE

As part of a multistate early college designs state policy initiative, the Colorado Department of Education and the Colorado Department of Higher Education entered into an agreement with Jobs for the Future to collaborate to increase the number of low-income students and other underprepared students graduating from high school and going on to complete postsecondary credentials. The key strategy for achieving this goal is for the agencies, with help from JFF, to propose, develop, expand, or revise policies that strengthen the state's concurrent enrollment program and other college-in-high-school programs by incorporating elements of a more comprehensive early college design.

A growing body of evidence shows that dual enrollment improves academic attainment for this population by integrating a sequence of free college courses into the high school program of study, accompanied by a comprehensive system of academic and social supports. Studies in Florida, California, and New York City have found positive associations between dual enrollment and outcomes such as college enrollment, first-year college GPA, second-year persistence in college, and college completion (Karp et al. 2007; Hughes et al. 2012; Michalowski 2007). First-generation college students have also been shown to benefit more from dual enrollment participation than those with a college-educated parent (An Forthcoming; Struhl & Vargas 2012).

Also promising is research on dual enrollment's impact on college completion and time to degree completion. Examining Texas high school graduates of the Class of 1997, Kristin Klopfenstein (2010) found, "The effect of taking one, or more, dual credit classes [was] nearly triple the probability of graduating in [three years] relative to students who did not take such courses." Dual enrollment participation was also positively related to graduating in four and five years.

Students in Florida who had completed college algebra for dual enrollment had Associate's degree attainment rates 23 percentage points higher and Bachelor's attainment rates 24 percentage points higher than students with no such dual enrollment experience (Speroni 2011). Brian An (Forthcoming) found similar results: Dual enrollees were 32 percent more likely to attain a Bachelor's degree than were nonparticipants.

These trends are supported by a new study of dual enrollment in Texas by Jobs for the Future, using methodology similar to An's. Ben Struhl and Joel Vargas (2012) employ a propensity score-matching model that compares students who were similar across recorded student background characteristics. The study focused on the academic outcomes of 32,908 Texas students from the high school graduating class of 2004. Half of the study group completed at least one college course before graduating from high school; an equal number of academically and demographically similar students did not. Struhl and Vargas found that students who completed college courses through dual

enrollment were significantly more likely to attend college, persist in college, and complete an Associate's degree or higher within six years.

STAKEHOLDER COMMITTEE CHARGE AND PROCESS

To advance the early college designs state policy initiative, the Colorado Department of Education (CDE) and the Colorado Department of Higher Education (CDHE), in consultation with Jobs for the Future established a cross-sectoral working group. Comprised of representatives from CDE, CDHE, K12 administrators, high school leaders, higher education faculty, members of the General Assembly, education program providers and researchers, the committee was charged with recommending a comprehensive set of state policies to better support early college designs. The 17-member committee informed this process which included the following activities:

- An audit and analysis conducted by JFF of state and local policies governing public K-12 and higher education systems that support or restrict early college designs in the state, including an analysis of relevant education legislation enacted during the 2012 session of the Colorado General Assembly;
- A deeper understanding of the current terrain of early college designs in the state through presentations from school leaders and staff;
- Identification of policies that will enable districts, schools and postsecondary institutions to create and sustain more early college designs; and
- Establishment of intermediate and five-year goals for increasing the number of high school students completing college courses in high school and the number of high schools, which participate in the state's concurrent enrollment program based on JFF analysis of recent data on college-level course taking by low-income high school students and other student subgroup (*see appendix*).

A STRONG POLICY FOUNDATION

Colorado has a strong foundation to build on for this initiative. The state is an emergent leader in a growing national movement to expand student participation in concurrent enrollment programs and other college in high school programs. Colorado has made a clear and substantive commitment to increase college and career readiness and postsecondary attainment through the presence of strong programs, policies and

extensive financial resources to support this goal., including extensive financial resources to support this goal.

In its upcoming Master Plan, the Colorado Commission on Higher Education (CCHE) calls for institutions to have at least a 66 percent degree attainment rate. Education leaders also seek to impact other points along the college preparation pipeline. These include reducing the income, and the racial and ethnic gaps in college degree attainment, as well as, to make a significant dent in the remediation levels among first-time high school graduates enrolling at the state's public community colleges.

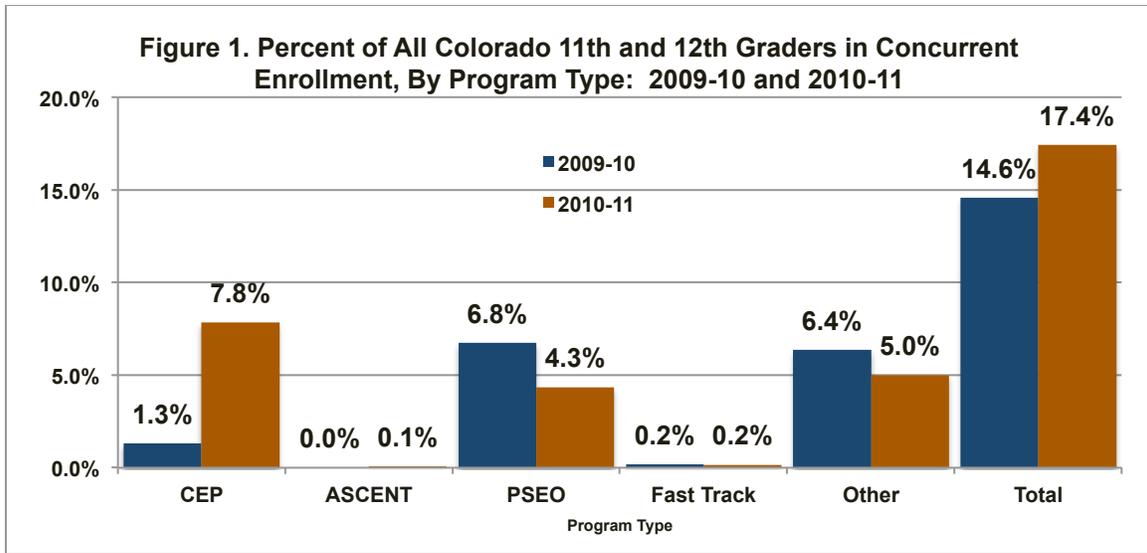
The policy work under this initiative builds from and enhances the framework established by the Concurrent Enrollment Programs Act of 2009. The legislation established the Concurrent Enrollment Program (CEP), a uniform statewide program to allow qualified students to take college-level courses and simultaneously earn high school and college credit by, created the Accelerating Students through Concurrent Enrollment (ASCENT) program. Eligible students have the opportunity to spend a fifth year in high school engaged in postsecondary instruction.

The Concurrent Enrollment Programs Act embodies a number of elements associated with effective dual enrollment policies nationally. These include strategies for increasing access to higher education to historically underrepresented groups and a funding mechanism that holds harmless districts and postsecondary institutions through the use of the state's College Opportunity Fund (COF).

PROMISING EARLY RESULTS

HIGH PARTICIPATION IN CONCURRENT ENROLLMENT

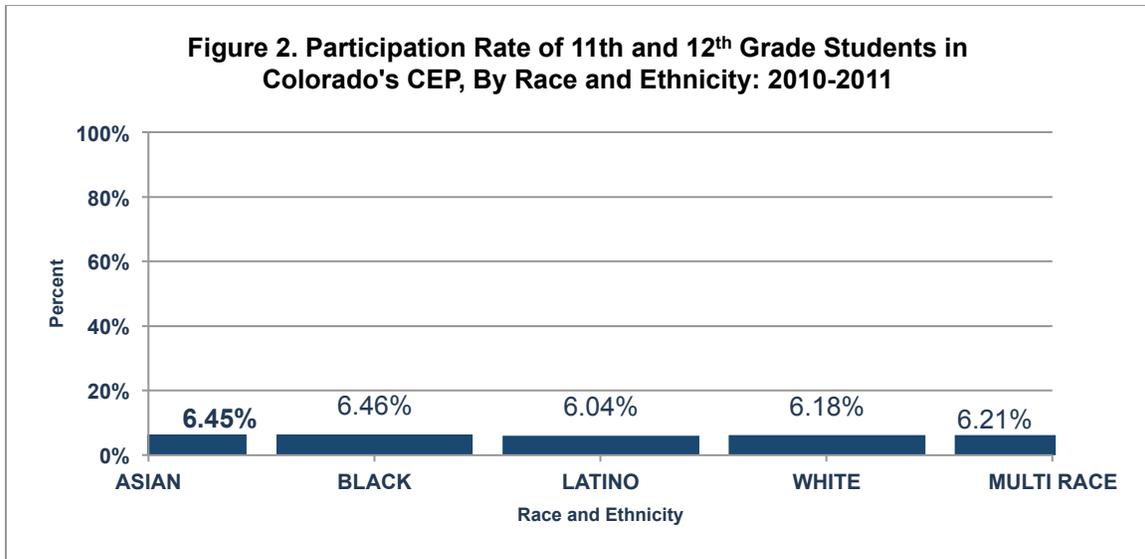
JFF's analysis of concurrent enrollment data indicates that implementation of the provisions of the Concurrent Enrollment Programs Act has led to expanded access to college in high school opportunities to a broad-range of students. Department of Higher Education 2010-11 data show significant enrollment increases across all racial and socio-economic groups. Statewide, more than 10 percent of all high school juniors and seniors participated in concurrent enrollment, an increase of 2.8 percent from 2009-2010 to 17.4 percent of all eleventh and twelfth grade students in 2010-2011 (*see Figure 1*). Twelve colleges and 243 high schools participated in cooperative agreements using the Concurrent Enrollment model. (*See Appendix A for additional information on process and summary findings of JFF's Colorado Concurrent Enrollment Benchmarking.*)



Source: Data Provided by the Colorado Department of Education and the Colorado Department of Higher Education. **Note:** The Concurrent Enrollment Program (CEP) data does not include the students in ASCENT or Concurrent remedial courses. “Other” excludes courses taken as part of an extended studies program.

The Concurrent Enrollment Program appears instrumental in helping to expand student access to concurrent enrollment, particularly for students from underrepresented backgrounds. Between 2009-2010 and 2010-2011, the total statewide enrollment in CEP increased from 1,531 to 9,269 students, and was starkest for students from underrepresented groups. For African American, Hispanic and Asian students, their numbers increased from 15, 150 and 45 to 404, 1,978 and 310 students, respectively.

The dramatic increase across these groups in concurrent enrollment has resulted in consistent rates of participation across all race and ethnic subgroups (Figure 2). An encouraging trend is that, at 7.8 percent, the participation rate among low-income students is slightly higher than for other student groups. Although special education and English language learners constitute 9 percent and 7 percent of all high school juniors and seniors, respectively, they each represent 4 percent of all concurrent enrollment program participants. This is not surprising considering that enrollment among special education students and English language learners are the lowest in the state: 2.7 percent and 3.5 percent, respectively.



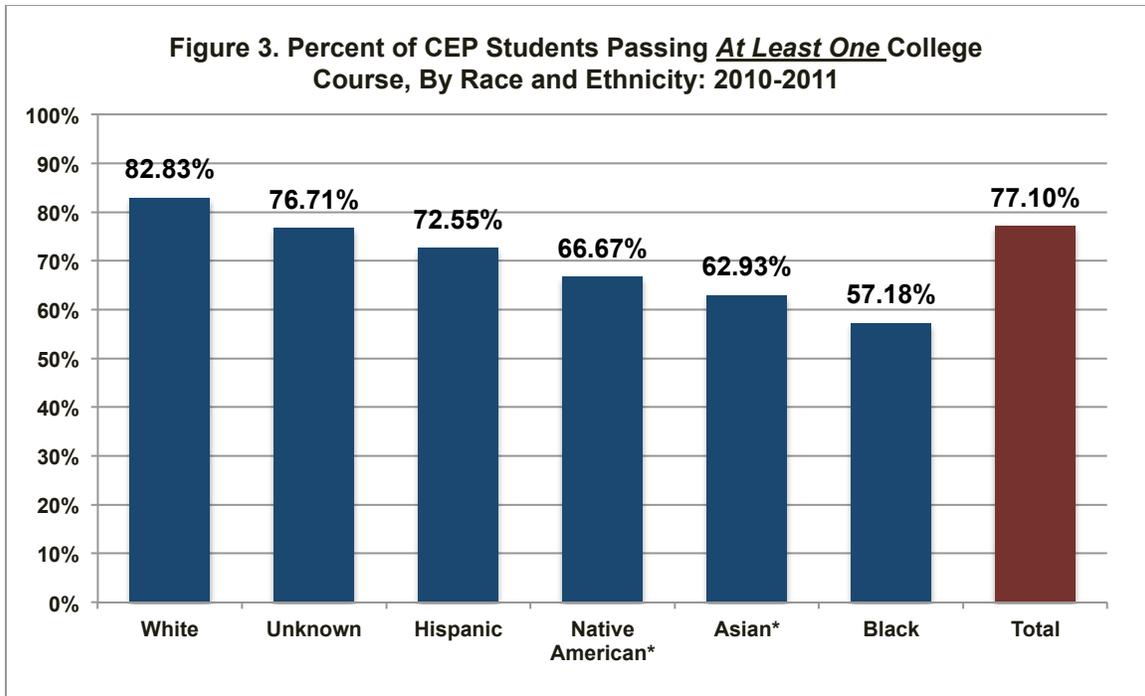
Source: Data Provided by the Colorado Department of Education and the Colorado Department of Higher Education. The CEP data does not include the students in ASCENT or Concurrent remedial courses.

As the concurrent enrollment programs *Fast Track* and *Postsecondary Education Options (PSEO)* were phased out in July 2012, and the Concurrent Enrollment Program (CEP) becomes the primary state vehicle for this acceleration strategy, we anticipate CEP's enrollment figures will increase.

STUDENT SUCCESS IN CONCURRENT ENROLLMENT COURSES

The baseline of college-level course taking established by JFF found Colorado high school students who participate in concurrent enrollment typically enroll in two credit-bearing college courses each semester. Just shy of 60 percent of all students passed all of their courses, and 77 percent of all participants passed at least one of their courses. JFF found percentage gap differences in the number of students passing at least one of their courses (*see Figure 3*). Just under 83 percent of all White students in concurrent enrollment had the highest passing rate among all students. The second highest passing rate of 72.6 percent for Hispanic students lags behind those of white students by a little more than 10 percentage points.

Of concern is the 23 percent of participating students who did not pass any courses. Completion rates for minority students were even lower, with 42 percent of black students and 28 percent of Hispanic students failing all college courses.



Source: Data provided to JFF by the Colorado Department of Higher Education and does not include ASCENT or CEP remedial courses. *Asian category includes Hawaiians and Pacific Islanders. The Native American category includes Alaskan Natives.

Colorado's concurrent enrollment program holds great potential to provide students with an on-ramp to postsecondary success. However, the low course completion rates, especially among Black and Hispanic students, underscore the need for more integrated 9-13 pathways, which should include a sequence of rigorous college preparatory courses, additional academic supports and advisement. (See *Appendix A: Percent of CEP Students Passing All College Courses, By Race and Ethnicity: 2010-2011*).

SETTING FIVE-YEAR NUMERIC GOALS FOR CONCURRENT ENROLLMENT

Based on the baselines reported above, JFF worked with the Colorado Stakeholder Committee to set intermediate benchmarks and five-year goals (beginning in 2013-2014) for increasing the number of high school juniors and seniors completing college courses in high school. Although it is understood that students can complete college courses in high school through other programs, such as Advanced Placement (AP) and International Baccalaureate (IB) courses, the focus of this goal-setting process was on concurrent enrollment courses.

The goals put forth incorporate what the Committee believes will happen in the state over the course of the next five years, especially with the impact of new policy passed by the Colorado General Assembly in 2012. It also takes into account a short- and long-term strategy. The short-term strategy is to maximize participation among schools and

districts already offering concurrent enrollment. These districts include the following public school districts: Aurora, Denver, JeffCo, Littleton, etc (Colorado Commission on Higher Education and the Colorado Department Education 2012). The Long-term strategy is to help recruit concurrent enrollment skeptics and areas that have had difficulty offering such programs. (See *Appendix B: Setting Intermediate and Five-Year Concurrent Enrollment Goals.*)

By 2017-18, the Committee would like to see all public high schools in Colorado offer college course, (AP, IB, concurrent enrollment, etc) opportunities for its 11th and 12th grade students. During this time period, the Committee would like to see the percent of high schools participating in concurrent enrollment programs increasing from 243 (53.9 percent) in 2010-2011 to about 309 (67.5 percent) in 2017-2018.¹

Coinciding with a growth in the number and the rate of high schools participating in the concurrent enrollment program, the Committee has set a target of 34.6 percent of all high school juniors and seniors taking part in concurrent enrollment. The group aims to increase the rate of success for students passing all of their concurrent enrollment courses from 59 percent in 2010-2011 to 75 percent in 2017-2018, assuming that supports for students have also been increased. Ideally, supports would be provided to students in the form of structured and sequenced concurrent enrollment programs.

In helping to close the participation and success gaps across subgroups identified in concurrent enrollment programs, we encourage the state to set numeric goals for different race and ethnic subgroups, and low-income, special education and English language learner status. Furthermore, the state should consider setting goals to ensure equitable geographic representation in concurrent enrollment.

POLICY RECOMMENDATIONS

Our policy recommendations reflect JFF's best judgment for developing a state-level strategic vision and supportive policy conditions that build upon existing partnerships between districts and colleges to offer college course-taking to a broader range of students. Members of the committee identified these recommendations as priorities viewing them as essential to establishing a range of early college options designed to improve the integration of high school and college experiences at the secondary level. The recommendations are based on the policies of exemplar states and lessons learned from Colorado's Early Colleges, ASCENT and other college in the high school pathways.

With the growth of concurrent enrollment in Colorado due in large part to districts' willingness to use their per pupil operating revenues to support college course-taking in

¹ These figures are based on the number of 458 high schools present in Colorado in 2010-2011. However, we expect the number of high schools in Colorado to increase during the upcoming years, especially with the implementation of the Dropout Recovery Act passed during the 2012 state legislative session.

high school, access to concurrent enrollment remains unequal and preparation systems that get students ready for early college course work are underdeveloped. Though time did not permit the stakeholder committee to fully examine the best funding options to support early college designs, members agreed the state's ability to use concurrent enrollment as a high impact, scalable strategy for improving college readiness and postsecondary success will likely be constrained by resource concerns.

Colorado's adoption of the following policy recommendations would send a strong signal to high schools and colleges that using concurrent enrollment to create and support a range of early college designs for underserved youth is a state priority that will be recognized and rewarded. The recommendations contained in this report will further ensure that state investments in early college schools and college course costs for high school students will continue to yield the expected returns.

1. The State Board of Education should establish a transparent application process for a secondary school to request designation as an Early College.

Subject to State Board of Education approval, a protocol developed by CDE will require applicants seeking designation as an early college to submit a curriculum outlining the path for a student to complete an associate's degree or 60 credits toward a postsecondary credential. Applicants will further be required to submit a signed board resolution from the authorizing district or institute.

Rationale:

The Concurrent Enrollment Programs Act includes a definition of "early college" and provides the State Board of Education with the authority to designate a secondary school that provides only a curriculum that is designed in a manner that ensures that a student who successfully completes the curriculum will have completed either an Associate's Degree or 60 credits toward the completion of a postsecondary credential as an early college. However, an approval process was not established in statute or code. Anecdotal evidence suggests high schools and partnering institutions lacked clarity about the key components of the model and the requirements for establishing schools.

2. The Concurrent Enrollment Advisory Board should develop guidance for use by schools, districts and institutions of higher education on an array of recommended student support services that should be integrated into their program of study. Such services, along with specified roles and responsibilities for delivery should be included in all cooperative agreements.

Rationale:

Concurrent enrollment programs, which seek to provide an on-ramp to college for first-generation and underrepresented students, require strong secondary-postsecondary partnerships where both systems take responsibility for students and provide support systems to assist in these students academic and social development. Effective supports often include academic assistance, tutoring, advisors, college success classes incorporating basic study and organizational skills and summer bridge courses and the designation of program liaisons to facilitate the delivery of such supports.

3. *The state should explore the feasibility of altering the administration deadlines of the ASCENT program to provide districts with greater predictability of funding.*

Rationale:

One of the challenges associated with the ASCENT program from a student perspective is the timing of when a state-level funding decision is made as required by statute, “On or before June 1, the state board of education shall determine and report to the department how many qualified students the department may designate as ASCENT program participants from each local education provider for the following school year.”

Other deadlines associated with the college process, such as admissions and financial aid commitments for four-year institutions of higher education typically occur in May of the student’s senior year in high school. This misalignment of timelines means that students who plan to participate in the program are often informed after the higher education commitment deadlines. A student could potentially be put in the position to reject scholarship, financial aid and admissions offers in hopes that they will be funded through the ASCENT program.

4. *The state should provide school districts, on a pilot basis, the flexibility to enroll a student as early as grade 9 in one or more Basic Skills courses at an institution of higher education through the Concurrent Enrollment Programs Act.*

Rationale:

Basic Skills courses may provide the foundation many students need to achieve postsecondary success. Schools and districts need the flexibility to offer remediation classes as early as the ninth grade so that students leaving high school will be ready to attend credit bearing college level classes by the time they complete their senior year. With this structural change, district and schools may offer students hope that if they work hard and complete the required remediation

then they will be college ready when they leave high school. Moreover, the change does not mandate that a school offer remediation as early as the freshman year; it simply gives schools the option. Remedial courses would remain COF eligible and would not be counted against a student's lifetime credit hour limit.

An intensive early remediation pilot launched by Colorado GEAR UP, which offers students three levels college remedial courses in high school, may yield important information about the effectiveness of this strategy.

5. *The state should develop capacity-building vehicles within CDE to provide support to high schools, districts and postsecondary institutions participating in concurrent enrollment, ASCENT, Early College and other 9-13 acceleration approaches. Dedicated staff would be responsible for but not limited to:*

- *Developing and disseminating information about best practices, resources and model early college designs*
- *Building awareness of the benefits of such strategies and programs including exploring the feasibility of utilizing College in Colorado to provide outreach*

Rationale:

States which have successfully implemented the largest number of early colleges and early college experiences for all students have been aided by having an intermediary or state-level entity that takes primary responsibility for conceptualizing, guiding and providing technical assistance to schools, districts and colleges to help them organize 9-13 partnerships. This function is sometimes performed by personnel within an office of college-readiness at a state department of education, department of higher education or a public/private nonprofit intermediary.

6. *The state should develop mechanisms for providing public recognition to high schools and postsecondary institutions that are increasing the participation and success of low-income and other underserved students through concurrent enrollment, ASCENT and other acceleration programs.*

Rationale:

Education pathways that integrate college courses into the high school course of study have been shown to be an effective college readiness strategy. Providing recognition or rewards to high schools and colleges for student performance as indicated by completion of first-year college courses while they are in high school will acknowledge their success and raise the visibility of such strategy and encourage their adoption more widely. Special recognition should be given to schools and institutions that show success for economically disadvantaged students and over-aged, under-credited students who are back on track to high school graduation and transitioning into college courses.

7. State and district accountability systems should include postsecondary remediation rates as a measure of postsecondary/career readiness.

Rationale:

Including remediation rates as a measure of postsecondary/career readiness in K-12 accountability systems will provide concrete information back to school systems about whether or not they are truly graduating students who are postsecondary and workforce ready. Even more importantly, districts should be provided with detailed information about the specific academic areas of weakness students exhibit on placement exams, regardless of which exam is administered, so districts can make informed decisions about improving instruction in those areas. Ultimately, bridging the information gap between school districts and institutions around student remediation rates will help the state achieve its goal of increasing the number of low-income and underprepared students who graduate from high school and enroll in and be successful in college.

8. Colorado's Individual Career and Academic Plan should be used with greater intentionality.

Rationale:

Individual Learning Plans can be powerful tool for increasing graduation rates by assisting students and their parents/guardians in developing and maintaining a personalized education plan to ensure readiness for postsecondary and workforce success. Despite a provision in the Concurrent Enrollment Programs Act, which requires college coursework be directly related to their Individual Career and Academic Plan (ICAP), questions remain as to whether these plans are being utilized to their fullest extent. ICAP could be used to ensure greater connectedness between secondary and postsecondary education by incorporating credit-bearing college courses into an intentional sequence of courses, which reflect progress toward students postsecondary, and workforce

objectives and adding grade-level seminars/advisory classes into the school schedule.

- 9. The State should ensure that concurrent enrollment and early college concepts are incorporated into proposed Postsecondary Workforce Readiness (PWR) endorsed diploma.*

Rationale:

The State Board of Education and the Colorado Commission on Higher Education have defined postsecondary and workforce readiness as the knowledge, skills and behaviors essential for high school graduates to be prepared to enter college and the workforce and to compete in the global economy. To be designated as postsecondary and workforce ready, secondary students shall demonstrate that they possess the content knowledge, learning and behavior skills have been achieved without the need for remediation. Earning college credits through concurrent enrollment courses should be included in the PWR criteria.

- 10. The state should consider license endorsement or license renewal incentives to encourage more teachers to become credentialed to teach concurrent enrollment courses.*

Rationale:

One strategy that significantly lowers the cost of concurrent enrollment is to offer college courses on the high school campus taught by high school teachers. This delivery model is also utilized by high schools that do not have a 2 or 4-year postsecondary institution in close proximity. However, some Colorado high schools have been hampered in their efforts to use their own faculty because many high school teachers do not possess a master's degree in the subject area they are teaching.

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EDUCATION FOR ECONOMIC OPPORTUNITY

APPENDIX A

**COLORADO CONCURRENT ENROLLMENT BENCHMARKING:
SUBMITTED TO THE COLORADO STAKEHOLDERS MEETING
October 2012**



JOBS FOR THE FUTURE

- ✓ **Establish a baseline** of college-level course taking and concurrent credits earned among low-income and other student groups.
- ✓ **Set intermediate benchmarks and five-year goals** for increasing the number of such high school students (11th or 12th graders) enrolling in and completing college courses in high school, as well as AP and IB courses.

Data Sources for Establishing Colorado State Concurrent Enrollment Baselines

- Data on concurrent enrollment participation and success was provided to JFF by the Colorado Department of Education and the Colorado Department of Higher Education.
- At the request of JFF, the DHE was able to match data records across K-12 and higher education for the state's Concurrent Enrollment Program (CEP) on student demographics and course outcomes.
- CDE provided JFF with data on state 11th and 12th grade student enrollment, also disaggregated by student demographic characteristics.
- Additional information was obtained from: Colorado Department of Higher Education (DHE) and the Colorado Department of Education (CDE). 2012, March. *Annual Report on Concurrent Enrollment for 2010-2011 School Year*. Author:

- ✓ **Methodology for Setting intermediate benchmarks and five-year goals**
 - May 10, 2012—JFF State Policy team initial meeting with data representatives from the Department of Higher Education and Department of Education regarding the data available in Colorado and the data necessary for completion of the benchmarking and goal setting process.
 - May 22, 2012—JFF State Policy team submits a formal data request to both DHE and CDE, summarizing information discussed at the in-person meeting.
 - June 2012—Present 2012—Ongoing correspondence between JFF and both agencies to ensure the accuracy of the data available.
 - July and August Colorado Stakeholders Meeting---JFF presents information to the Stakeholders on student access and success in concurrent enrollment, with a special emphasis on student participation in CEP.
 - Goals will be established beginning in 2013-2014, as the 2012-2013 is set to began this past week in Colorado.
 - Documentation of assumptions in support of establishing 5-year goals.

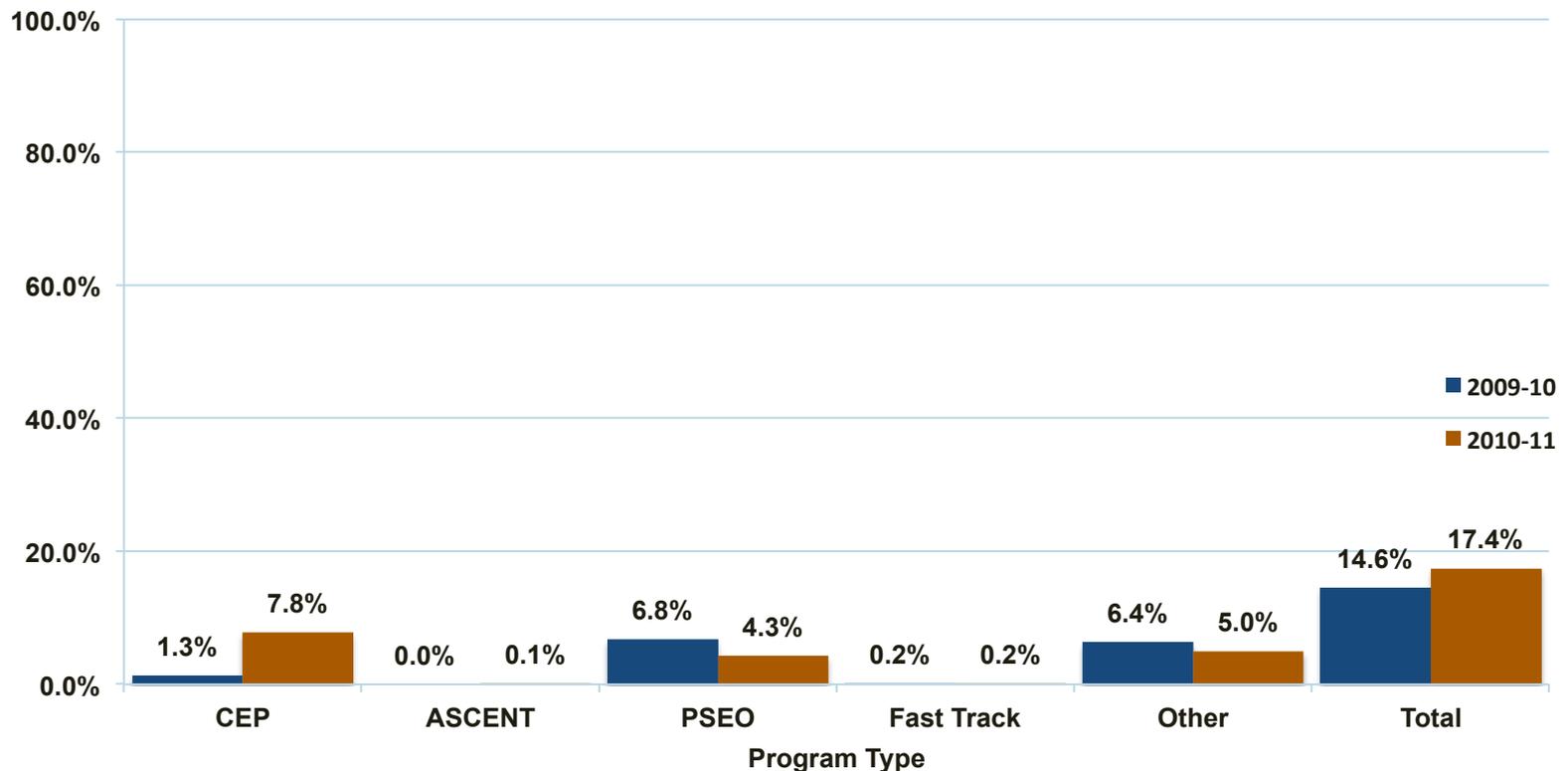
Finding #1:

*****Colorado is an emergent leader in a growing national movement to expand student participation in concurrent enrollment programs.*****

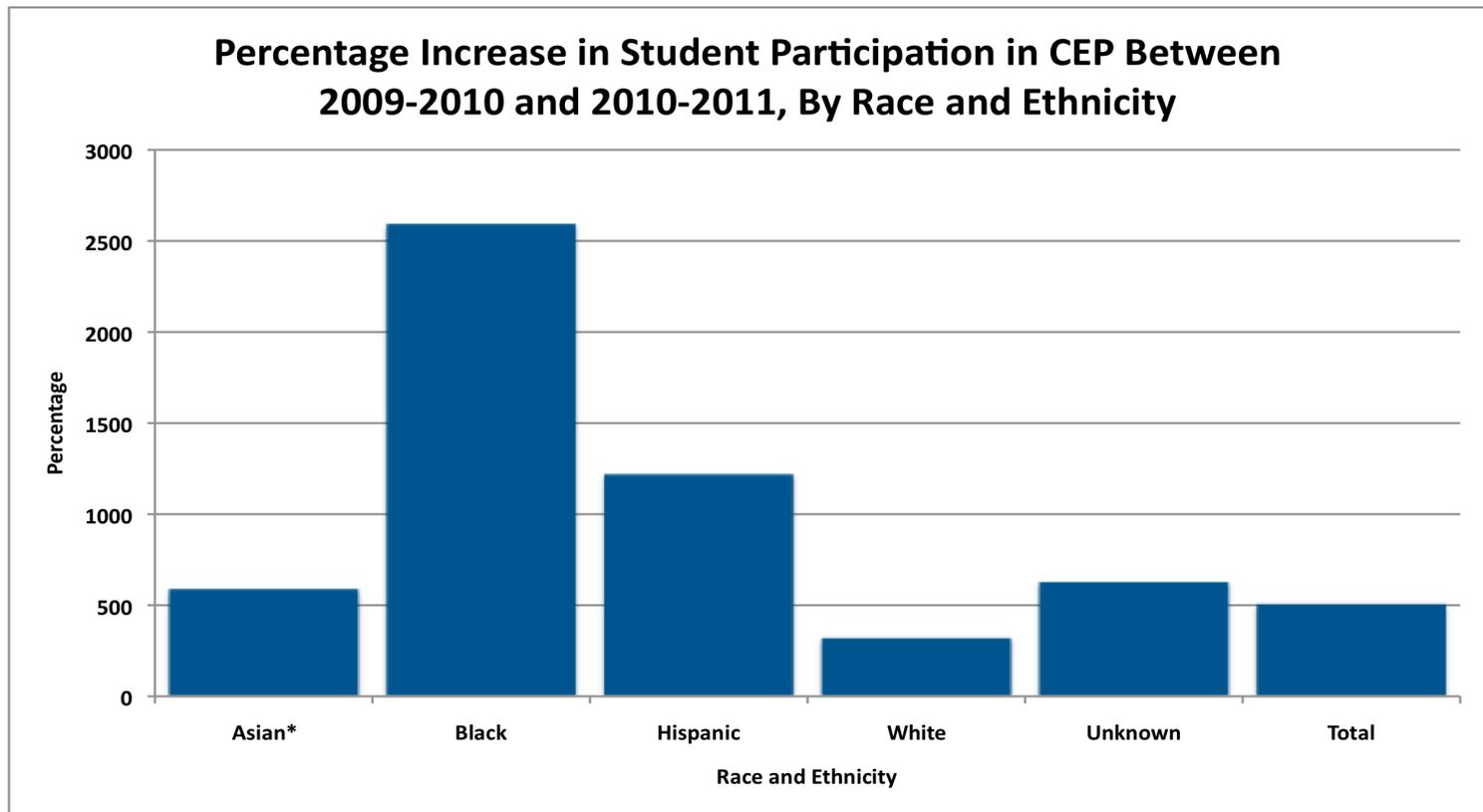
- The state participation rate across the state exceeds that of other national leaders, such as Texas, where participation stood at 16% in 2010-2011 (cite).
- The Concurrent Enrollment Act (2009) is consistent with effective concurrent enrollment policies nationally. Its purpose is to increase access to higher education to historically underrepresented student groups.

*****Colorado has Experienced A Dramatic Increase in Concurrent Enrollment Between 2009 and 2010.*****

Percent of All Colorado 11th and 12th Graders in Concurrent Enrollment, By Program Type: 2009-10 and 2010-11



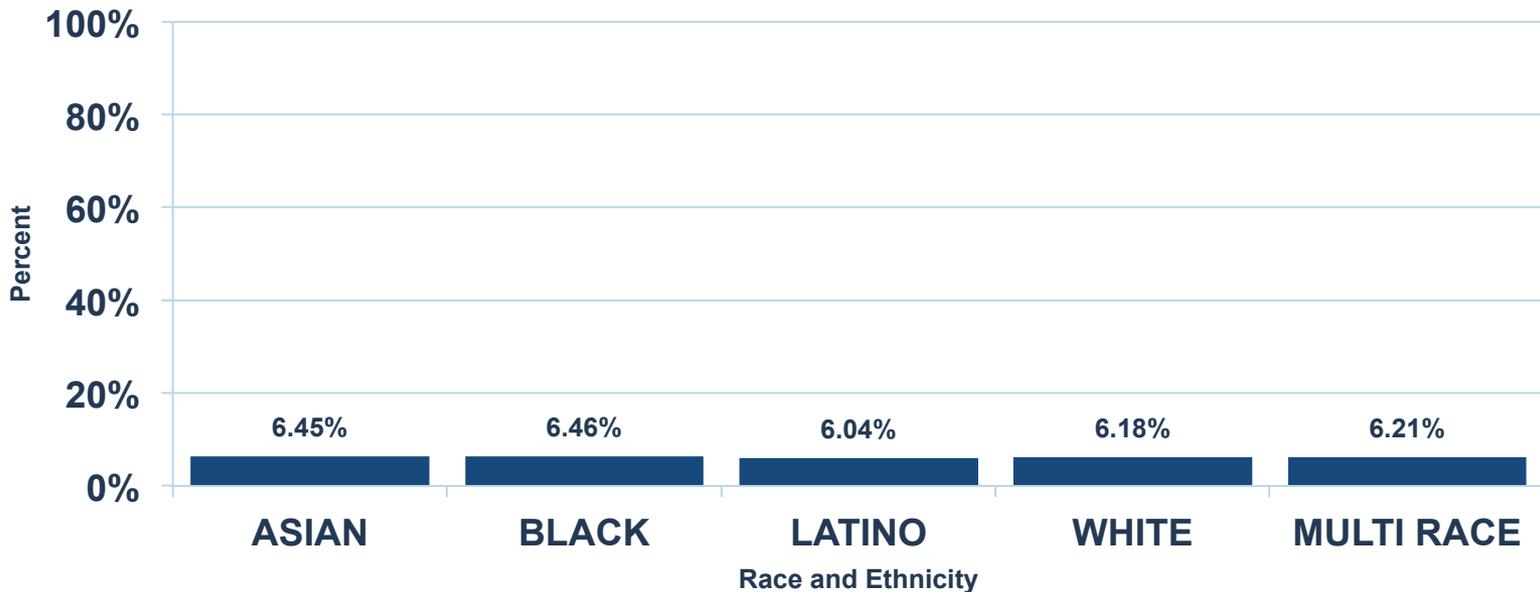
*****The Concurrent Enrollment Program (CEP) appears instrumental in helping to expand student access to concurrent enrollment, particularly for students from underrepresented groups.*****



***Note:** Asian includes Native American/Alaska Native, Hawaiian or Pacific Islander

*****The dramatic increases across different race and ethnic subgroups CEP has resulted in consistent participation rates across all groups. However, the data demonstrates that participation rates for 11th and 12th graders is still relatively low.*****

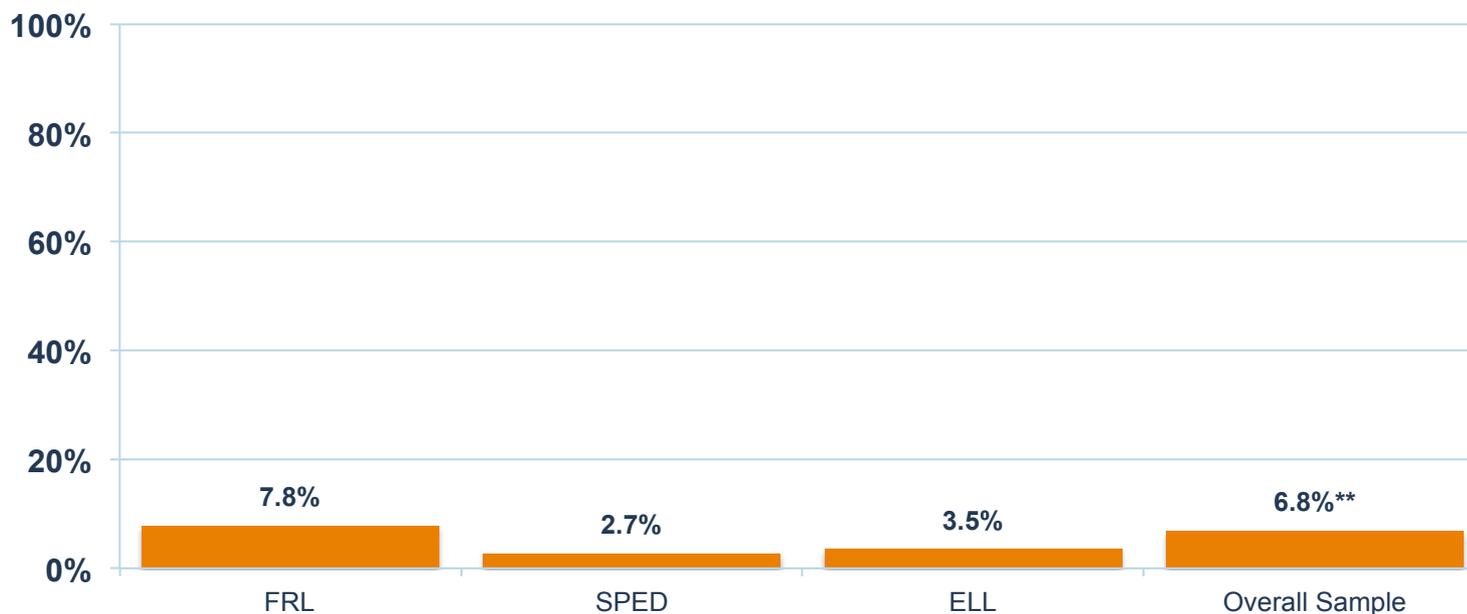
Colorado 11th and 12th Grader Rate of Participation in CEP, By Race and Ethnicity: 2010-2011



Data Provided by *Colorado Department of Education **Colorado Department of Higher Education. THE CEP data does not include the students in ASCENT or Concurrent remedial courses.

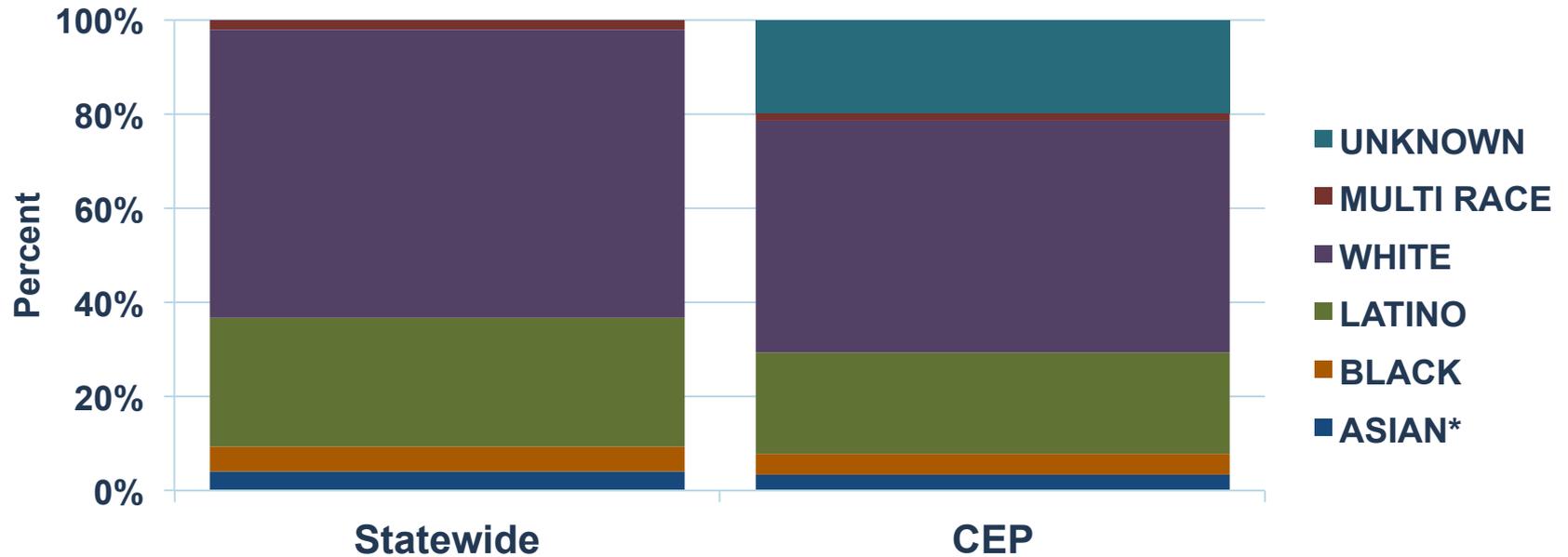
*****Low-Income students have the highest rate of participation among all student subgroups in CEP. On the contrary, the lowest rates of participation are by high school juniors and senior in Special Education and English Language Learners.*****

Colorado 11th and 12th Grader Participation in CEP, by Subgroup: 2010-2011*



Data Source: Data provided to JFF by the Colorado Department of Higher Education and does not include ASCENT or CEP remedial courses. *Based on matched records of 8,161 student records matched across CDE and CDHE. **Based on the number of students in the Concurrent Enrollment Program (CEP) only.

Race and Ethnicity of Students in CEP compared and 11th and 12th Graders: 2010-2011



****Note:** Asian includes Native American/Alaska Native, Hawaiian or Pacific Islander

Table Summary: Race and Ethnicity of Students in CEP compared and 11 th and 12 th Graders in 2010-2011							
	ASIAN	BLACK	LATINO	WHITE	MULTI RACE	UNKNOWN	TOTAL
State	4.03%	5.25%	27.47%	61.06%	2.19%	0.00%	119,206
CEP	3.29%	4.29%	20.99%	47.70%	1.72%	19.13 S%	9,423

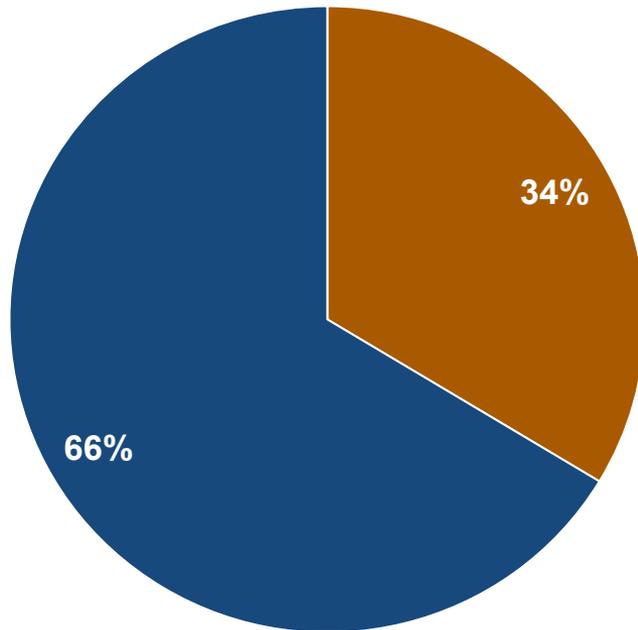
STUDENT PARTICIPATION IN CONCURRENT ENROLLMENT

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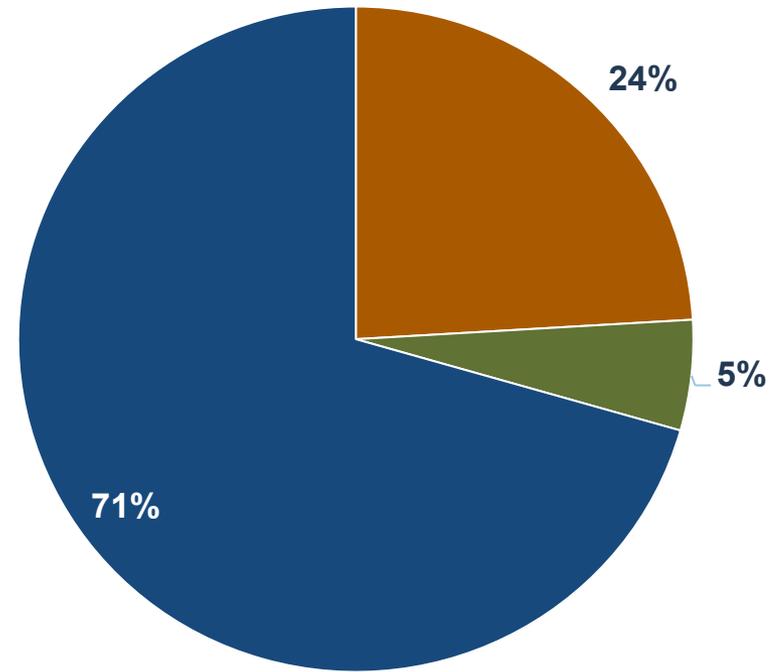
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Percent of All Students in Concurrent Enrollment Program (CEP) Eligible for Free and Reduced Lunch (FRL): 2010-2011
(N= 8,161 students)**



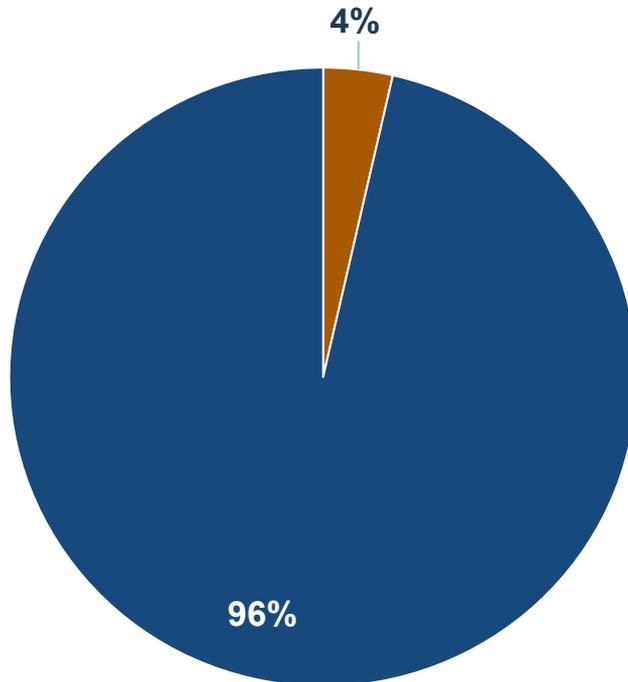
■ FRL ■ Non FRL

**Percent of all 11th and 12th Graders Eligible for Free and Reduced Lunch: 2010-2011*
(N=119,206 students)**



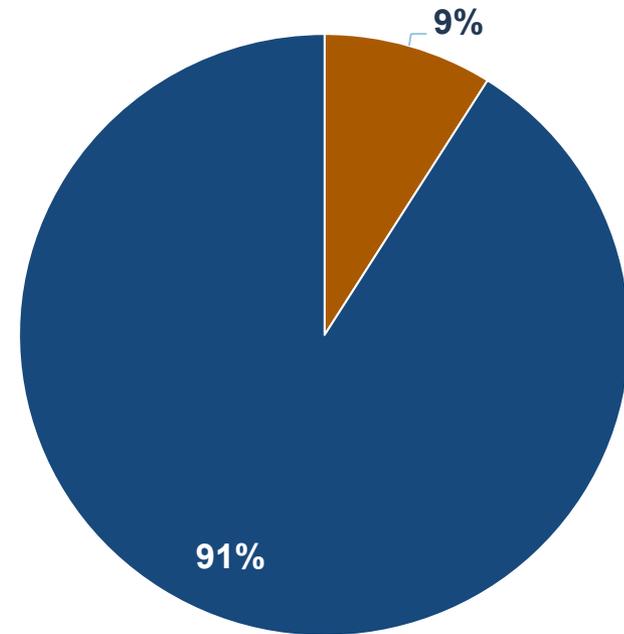
■ FREE LUNCH ■ REDUCED LUNCH ■ NON-FRL

Percent of All Students in Concurrent Enrollment Programs (CEP) Designated Special Education: 2010-11 (N= 8,161)**



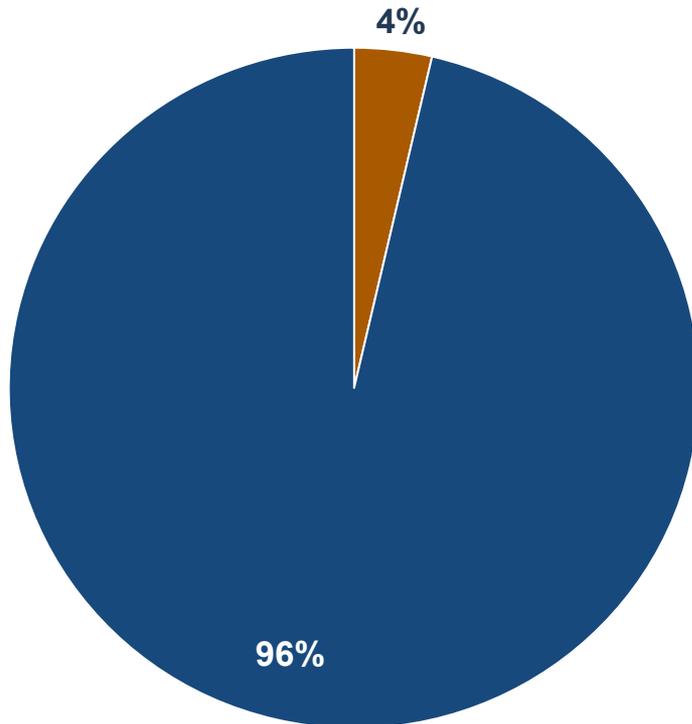
■ Special Ed ■ Non-Special Ed

Percent of All Students in Grades 11th and 12th Designated Special Education: 2010-2011* (N=119,206 students)



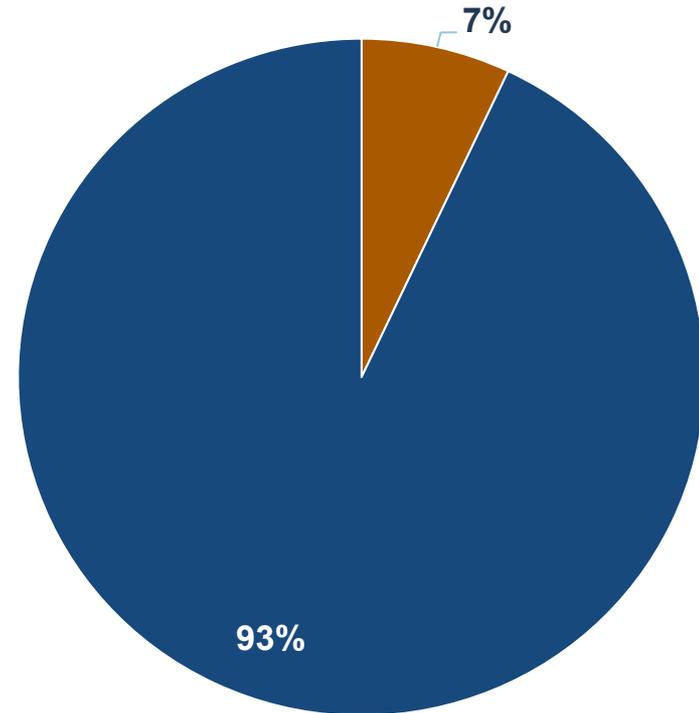
■ SpEd ■ Non SpEd

**Percent of CEP Students Designated English Language Learners (ELLs):
2010-11**
(N=8,161)**



■ ELL ■ Non-ELL

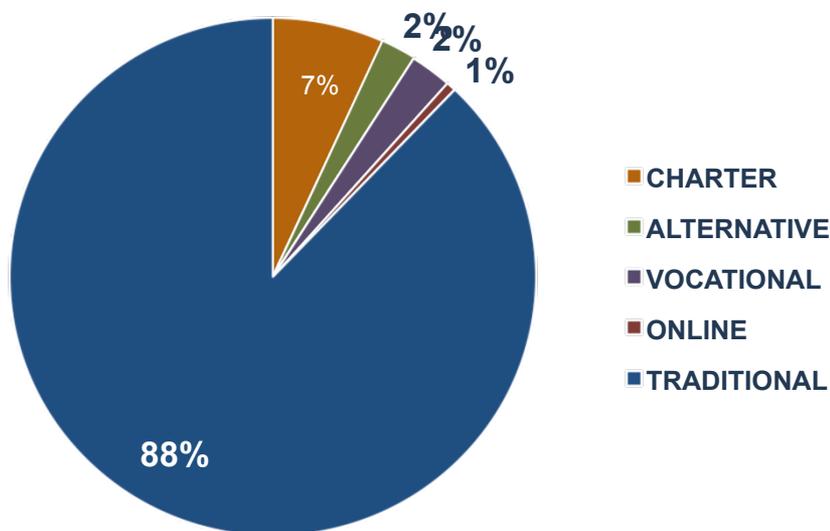
**Percent of 11th and 12th Grade Students Designated English Language Learners (ELLs): 2010-2011
(N=119,206)**



■ ELL ■ NON-ELL

NEED ADDITIONAL DATA ON 11TH AND 12TH GRADE STUDENT ENROLLMENT, BY SCHOOL TYPE

Students in Colorado Concurrent Enrollment Program (CEP), By School Type: 2010-2011
(N=8,161 students)



Data Provided by the Colorado Department of Higher Education. The CEP data does not include ASCENT or Concurrent remedial courses.

Concurrent Enrollment Program (CEP) Partnerships (2010-2011)

- In 2010-2011, **12 postsecondary institutions** in Colorado have collaborative agreements with high schools across the state.
 - 5 community colleges with the highest enrollments in CEP accounted for 65.9% of all CEP students.
- **243 (out of 458) high schools** in the state, or about 53.1% of all high schools, participated in CEP.
- **4 public school districts** account for 24.1% of all CEP participants.

Achievements of the Concurrent Enrollment Program (CEP)

- **EXPANSION.** Dramatic increase in numbers of students in CEP in only one year
- **REACHING TARGET POPULATION.** Greatest gains among students of color; also reaching low-income.
- **ENGAGING** more districts, high schools and community college

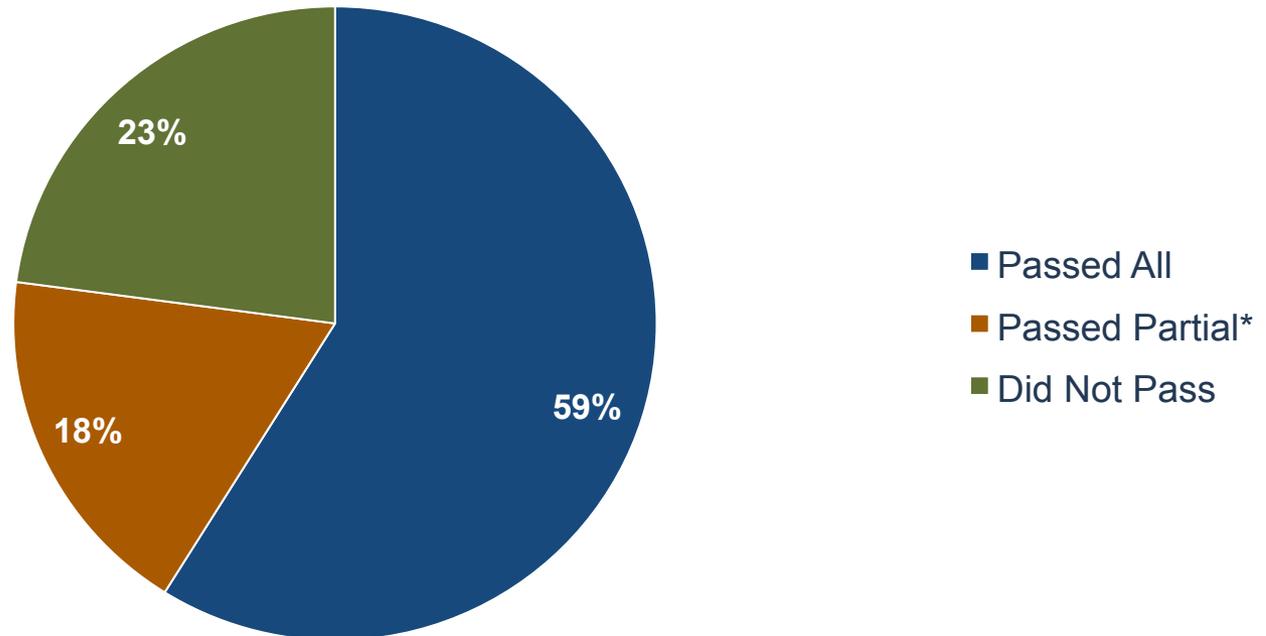
Challenges of the Concurrent Enrollment Program (CEP)

- Overall participation numbers across **all** student groups remains low.
- Especially among groups: ELL, SPED, and alternative education students.

Finding #2:

*****Emerging data from the Concurrent Enrollment Program (CEP) is promising in that it suggests future expansion of access to more students from underrepresented groups. However, completion data in Colorado indicate that, although rates of passing rates might be higher than for traditional student populations, there is still much room for improvement, especially as it relates to closing success gaps.*****

Concurrent Enrollment Program (CEP) Student Success Rates: 2010-2011 (N=9,261)



Data Source: Data provided to JFF by the Colorado Department of Higher Education.

**Passed Partial category includes students who took multiple concurrent enrollment courses, passed some courses and not others. On average, these students took two courses, so this category can be read as students who passed at least one concurrent enrollment course or students who failed at least one concurrent enrollment course.*

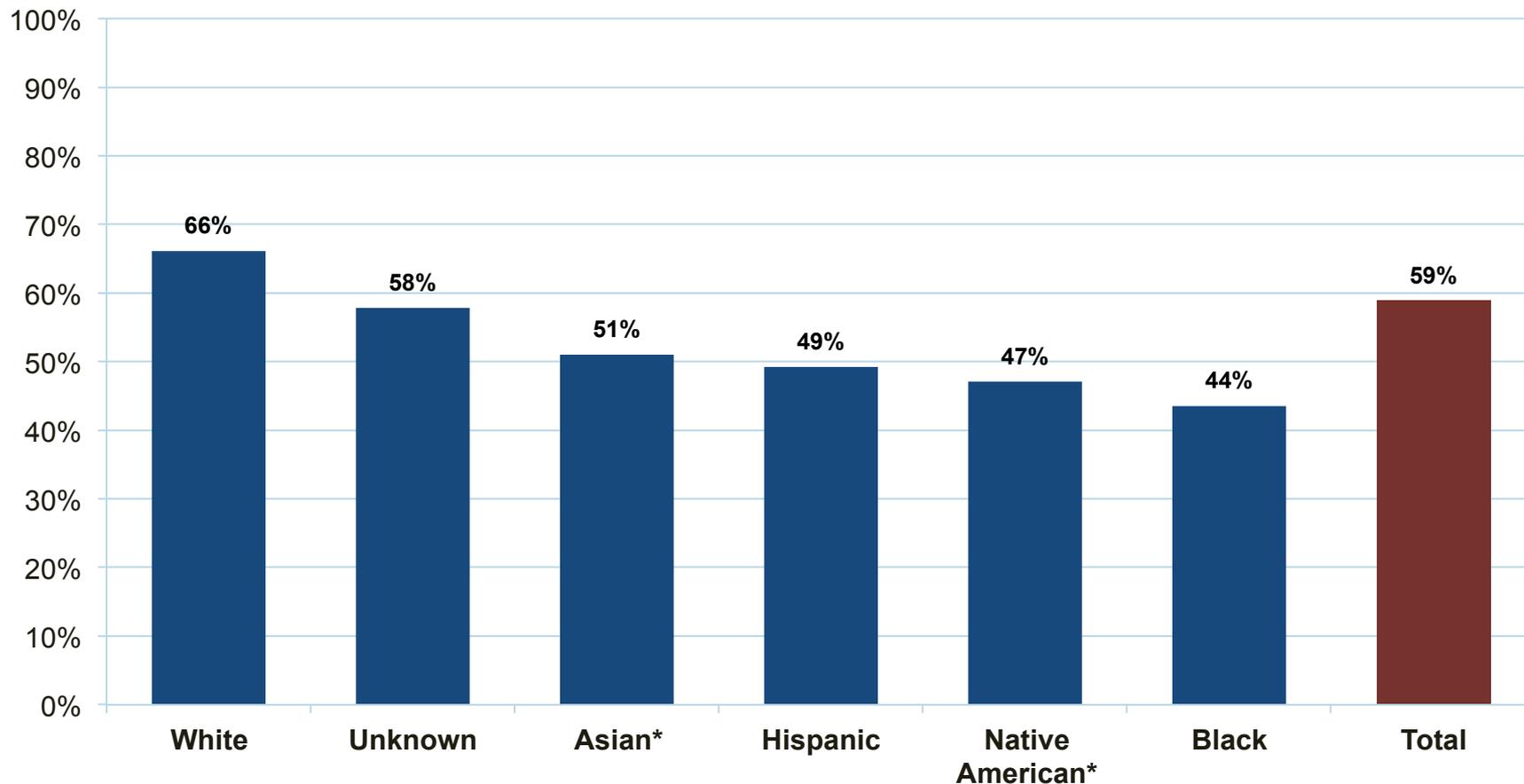
STUDENT SUCCESS IN CONCURRENT ENROLLMENT PROGRAM (CEP)

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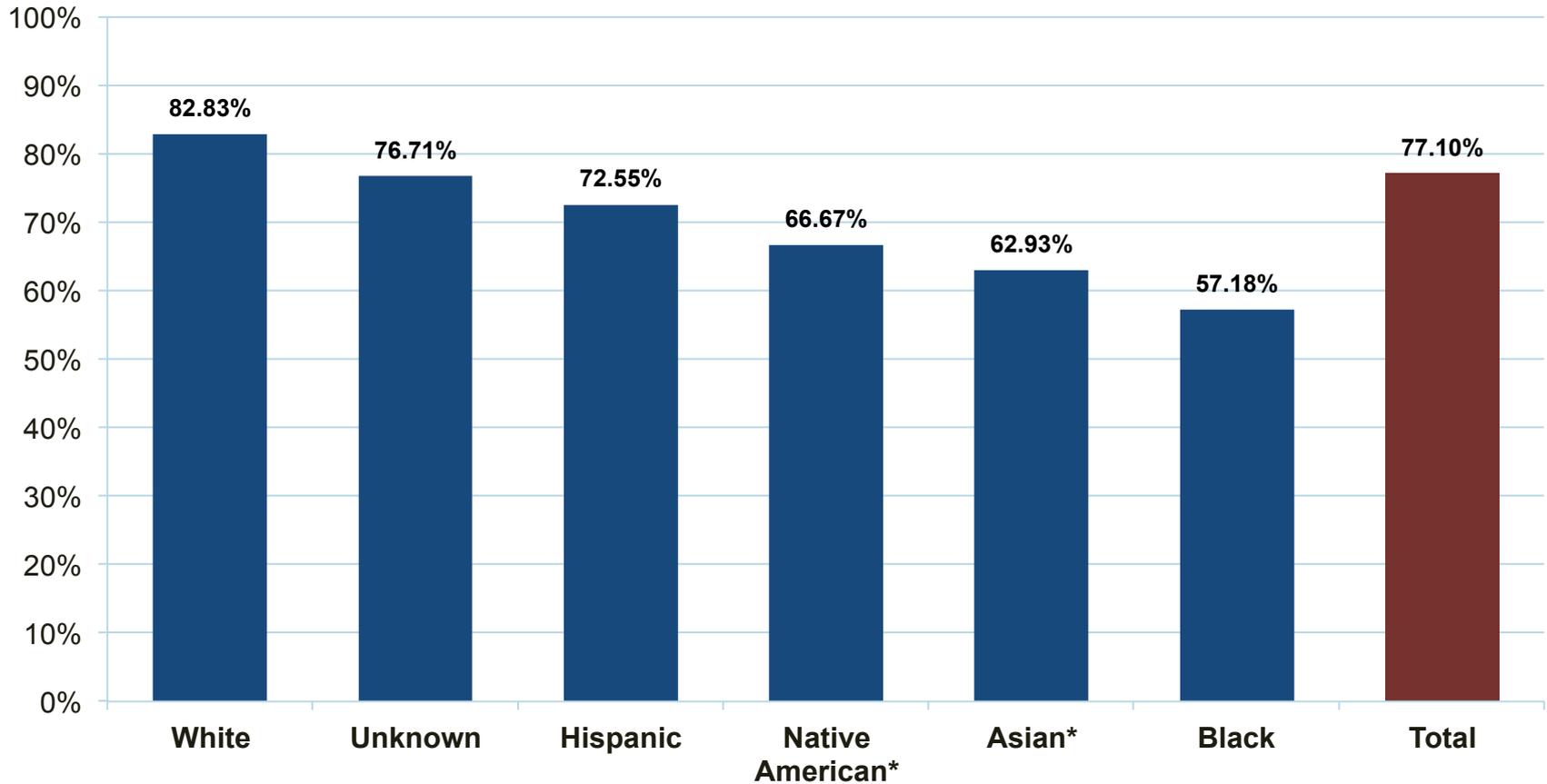
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Percent of CEP Students Passing All College Courses, By Race: 2010-2011



Data Source: Data provided to JFF by the Colorado Department of Higher Education and does not include ASCENT or CEP remedial courses. *Asian category includes Hawaiians and Pacific Islanders. Native American Category Includes Alaskan Natives.

Percent of CEP Students Passing At Least One College Course, By Race and Ethnicity: 2010-2011



Data Source: Data provided to JFF by the Colorado Department of Higher Education and does not include ASCENT or CEP remedial courses. *Asian category includes Hawaiians and Pacific Islanders. Native American Category Includes Alaskan Natives.

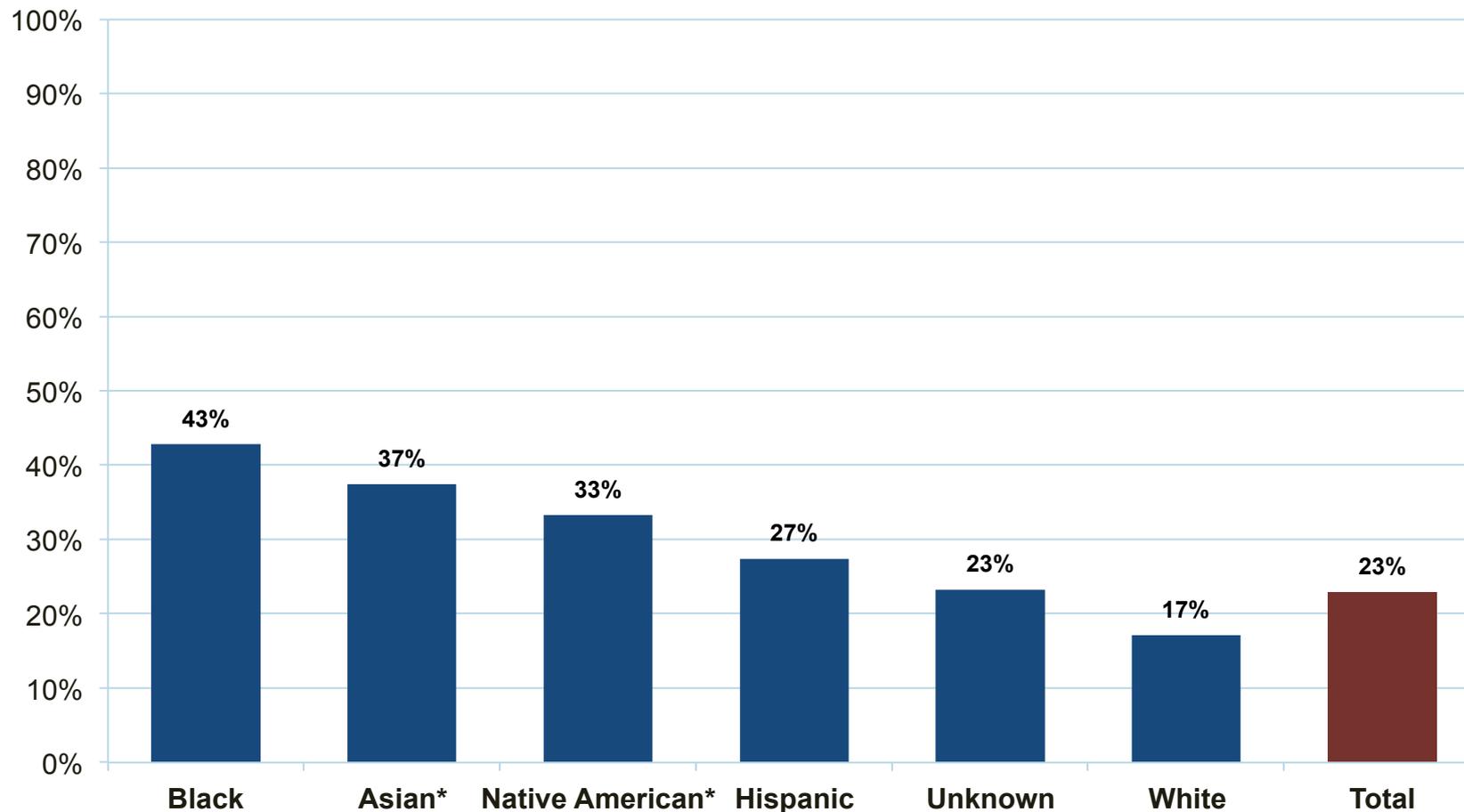
STUDENT SUCCESS IN CONCURRENT ENROLLMENT PROGRAM (CEP)

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Percent of CEP Students Failing All College Courses, By Race: 2010-2011



Data Source: Data provided to JFF by the Colorado Department of Higher Education and does not include ASCENT or CEP remedial courses. *Asian category includes Hawaiians and Pacific Islanders. Native American Category Includes Alaskan Natives.

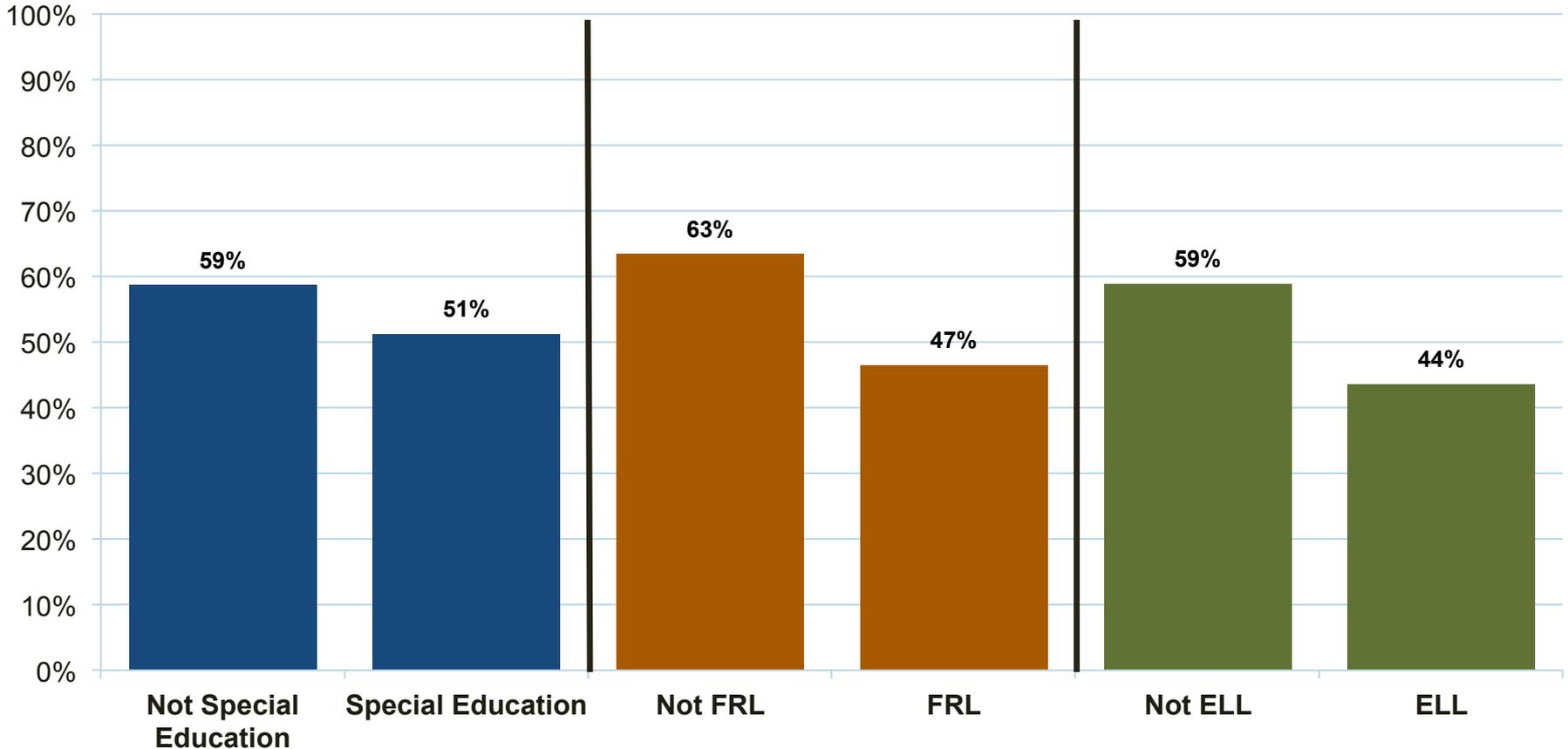
STUDENT SUCCESS IN CONCURRENT ENROLLMENT PROGRAM (CEP)

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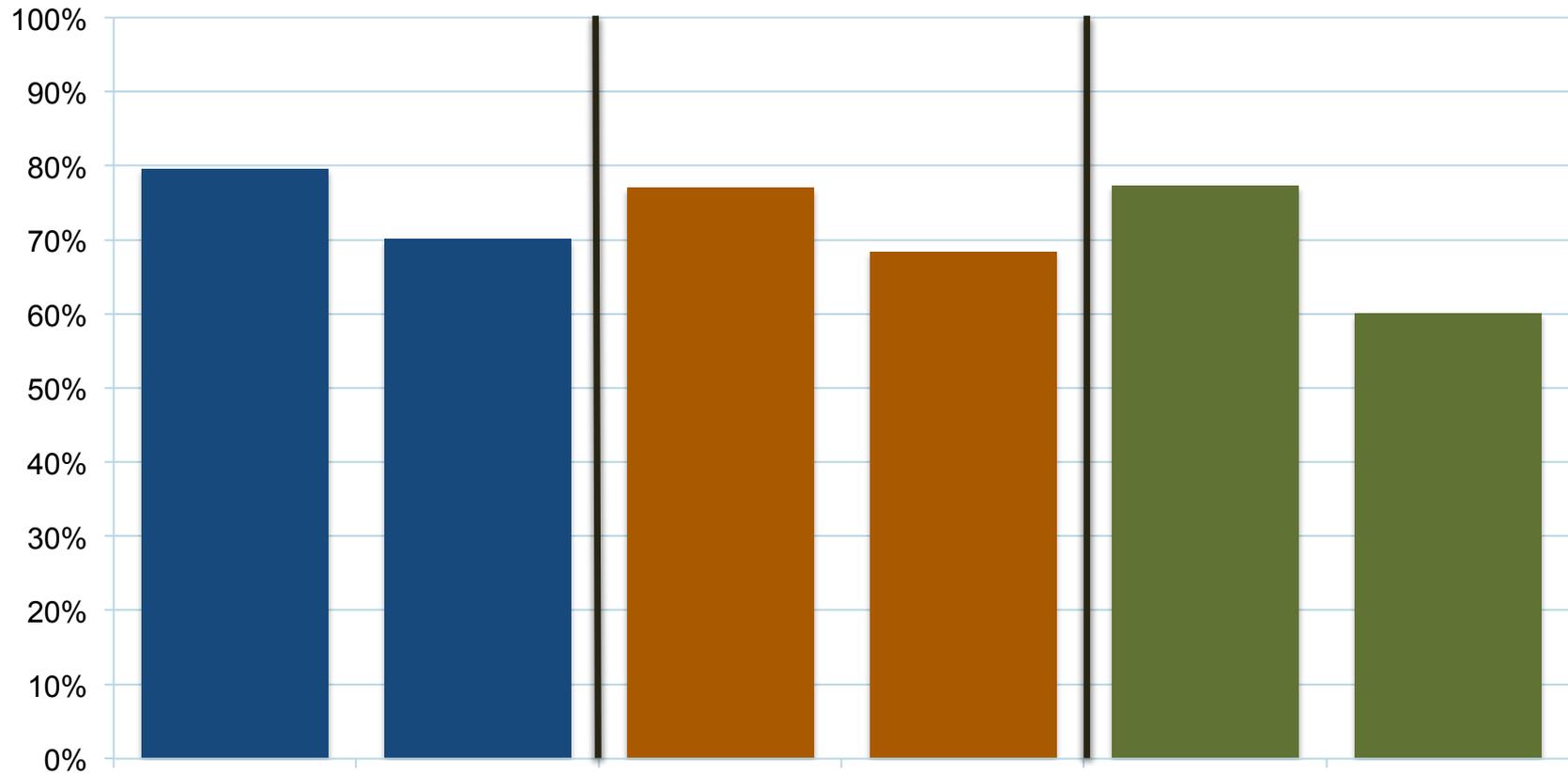
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Percent of All CEP Students Passing All College Courses, By Student Subgroup:
2010-2011*



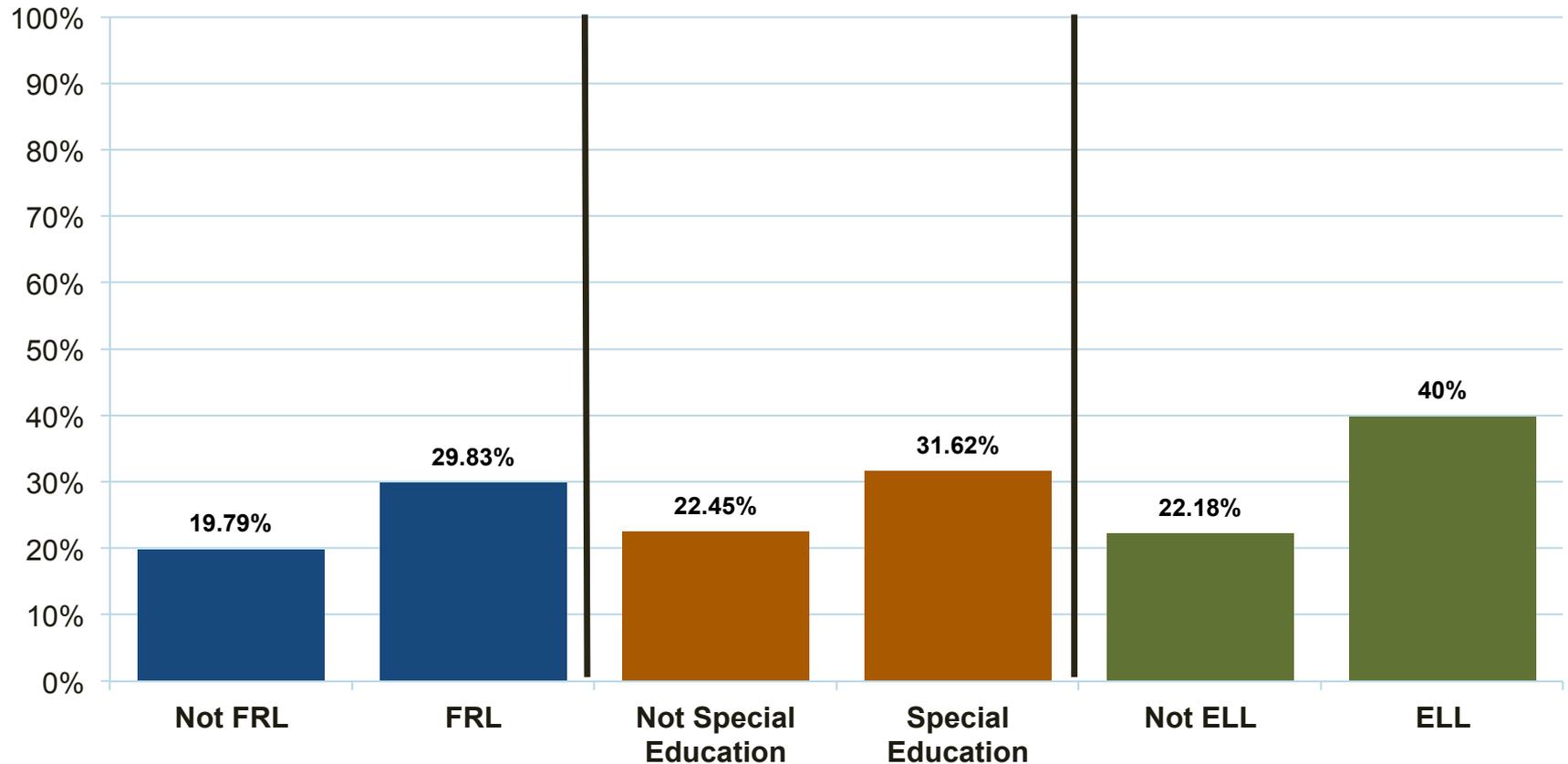
Data Source: Data provided to JFF by the Colorado Department of Higher Education and does not include ASCENT or CEP remedial courses. *Based on matched records of 8,161 student records matched across CDE and CDHE.

Percent of All CEP Students Passing At Least One College Course, By Student Subgroup: 2010-2011*



Data Source: Data provided to JFF by the Colorado Department of Higher Education and does not include ASCENT or CEP remedial courses. *Based on matched records of 8,161 student records matched across CDE and CDHE.

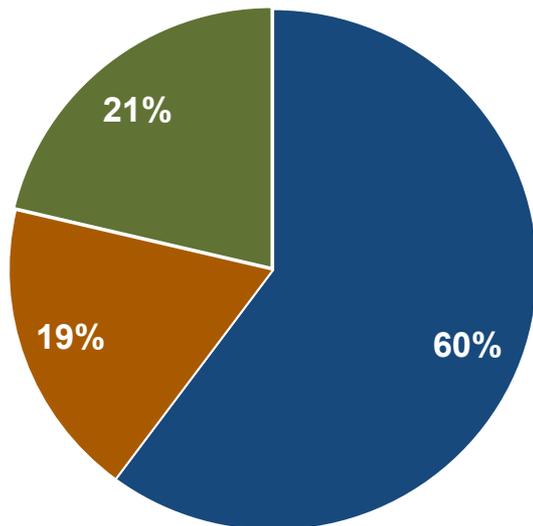
Percent of All CEP Students Failing All College Courses, By Student Subgroup: 2010-2011*



Data Source: Data provided to JFF by the Colorado Department of Higher Education and does not include ASCENT or CEP remedial courses. *Based on matched records of 8,161 student records matched across CDE and CDHE.

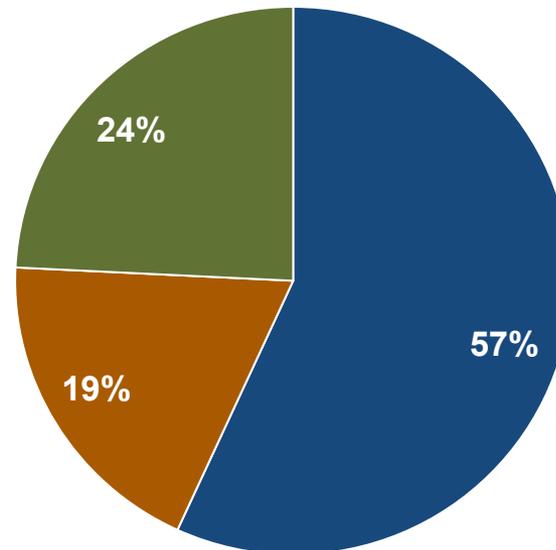
Percent of CEP Students Passing *All* Concurrent Enrollment Courses, By Gender: 2010-2011

Female
(N=4,866)



- Passed All
- Passed Partial
- Did Not Pass

Male
(N=4,318)

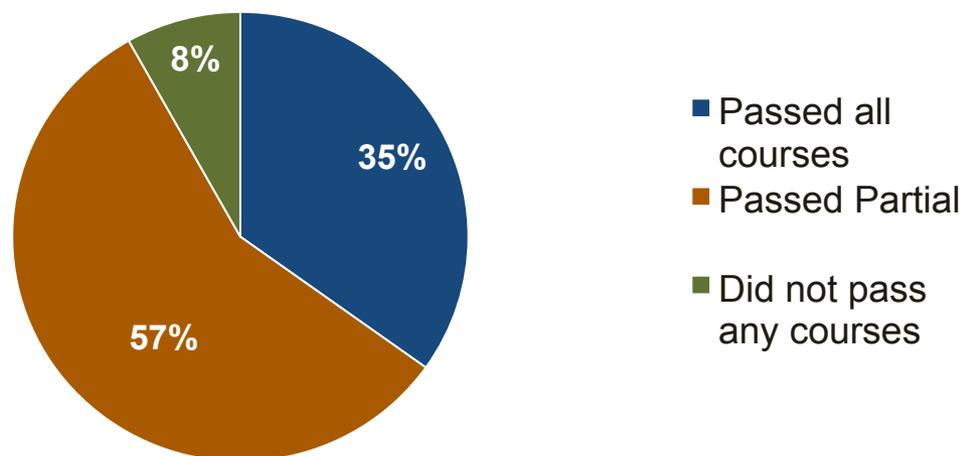


- Passed All
- Passed Partial
- Did Not Pass

*****The number of students in ASCENT passing all of their courses is lower than the number of students passing courses under CEP. However, this may be the result of students' full-time student status. This may raise concerns about the ASCENT students needing more support, especially for those entering the community college system for the first time after earning their credits at the technical institute.*****

Ascent Student Success Rates: 2010-2011 (N=87)

*



Data Source: Data provided to JFF by the Colorado Department of Higher Education.

**Passed Partial category includes students who took multiple concurrent enrollment courses, passed some courses and not others. On average, these students took two courses, so this category can be read as students who passed at least one concurrent enrollment course or students who failed at least one concurrent enrollment course.*

- Current completion rates do raise concerns, but provide an opportunity to re-examine programming.
- Differences in completion rates for specific populations provide evidence that lack of supports may be a major reason that completion rates are low.
- More supports could raise completion rates.
- More data is needed about what courses students are taking and the associated student outcomes.

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EDUCATION FOR ECONOMIC OPPORTUNITY

APPENDIX B SETTING INTERMEDIATE AND FIVE-YEAR CONCURRENT ENROLLMENT GOALS

October 2012



JOBS FOR THE FUTURE

- ✓ **Establish a baseline** of college-level course taking and concurrent credits earned among low-income and other student groups.
- ✓ **Set intermediate benchmarks and five-year goals** for increasing the number of such high school students (11th or 12th graders) enrolling in and completing college courses in high school, as well as AP and IB courses.

- Goals will be established beginning in 2013-2014. This takes into account to the 2012-2013 has already begun this past week in Colorado. Therefore, the goal-setting process will stretch to the 2017-2018 academic school year, instead of ending at the 2015-2016.
- The Committee determine to set goals grounded more in the reality of what they believe will happen in the state over the course of the next five years, especially with the impact of new policy passed during the state legislative session in 2012.
- The Committee has also decided to set baselines using the metric of annual percentage increases.
- The short-term strategy is to maximize participation “amongst friends,” or schools and districts already offering concurrent enrollment.
- The long-term strategy is to help recruit concurrent enrollment skeptics and areas that have difficulty offering such programs.
- The goals are based on high school students in 11th and 12th grade.

Five-Year State Goals For 11th and 12th Grade *Participation in Concurrent Enrollment*

	BASELINE YEARS			5-YEAR GOALS				
	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
Rate (%)	17.4	11.8	14.6**	18.6	22.6	26.6	30.6	34.6
No. (#)	20,117	14,227*	17,867	23,138	28,577	34,190	39,980	45,953
Total 11 th and 12 th Grade Enrollment	119,206	120,391	≈122,377#	≈124,396#	≈126,449#	≈128,535#	≈130,656#	≈132,812#

*Note: (1) Total number of students participating in concurrent enrollment in Colorado, including Fast Track, PSEO and other programs. (2) In 2009-2010, total 11th and 12th grade was 116,490 students and the total number of students in concurrent enrollment was 17,006. **Based on calculating the average percentage rate for 2009-2010, 2010-2011 and 2011-2012. #Calculated by taking the average of the enrollment growth rate from the 2009-2010 academic year to 2011-2012, which was 1.65%.

Additional Assumptions Underlying Goals

- The goals set for overall state participation in concurrent enrollment do not incorporate short- and long-term strategies identified by the Committee. These **strategies** are:
 - The state and/or public institutions of higher education will engage in a strategy to increase the supply of dual enrollee teachers who could qualify to teach concurrent enrollment courses to high school students.
 - Short-term strategy is to maximize participation “amongst friends,” or schools and districts already offering concurrent enrollment, e.g., increasing concurrent enrollment in the districts with the highest participation rates in concurrent JeffCo, Littleton, Denver, Aurora, etc.
- The goals are based on a **4 percentage-point annual increase in the success rate beginning in Fall 2013**. The average rate of participation for 2010-2011 and 2011-2012 are used as the baseline.

Five-Year State Goals For Success Rates in *At least One Concurrent Enrollment Course*

	BASELINE YEARS			5-YEAR GOALS				
	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
Rate (%)	77.1			77.1**	81.1	85.1	89.1	93.1
No. (#)	7,265*			17,839**	23,176	29,096	35,662	42,782
Note: *This figure is based on the 9,423 students in CEP in 2010-2011. **Figures are calculated using the estimated 5-year and interim goals from the prior slide.								

Additional Assumptions Underlying the Set Goals

- The 77.1% represents students who have passed **at least one of** their concurrent enrollment program courses.
- There might be a chance that in 2012-2013, the percent of students passing all of their courses in CEP, will decrease.
- Increase in success rates assumes that supports for students has also been increased.

Questions For Consideration

- What is the success rate at the community colleges? At some colleges such as Arapahoe, the success rate is about 76% for courses (not students)? Also, should the community college rate be determined by looking at the 1-2 years average of all postsecondary community college success rates of all undergraduates?

Five-Year State Goals For Success Rates in ALL Concurrent Enrollment Courses

	BASELINE YEARS			5-YEAR GOALS				
	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
Rate (%)	59.0			59.0	63.0	67.0	71.0	75.0
No. (#)	5,549*			13,651^	18,003	22,907	28,386	34,465

Note: *This figure is based on the 9,423 students in CEP in 2010-2011. ^Represents the number of total population in all concurrent enrollees in the state passing all courses based on projected interim and five-year goals for overall participation.

Additional Assumptions Underlying the Set Goals

- The 59% represents students who have passed **all** their college courses in the Concurrent Enrollment Program (CEP).
- There might be a chance that in 2012-2013, the percent of students passing all of their courses in CEP, will decrease.
- Increase in success rates assumes that supports for students has also been increased. Ideally, supports would be provided to students in the form of structured and sequenced concurrent enrollment programs.
- Goals are based on a **4 percentage-point annual increase in the success rate beginning in Fall 2013**

Five-Year State Goals For High School Participation in the Concurrent Enrollment Program

	BASELINE YEARS			5-YEAR GOALS				
	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16	2016-17	2017-18
Rate (%)	53.9			55.7	58.5	61.4	64.4	67.5
No. (#)	243*			255	268	281	295	309
* Note: In 2010-2011, there were a total of 458 high schools in Colorado.								

Underlying Assumptions of the Goal Setting Process

- The goals were established using the limited assumption that the total number of high schools in Colorado will remain constant at 458. However, the committee acknowledges the definite likelihood that this figure will increase, especially given the handful of early colleges set to open over the next couple of years alone, and the full-implementation of programs under the Dropout Recovery Act in 2013-2014.
- Goals are based on a **5% annual increase beginning in 2013**, and using data from the 2010-2011 as the baseline year.
- **Strategy.** An underlying assumption is that Colorado will develop and implement an outreach strategy to recruit more rural schools and districts to offer and deliver concurrent enrollment.



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Early College Design Stakeholder Committee (As of 7/12)

Name	Position	Organization	Phone	Email	Constituent Representation
Charles Dukes	Director of College Readiness	Denver Public Schools		4.dukes@gmail.com	
Matt Griswold	Director, College Pathways	GEAR UP	720-987-3843	matthew.griswold@dhe.state.co.us	Guidance Counselor (Higher Education)
Arlie Huffman	Assistant Principal	McLain Community High School	720-515-1007	arlie.huffman@gmail.com	Schools doing CE
Lauren Jones	CTE-Career Guidance Trainer	Colorado Community College System	720-858-2825	Lauren.Jones@cccs.edu	2 year college
Senator Keith King	Colorado State Senator	District 12	303-866-4880	keith@keithking.org	Legislator
Kristin Klopfenstein	Executive Director, Education Innovation Institute	University of Northern Colorado	(970) 351-2945	k.klopfenstein@unco.edu	4 year college
Robert Lessig	English Chair	Mitchell High School	(719)440-5500	DONALD.LESSIG@d11.org	Teacher
Matt McKeever	Dean, Community & Workforce Partnerships	Arapahoe Community College	(303) 797-5859	Matthew.McKeever@arapahoe.edu	Practitioner (HED)
Carolyn Quayle	Counselor & Concurrent Enrollment Advisor	Adams City High School	303-596-6533	clquayle@adams14.org	Practitioner (HS)
Teresa Stuart	Student Services Manager	Wyatt Edison Charter School	303-455-4140	tstuart770@gmail.com	Charter School
Kirk Weber	Audit	Colorado Department of Education	(303) 866-6610	weber_k@cde.state.co.us	School Finance
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Tamara White	Director of Admission and Access Policy	Colorado Department of Higher Education	303-866-4036	tamara.white@dhe.state.co.us	DHE
Misit Ruthven	Secondary Initiatives	Colorado Department of Education	(303) 866-6206	ruthven_m@cde.state.co.us	CDE
Janet Santos	Sr. Policy Research Analyst	Jobs for the Future	617-728-4446, ext 156	jsantos@jff.org	JFF
Diane Ward	Director of State Education Policy	Jobs for the Future	617.728.4446 x161	dward@jff.org	JFF

TOPIC: UPDATE ON THE PROCESS TO CONSIDER MODIFICATION TO ADMISSION AND REMEDIAL POLICIES

PREPARED BY: TAMARA WHITE, DIRECTOR OF ADMISSION AND ACCESS POLICY

I. SUMMARY

State law (§23-1-113 C.R.S.) requires the Colorado Commission on Higher Education (CCHE) review the admission standards policy and the remedial education policy by December 15, 2013. The review process is intended to provide an opportunity to identify successes and gaps in the current Admission Standards Policy (CCHE policy I, F) and the Remedial Education Policy (CCHE policy I, E).

The policy review process has completed its first phase: developing a task force, reviewing the policies, and establishing preliminary recommendations. The task forces will now begin vetting recommendations with community stakeholders. This process is intended to inform recommendations for both the Admission Standards and the Remedial Education Policies prior to CCHE consideration or action.

Task Forces have been meeting since May 2012 to review these policies. These groups have had thoughtful conversations about how these policies can help improve the success of students in college, as they consider a variety of revision options. Although the final revision decision will be made by the Commission towards the end of this year, the groups remain bold with their recommendations and are looking towards a more transparent, flexible policy that will encourage greater student achievement in college.

This policy review process exemplifies Colorado's continued commitment to ensure that more students graduate from high school college and career ready. Since the 2008 passage of CAP4K (SB 08-212), we have taken several key steps to ensure the P-12 and postsecondary systems of education are aligned in both practice and policy.

Continuing on schedule for implementing CAP4K, the CCHE and State Board of Education (SBE) are on track to adopt criteria for a high school diploma endorsement, which is intended to indicate that a student is college or career ready without the need for remediation; endorsed diplomas will guarantee the recipient admission to Colorado's moderately selective and open enrollment public institutions and "priority consideration" at all selective and highly selective public institutions in Colorado. DHE is working with the Colorado Department of Education's Graduation Development Council to ensure that their guidelines align with higher education admission standards.

II. BACKGROUND

The admission standards policy was last revised in 2003. At this time, the CCHE adopted the “Higher Education Admission Requirements” or “HEAR,” the minimum coursework required for admission to a four-year institution in Colorado. These standards were phased in in 2008 and 2010. In 2010, the State Board of Education adopted new Colorado Academic Standards, which are consistent with the Common Core State Standards (CCSS). Recently, in May, 2013, the SBE established minimum graduation guidelines. Aligning the Admission Standards and Remedial Education policy with each other as well as with these K-12 policies is also required by Colorado law.

III. STAFF ANALYSIS

Admission Standards Policy Revision Recommendations Considerations:

Summary of Recommendations:

The task force focused its efforts on three main questions:

- How predictive is the index for student success, retention and completion in college?
- How well do HEAR (Higher Education Admission Requirements) preparing students for college level work?
- How well do transfer admission standards ensuring success of transfer students?

Based on the research, data and presentations the task force is considering recommending the following policy revisions:

- Remove the index from the statewide Admission Standards policy. Instead of an index, institutions would evaluate the rigor of a student’s curriculum and preparation to determine admission to college based upon criteria similar to the Postsecondary and Workforce Ready (PWR) endorsed diploma.
- Transition the policy to emphasize competency demonstration rather than credit hour accumulation. Continue to allow for the use of competency-based assessments to meet admission requirements and as well as time-based curriculum in high school. HEAR requirements would continue to play a role in determining a student’s preparation, but alternative demonstrations of competence would be purposely integrated into the policy.

- Change the transfer admission standards to students with 24 credits or more, rather than 13 credits or more, the current practice. Under this recommendation, freshman standards would apply to all new freshmen applicants and to transfer applicants with fewer than 24 college level semester credit hours complete at the time of enrollment. A transfer student would be defined as anyone who completed 24 credit hours (or more) of college level coursework at another regionally accredited institution after completion of high school or after earning a GED.
- Applicants who complete an AA or AS degree from a regionally accredited public Colorado institution would be guaranteed admission at a Colorado public four year institutions, except Colorado School of Mines, provided they meet the minimum cumulative GPA standard and completed all courses with a grade of C- or better. (University of Colorado, Boulder currently has a successful program similar to this that could be used as an example.) Admission to a receiving institution would not guarantee enrollment in a specific degree/major program.

Remedial Education Policy Revision Recommendation Considerations:

Summary of Recommendation Considerations:

The task force narrowed their review to the following questions:

- Should the state increase the number of tests recognized for use in determining students' readiness for college and course placement?
- Should the state add alternative college-ready assessments—Compass, PARCC (the expected successor to CSAP) and Smarter Balanced—in addition to the already recognized ACT, SAT and Accuplacer in determining students' readiness for college and course placement?
- Do the CCHE's cut scores accurately predict student success in college level courses?
- Should the remedial policy consider differentiated placement for mathematics depending on the students program of study?

Based upon its analyses of prevailing research on institutional/system practices and student outcomes, the task force considered recommending the following modifications to the state's remedial policy:

- Add Compass, PARCC, Smarter Balanced assessments to the already recognized ACT, SAT, Accuplacer assessment. It is believed that adding these additional assessments will

provide institutions with more flexibility and options to determine a student's readiness for college-level coursework.

- Use institutional course level data to determine cut scores for college ready determination and course placement.
- English and Reading will continue to have one score to determine college readiness and course placement. Math readiness should incorporate a range of primary and secondary assessment scores. These ranges may vary to reflect the quantitative requirements of a student's particular program of study.

The task forces will make final recommendations in the fall. The DHE staff will continue to update you during the review process. Recommendations for action by the Commission will be made in late 2013.

Community Town Hall Meetings Several town hall meetings are scheduled throughout Colorado (see dates and times below). The purpose of these town hall meetings is to discuss the proposed recommendations with a broad group of stakeholders. In several locations there will be two meetings, one with the campuses (college faculty and administrators) and one with the community (high school administrators and parents). The Civic Canopy, a non-profit facilitation organization based in Colorado, will serve as the facilitators for these sessions; Civic Canopy will also assemble feedback from the meetings, which will be shared with the task forces in July and August. Current town hall meetings are scheduled as follows:

- Aurora Public Schools, May 8th 5-7pm, Hinkley High School
- May 20 – Denver, 5-7 p.m. at North high school
- June 3 – Sterling, 5-7 p.m. at Sterling High School auditorium
- June 4 – Colorado Springs, 6-8 p.m.
- June 17 – Fort Collins, 1-3 p.m. and 5-7 p.m. at CSU Campus – Lory Student Center
- June 18 – Denver, 4-6 p.m. at Half Moon, Arapahoe Community College
- June 24 – Durango, 5-7 p.m. at Durango 9-R Administration building, hosted by Fort Lewis College
- June 26 – Grand Junction, 5-7 p.m. at University Center, Colorado Mesa University

As more town halls are confirmed, DHE staff will communicate the dates and times of these with the Commission. Commissioners are invited to attend any and all town hall meetings.

IV. STAFF RECOMMENDATIONS

No action required. This is an information item.

STATUTORY AUTHORITY

C.R.S. §22-1-113

**TOPIC: FY 2013-14 HIGHER EDUCATION BUDGET AND LEGISLATIVE
REVIEW**

PREPARED BY: CHAD MARTURANO AND MARK CAVANAUGH

I. SUMMARY

This information item consists of a PowerPoint slide presentation summarizing Colorado higher education budget and legislative activity during FY 2013-14. The presentation will be made available at the Commission meeting and online at that time.

II. BACKGROUND AND ANALYSIS

N/A

III. STAFF RECOMMENDATION

N/A

STATUTORY AUTHORITY

N/A

2013 Session Legislative Summary

Colorado Department of Higher Education
June 7, 2013 – CCHE MEETING

Four Parts

- ▶ (1) Budget FY 2013–14
- ▶ (2) DHE 2013 Agenda Bills
- ▶ (3) Other Higher Ed Bills
- ▶ (4) Higher Ed Bills—Postponed Indefinitely

(1) Budget FY 2013-14

Funding to Public Institutions of Higher Ed:

- State Funding to Public Institutions of Higher Education was at its peak in FY 2008-09...

\$706 Million (General Fund/COF & ARRA)

- State Funding to Public Institutions of Higher Education increases for first time since FY 2008-09...

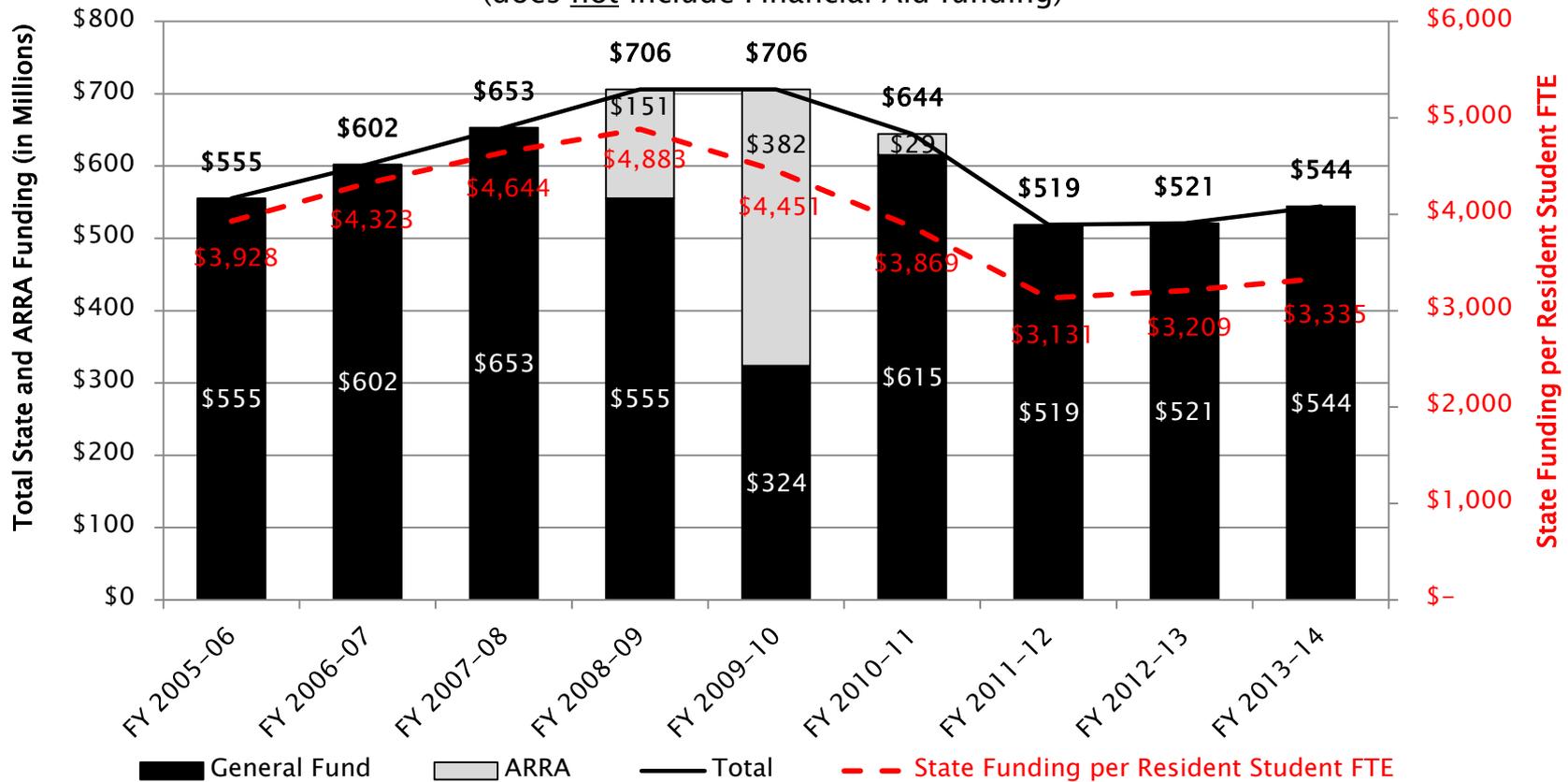
\$544 Million (General Fund/COF)

	<u>Total Funding</u>	<u>Per Resident SFTE</u>
◦ FY 2008-09 =	\$706 M	\$4,883
◦ FY 2013-14 =	\$544 M	\$3,335
\$ CUT =>	<\$162> M	<\$1,548>
% CUT =>	<22.9%>	<31.7%>

(1) Budget FY 2013-14

State Funding for Public Institutions of Higher Education

(does not include Financial Aid funding)



(1) Budget FY 2013–14

Tuition Increase:

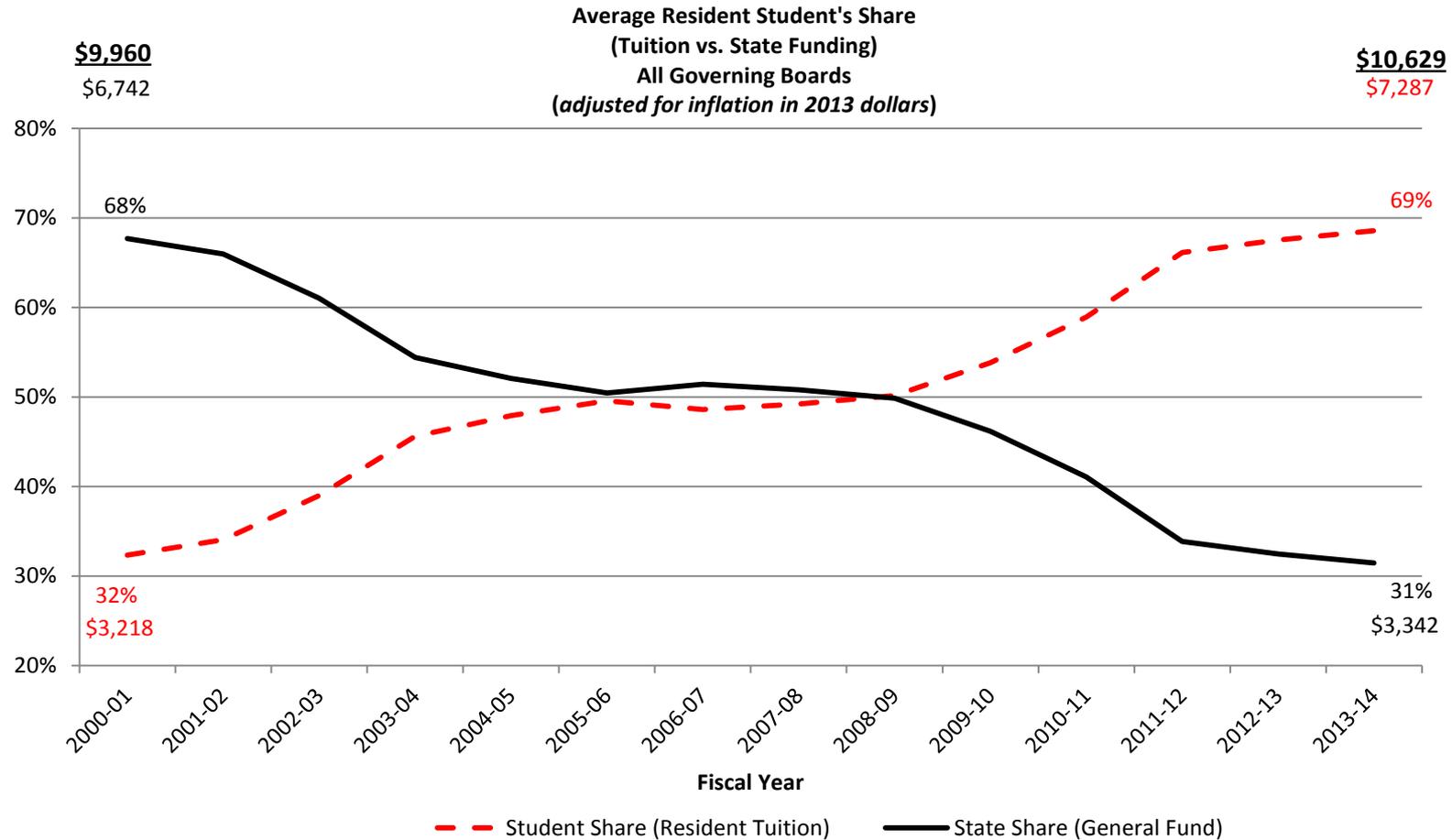
- Senate Bill 10–003 provides Governing Boards a 5 year period of tuition setting authority at a rate of 9% per undergraduate resident student (FY 11–12 to FY 15–16).
- Governing Boards may request tuition setting authority above a rate of 9% per undergraduate resident student through a CCHE approved “Financial Accountability Plan” (FAP).
- All Governing Boards operate pursuant to a FAP with the exception of Mines.
- For FY2013–14, only 2 boards are expected to increase undergraduate resident tuition above 9%.

(1) Budget FY 2013-14

Institution	FY 2012-13 Tuition only (30 credit hrs)	FY2013-14 Tuition only (30 credit hrs)	Dollar Increase	% Increase
Adams State University	\$3,816	\$4,427	\$611	16.0%
Colorado Community College System	\$3,383	\$3,586	\$203	6.0%
Colorado Mesa University	\$6,102	\$6,438	\$336	5.5%
Colorado School of Mines	\$13,590	\$13,590	\$1,005	8.0%
Colorado State University System	CSU: \$6,875	\$7,494	\$619	9.0%
	CSU-P: \$5,494	\$5,494	\$0	0.0%
Fort Lewis College	\$4,800	\$5,232	\$432	9.0%
Metropolitan State University of Denver (Estimate)	\$4,304	\$4,691	\$387	9.0%
University of Colorado System	UCCS: \$7,050	\$7,473	\$423	6.0%
	UCD: \$7,980	\$8,459	\$479	6.0%
	UCB: \$8,056	\$8,760	\$704	8.7%
University of Northern Colorado (Estimate)	\$5,464	\$5,737	\$273	5.0%
Western State Colorado University	\$4,627	\$5,275	\$648	14.0%

Note: The tuition figures identified here are considered "Base Tuition Rates" (30 credit hours) and do not include tuition differentials, etc. No fees are identified in these figures.

(1) Budget FY 2013-14

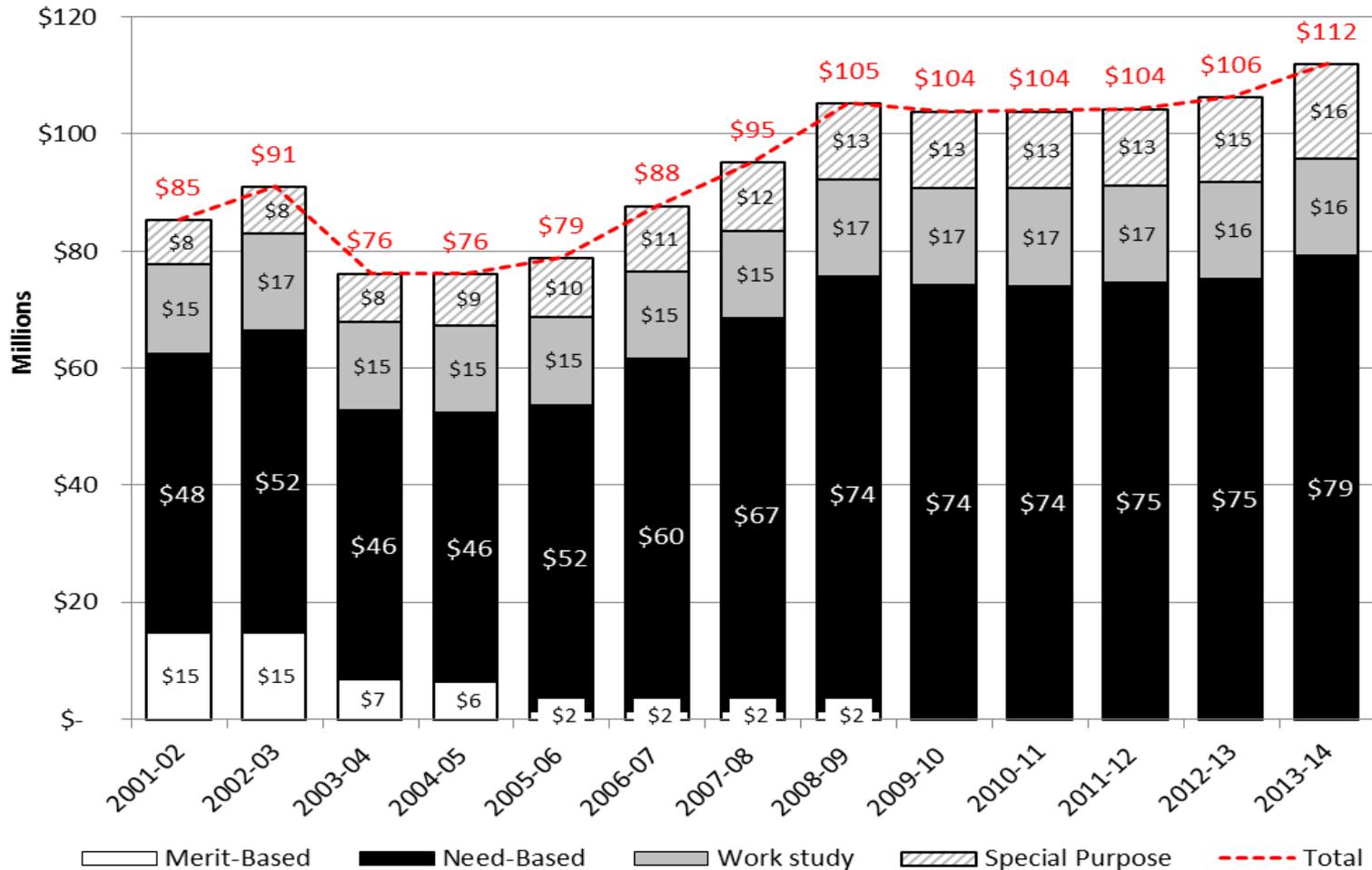


(1) Budget FY 2013-14

State Funded Financial Aid by Type & Fiscal Year					
Fiscal Year	Need-Based	Merit-Based	Work study	Special Purpose	Total
2001-02	\$ 47,598,002	\$ 14,874,498	\$ 15,359,754	\$ 7,554,066	\$ 85,386,320
2002-03	\$ 51,550,101	\$ 14,874,498	\$ 16,612,357	\$ 8,049,044	\$ 91,086,000
2003-04	\$ 46,002,682	\$ 6,877,309	\$ 15,030,062	\$ 8,296,701	\$ 76,206,754
2004-05	\$ 45,935,202	\$ 6,434,287	\$ 15,003,374	\$ 8,790,113	\$ 76,162,976
2005-06	\$ 52,285,488	\$ 1,500,000	\$ 15,003,374	\$ 10,005,122	\$ 78,793,984
2006-07	\$ 60,096,963	\$ 1,500,000	\$ 14,884,300	\$ 11,281,496	\$ 87,762,759
2007-08	\$ 67,023,546	\$ 1,500,000	\$ 14,884,300	\$ 11,766,432	\$ 95,174,278
2008-09	\$ 74,294,146	\$ 1,500,000	\$ 16,612,357	\$ 12,862,293	\$ 105,268,796
2009-10	\$ 74,294,146	\$ -	\$ 16,612,357	\$ 13,025,841	\$ 103,932,344
2010-11	\$ 74,144,146	\$ -	\$ 16,612,357	\$ 13,192,092	\$ 103,948,595
2011-12	\$ 74,607,417	\$ -	\$ 16,612,357	\$ 13,111,524	\$ 104,331,298
2012-13	\$ 75,411,818	\$ -	\$ 16,432,328	\$ 14,538,479	\$ 106,382,625
2013-14	\$ 79,346,789	\$ -	\$ 16,432,328	\$ 16,162,066	\$ 111,941,183
Change in 13-14	\$ 3,934,971	\$ -	\$ -	\$ 1,623,587	\$ 5,558,558

(1) Budget FY 2013-14

State Funded Financial Aid by Fiscal Year



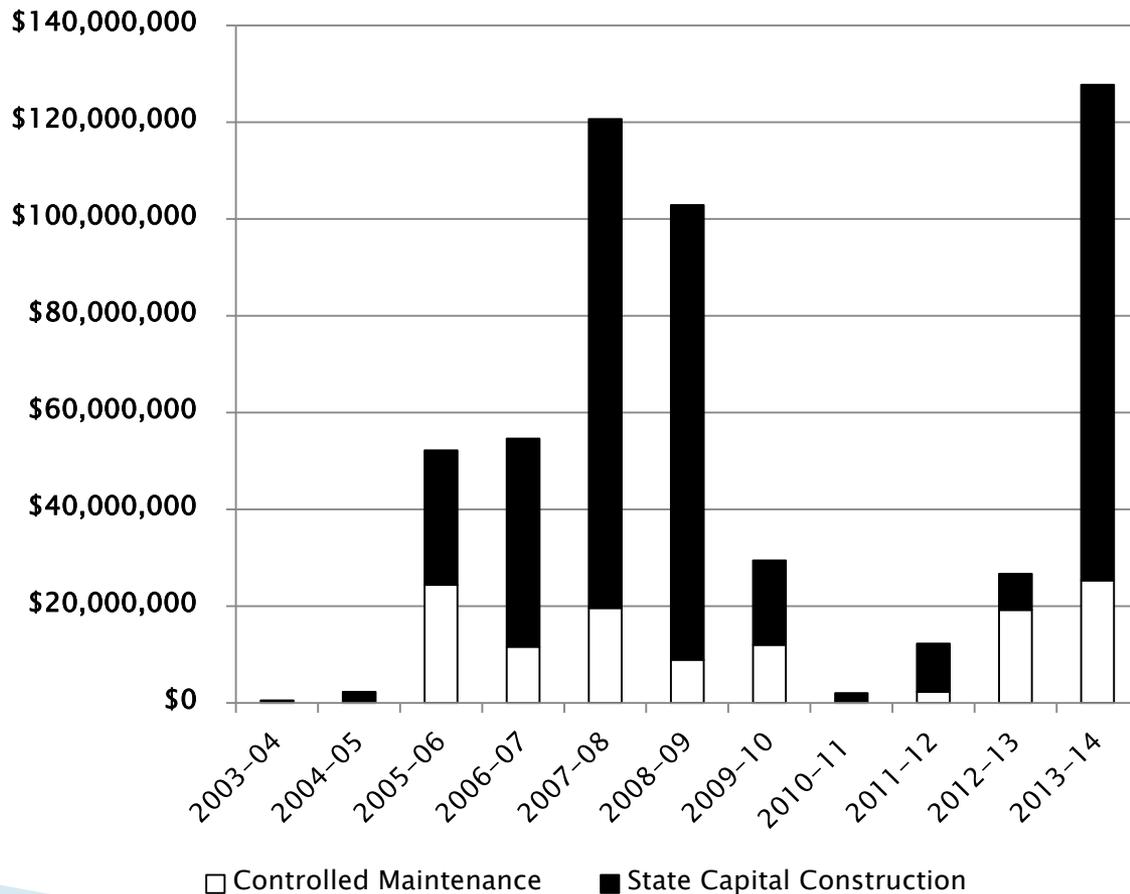
(1) Budget FY 2013-14

State Funded Capital Construction by Fiscal Year

Year	State Capital Construction*	Controlled Maintenance*
1999-00	\$119.3	\$27.0
2000-01	\$123.0	\$26.7
2001-02	\$61.6	\$25.5
2002-03	\$6.6	\$0.2
2003-04	\$0.5	\$0
2004-05	\$2.3	\$0
2005-06	\$27.8	\$24.4
2006-07	\$43.0	\$11.6
2007-08	\$101.0	\$19.6
2008-09	\$94.0	\$8.9
2009-10	\$17.4	\$12.0
2010-11	\$2.0	\$0.1
2011-12	\$10.0	\$2.3
2012-13	\$7.5	\$19.2
2013-14	\$102.3	\$25.3

(1) Budget FY 2013-14

State Funded Capital Construction by Fiscal Year



(1) Budget FY 2013-14

FY 2013-14 Capital Funding: Institutional Breakdown

Institution	Capital Construction		Controlled Maintenance		Total Appropriation
	# Projects	Appropriation	# Projects	Appropriation	
Adams State University	1	\$18,885,628	2	\$1,489,477	\$20,375,105
Auraria Higher Education Center (CCD, UCD, MSU Denver)	1	\$4,000,000	2	\$1,656,734	\$5,656,734
Colorado Community College System	3	\$17,056,300	17	\$8,105,956	\$25,162,256
Colorado Mesa University	1	\$9,791,760	3	\$1,473,214	\$11,264,974
Colorado School of Mines	0	\$0	2	\$494,025	\$494,025
Colorado State University System	1	\$16,179,939	5	\$3,996,835	\$20,176,774
Fort Lewis College	0	\$0	2	\$1,100,675	\$1,100,675
Metro State University of Denver	(See AHEC)				
University of Colorado System*	3*	\$17,844,246	8	\$5,576,286	\$23,420,532
University of Northern Colorado	0	\$0	1	\$935,700	\$935,700
Western State Colorado University	0	\$0	2	\$518,313	\$518,313
Federal Mineral Lease COP Payments**	1**	\$18,587,975	0	\$0	\$18,587,975
Higher Education Total	11	\$102,345,848	44	\$25,347,215	\$127,693,063

* For Anschutz Medical Campus Certificates of Participation (COP) payments

** FML COP issued in FY 2008 for the following projects: AHEC Science Building, CMU Wubben Hall, CNOC Academic Building (Craig Campus), CSM Brown Hall, CSU Clark Building, CSU-P Academic Resources Center, FLC Berndt Hall, FRCC Science Classroom, MCC Nursing, Health and Science Building, UCCS Science Building, and UNC Butler Hancock, and WSCU Taylor Hall.

(2) DHE Agenda Bills

Senate Bill 13-033

ASSET Bill

“In-State Classification CO High School Completion”

(Giron & Johnston / Duran & Williams)

Senate Bill 13-053

“Exchange of Student Data K-12 and Postsecondary”

(Kerr / Hamner)

Senate Bill 13-206

“Direct Deposit Income Tax Refunds College Savings”

(Hudak & Renfroe / Petterson & Priola)

(2) DHE Agenda Bills

Senate Bill 13-033

“ASSET Bill—In-State Classification CO High School Completion”

- ▶ Allows undocumented students to receive a standard in-state rate of tuition as long as the student:
 - Attended a public or private high school in Colorado for 3 or more years immediately preceding the date the student graduated from a Colorado high school or earned his or her GED in Colorado; and
 - Is admitted to an institution in Colorado within 12 months after graduating from high school or earning a GED certificate.
 - Must submit an affidavit to the institution stating that they have, or are going to, apply for legal citizenship status.
 - Affidavit (developed in conjunction with Colorado Attorney General Office) provided through the College Opportunity Fund website.
 - The institution shall not count the student as a resident for any purpose other than tuition classification, except that the student is eligible for the College Opportunity Fund student stipend (\$1,920 in FY 13-14).

(2) DHE Agenda Bills

Senate Bill 13–053

“Exchange of Student Data K–12 and Postsecondary”

- ▶ Builds on and clarifies existing legislation that enables K–12 and higher education to share data.
- ▶ Existing laws:
 - SB 06–024 (Spence / Paccione): Required all public colleges and universities to collect K–12 ids (SASID)
 - HB 08–1364 (Benefield & Massey / Windels): Enabled the development of statewide longitudinal data systems
 - HB 09–1285 (Benefield / King, K.): Created Education Data Subcommittee to develop a statewide comprehensive P–20 education data system
- ▶ Concept developed in collaboration with campus and department research officers.
- ▶ Charges DHE and CDE to formally create a procedure to assist college campuses with collecting information required by existing state law.
- ▶ Enables state departments to collaborate to improve efficiencies in college admission and placement processes
- ▶ No additional costs to institutions of higher education or local education agencies.

(2) DHE Agenda Bills

Senate Bill 13-206

“Direct Deposit Income Tax Refunds College Savings”

- Gives Colorado taxpayers the option of routing their state tax refunds into a CollegenInvest 529 savings account (example illustrated below):

REFUND

44. REFUND Subtract line 43 from line 26. 44 | 00

File using Revenue Online and enter Direct Deposit information to get your refund in half the time!

Direct Deposit

Routing number Type: Checking Savings CollegenInvest 529

Account number

For questions regarding CollegenInvest direct deposit or to open an account call 800-448-2424 or visit CollegenInvest.org

- Pursuant to existing state law, contributions to a CollegenInvest 529 college savings plan are tax deductible from an individual’s state income tax liability in the year of contribution.
- CollegenInvest 529 account funds may be used at any public or private vocation or trade school, community college, or university, anywhere in the country.
- **DOES NOT CREATE A NEW TAX CHECKOFF.** It simply allows taxpayers the option of routing their refunds into college savings plans.
- Any taxpayer receiving a refund—students, parents, or grandparents—can reap the benefits offered in this bill.

(3) Other Higher Ed Bills

- SB 13-028** **“Track Utility Data High Performance State Building”** **(Jones / Tyler)**
This bill requires institutions to monitor, track, report, and verify utility bill data on state-funded buildings (built after 7/1/13) to determine whether the cost to achieve the highest performance certification is recouped.
- SB 13-031** **“Tuition for Dropout Recovery Program Students”** **(Giron / Pettersen)**
This bill requires a local education provider who has a contract with a community college to operate a dropout recovery program to pay the student share of tuition for said program when a student enrolls in the course. This changes the provisions HB12-1146, which required a local district provider to pay the community college tuition for a dropout recovery program when a student completes said course.
- SB 13-042** **“Foreign Assistant Med Professor Renew Physician License”** **(Morse / Waller)**
Current law allows distinguished foreign teaching physicians to be licensed to practice medicine at a state medical school. To renew the license, the distinguished foreign teaching physician must serve as a full-time member of its academic faculty at a rank equal to an associate professor or higher. Assistant professors cannot renew their licenses. The bill allows an assistant professor who is a distinguished foreign teaching physician to renew his or her license.
- SB 13-071** **“Student ID Number for Adult Education Programs”** **(Hudak / Fields)**
This bill expands the duties of the Educational Data Subcommittee (EDS) to identify a method for assigning a unique student identifier for students enrolled in adult basic education programs of GED programs, if feasible.
- SB 13-090** **“Supplemental Appropriation Dept. of Higher Ed”** **(Steadman / Levy)**
Supplemental appropriations are made to the department of higher education (\$513M + \$8M = \$521M).

(3) Other Higher Ed Bills

- SB 13-133** **“Distribution State Share of Ltd. Gaming Revenues”** **(Steadman / Gerou)**
Changes the distribution of the Limited Gaming Fund from a percentage-based amount to fixed-dollar amounts. Changes to higher education were to the Bioscience Discovery Evaluation Cash Fund (\$5.5M) and to the Innovative Higher Education Research Fund (\$2.0 M).
- SB 13-178** **“Red Rocks Physician Assistant Graduate Program”** **(Hudak / Hamner)**
Allows Red Rocks Community College to maintain its Physician Assistant Studies program by changing role and mission to authorize Red Rocks Community College to confer a graduate degree to students who complete the Physician Assistant Studies program. Bill in response to changes from the PA accrediting agency, the sponsor of the program must confer a graduate degree upon completion of the program. Currently, Red Rocks Community College offers a certificate program in physician assistant studies. Through an affiliation with St. Francis University in Pennsylvania, students may obtain a master of medical science degree.
- SB 13-199** **“Higher Education Revenue Bond Intercept Program”** **(Giron / Fischer)**
This bill replaces the requirements for participating in the intercept program with a credit test and a coverage test. Currently, the intercept program’s borrowing limit for institutions of higher education is based on the amount they receive in COF fee-for-service contract revenue for the prior year.
- SB 13-251** **“Driver’s License & Identification Documentation”** **(Ulibarri / Melton)**
This bill allows officials to issue a driver’s license or identification card to a person who is not lawfully present in the U.S. The person must prove their Colorado residency, Colorado income tax returns, and proof of identity from the country of origin. The driver’s license or identification card will have the words “Not Valid for Federal Identification, Voting, or **Public Benefit Purposes**” printed on the front.

(3) Other Higher Ed Bills

- HB 13-1004** **“Colorado Careers Act of 2013”** **(Duran & Melton / Kerr)**
Charges the Department of Human Services to create and administer a “transitional jobs grant program” to unemployed and underemployed adults (\$2.4 M). Also provides (\$1.5 M) for Colorado first customized job training program through division of occupational education in higher ed.
- HB 13-1005** **“Basic Ed & Career & Tech Ed Pilot Program”** **(Fields & Buckner / Todd)**
This bill authorizes the State Board for Community Colleges and Occupational Education to design an accelerated certificate program to allow unemployed or underemployed adults to obtain a career and technical education certificate in less than 12 months. If implemented, the institution are required to report participation information to DHE.
- HB 13-1026** **“WICHE Equipment & Renovation Fee Appropriation Requirement”** **(Fischer / Schwartz)**
This bill removes the requirement for the WICHE Fee Cash Fund (for equipment and renovation) to be appropriated by the general assembly. The elimination of the appropriation requirement will allow capital construction projects funded through this fee to conform to the existing streamlined approval process for higher education cash-funded capital projects.
- HB 13-1041** **“Procedures for Transmission of Records Under CORA”** **(Pettersen / Kefalas)**
Upon request by a person seeking a copy of any public record under CORA, the public entity must send the records within three business days of receipt of payment. For records that are sent by e-mail, the public entity is not permitted to charge fees.
- HB 13-1057** **“Retain Avalanche Information Center in DNR”** **(Mitsch Bush/Nicholson)**
This bill would reverse the parts of HB12-1355 that transferred the Colorado Avalanche Information Center (CAIC) to the Colorado School of Mines. It would instead be remain in the Department of Natural Resources (DNR). It also creates a cash fund for use by DNR for direct and indirect costs of CAIC.

(3) Other Higher Ed Bills

- HB 13-1147** **“Voter Registration at Public Higher Ed Institution”** **(Melton / Newell)**
This bill requires a state institution of higher education to provide its students, when a student electronically registers at the institution for each term, a link to the online voter registration website operated by the Secretary of State. If an institution does not use electronic registration, it must provide students with information on voter registration.
- HB 13-1165** **“Creation of a Manufacturing Career Pathway”** **(Wilson /Heath)**
This bill requires the SBCCOE, in consultation with DHE, CDE, and CDLE, to create a manufacturing career pathway program by 2014-15. The manufacturing career pathway shall connect school districts, community colleges, and 4-year institutions with adult education programs and local workforce development programs. After its creation, the DHE must make information concerning the program available on collegeincolorado.org.
- HB 13-1194** **“In-State Tuition for Military Dependents”** **(Everett / Marble)**
This bill allows all dependents of members of the armed services who moves to CO on a “*permanent change-of-station basis*”, including children and spouses, to be eligible for in-state status at a Colorado public institution of higher education. A spouse must have been the spouse when the service member was stationed in CO and the child must have been under the age of 22 and enroll in an institution of higher education within 10 years of the member being stationed in CO. The child is not required to have graduated from a CO high school. (10 new students projected through fiscal note.)
- HB 13-1219** **“Statutory Changes to K-12 Information”** **(Hamner / Todd)**
This bill makes several changes to existing statute concerning K-12 education. Specifically, it removes obsolete reporting requirements for the ASCENT program, requires the state board to adopt criteria that a local school board, BOCES, or institute charter high school can use to endorse high school diplomas, among other changes including realigning educator preparation reporting requirements.

(3) Other Higher Ed Bills

- HB 13-1230** **“Compensation for Persons Wrongly Incarcerated”** **(Williams / Guzman)**
This bill aims to compensate people who have been wrongly incarcerated. That compensation includes tuition waivers at higher education institutions, if the exonerated person was incarcerated for at least 3 years. CCHE shall implement a policy where each institution of higher education in the state shall waive tuition costs for an exonerated person.
- HB 13-1263** **“Private Occupational School Requirements”** **(Primavera / Heath)**
This bill repeals the exemption for nonprofit private occupational schools and makes them subject to authorization and regulation by the Private Occupational School Board. In addition, this bill makes changes to the Private Occupational School Board composition as well as technical changes.
- HB 13-1292** **“Keep Jobs in Colorado Act”** **(Lee & Pabon / Kerr & Nicholson)**
This bill makes changes to contracting requirements for state and local government agencies. This bill directs the Department of Labor and Employment (CDLE) to enforce the Colorado Labor Requirement, which requires contractors to use at least 80% Colorado labor for a “public works contracts”, modifies the preference for resident builders, and adds a competitive sealed best value bidding requirement. Additionally, it encourages contractors to use supplies from the United States and Colorado, and prohibits outsourcing.
- HB 13-1297** **“Ft. Lewis and School of Mines Invest Authority”** **(McLachlan / Roberts)**
This bill grants the board of trustees of Colorado School of Mines and the board of trustees of Fort Lewis College investment authority and fiduciary responsibility for all of their funds and appropriations. These institutions cannot request any General Fund dollars to replace loss incurred from investment activities. (CU, CSU and CMU already have this authority.)

(3) Other Higher Ed Bills

- HB 13-1299** **“Changes to the SMART Government Act Of 2010”** **(Ferrandino / Steadman)**
This bill repeals and reenacts the SMART Government Act with amendments. It clarifies that DHE’s Master Plan in conjunction with the institutions’ performance contracts (pursuant to SB11-052) will satisfy the requirements of the SMART act. Copies of the Master Plan and the performance contracts must be submitted to the JBC and appropriate committee of reference.
- HB 13-1315** **“Higher Ed Undergrad Student Health Ins Requirement”** **(Fischer / Kefalas)**
This bill repeals the 1994 prohibition that the governing board of an institution of higher education may not require an undergraduate student to purchase health care insurance. It therefore allows a governing board to require its undergraduate students to have health insurance, but does not require that they do so.
- HB 13-1320** **“Support for Meritorious Colorado Students”** **(Waller & Hullinghorst / Heath)**
In order to maintain the ratio of in-state students to out-of-state students at Colorado institutions of higher education, a student who is admitted as a “Colorado Scholar” can be counted as 2 in-state students. To qualify as a “Colorado Scholar,” the student must be in the top 10% of his or her high school class or have a 3.75 high school G.P.A. Each “Colorado Scholar” must receive at least \$2,500 in institutional aid.

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CCHE Policies

Budget Policies	
<p>Colorado Constitutional Budget Provisions</p>	<p>Constitutional budget provisions impact the amount of general fund available for higher education and leave higher education the largest discretionary budget item that can be cut in a downturn.</p> <p>Such provisions include:</p> <p>Gallagher Amendment (1982) - The Gallagher Amendment impacts how much Colorado homeowners pay in property taxes. Under the Gallagher Amendment, the portion of residential property that is subject to taxation (called the "assessed value") drops when residential property values statewide grow faster than nonresidential properties. In other words, when home values grow faster than business values, homeowners pay proportionately less.</p> <p>Since 1982, residential property values in Colorado have grown faster than nonresidential properties, causing the assessment rate on residential properties to drop from 21 percent in 1982 to 7.96% today. The assessment rate on Colorado businesses is 29%.</p> <p>TABOR (1992)—Colorado's TABOR amendment restricts revenues for all levels of government (state, local, and schools). Under TABOR, state and local governments cannot raise tax rates without voter approval and cannot spend revenues collected under existing tax rates if revenues grow faster than the rate of inflation and population growth, without voter approval.</p> <p>Under TABOR, the state has returned more than \$2 billion to taxpayers rather than using these funds to pay for K-12 education, higher education, transportation, public health services, public safety and other services.</p> <p>In 2005, Colorado voters approved Referendum C, which suspended the revenue limit in TABOR from 2006 to 2010 and modified it for future years.</p> <p>Amendment 23 (2000)- Funding for K-12 education deteriorated after TABOR passed, and Colorado voters responded by passing Amendment 23, which guarantees minimum levels of funding for education. Under Amendment 23, per-pupil funding is required to keep pace with the rate of inflation. Additionally, between 2002 and 2011 an extra one percent is added each year in order to restore cuts.</p>
<p>College Opportunity Fund Program</p>	<p>The College Opportunity Fund Program is a policy that finances higher education primarily through student vouchers and fee-for-service contracts between the state and institutions of higher education.</p> <p>The 2004 enacting legislation established a stipend available to all lawfully present Colorado residents to use to offset their in-state tuition costs at the public (and eligible private) higher education institution of their choice.</p> <p>The legislation included two other prominent features: fee-for-service contracts</p>

CCHE Policies

	<p>were created to pay institutions to fulfill a set of specific state needs not covered by the stipend, such as graduate education; and performance contracts negotiated between each institution and the Colorado Commission on Higher Education (CCHE) were to ensure accountability while allowing for greater institutional autonomy and deregulation.</p>
Enterprise Status	<p>Enterprise status is a provision under TABOR which allows an entity to be exempt from the revenue growth and spending limitations of TABOR.</p> <p>To qualify as an enterprise, TABOR requires an entity to be a “government-owned business authorized to issue its own revenue bonds and receiving under 10 percent of its annual revenue in grants from all Colorado state and local governments combined.” The General Assembly through enabling legislation (Section 23-5-101.5 (2) (b) (I), C.R.S.) defines a grant to be any direct cash subsidy or other direct contribution of money from the State or any local government which is not required to be repaid.</p> <p>The College Opportunity Fund Program allows the majority of institutions to retain enterprise status since money received from the stipend and fee-for-service contract is not considered to be a “state grant”.</p> <p>During Fiscal Year 2009, seven of the institutions of higher education received less than 10 percent of their total revenue from the State and thereby qualified for TABOR enterprise status. The three institutions that did not, Adams State College, Fort Lewis College, and Mesa State College exceeded the 10 percent due to capital contributions received from the State. Even though the three institutions as a whole did not qualify for TABOR-exempt status, each institution retained certain auxiliary facilities or activities which qualify as TABOR-exempt enterprises.</p>
Tuition and Fee Policy	<p>Prior to the passage of SB10-003, the Governor, legislature, CCHE, DHE and institutions all had a role in tuition and fee policy which was primarily governed by a footnote in the long bill which set spending authority limits effectively limiting any increases.</p> <p>However, with the passage of SB10-003, institutions have been given flexibility on raising tuition and fees. The new legislation allows any institution to raise tuition up to 9%, or for the School of Mines the greater of 9% or double inflation, without any approvals from the legislature or the CCHE.</p> <p>If an institution increases tuition above 9%, they must submit a financial and accountability plan to the CCHE and the CCHE must approve the plan before any increase can occur. This flexibility is only for five years beginning in FY11-12.</p> <p>Relief from legislative approval for increasing academic fees that were appropriated prior to SB003 was also included in the legislation.</p>
Financial Aid Policy	<p>Financial aid consists of state funded, institutional, federal and private aid.</p> <p>State funded financial aid is divided into three major categories; need based aid, work-study, and categorical aid. The CCHE allocates need based aid but institutions</p>

CCHE Policies

	<p>set their own policies for awarding the aid to students. Categorical aid is given to students based upon specific criteria such as the Native American tuition reimbursement for the student at Fort Lewis College and the National Guard Tuition Assistance Program. In prior years, institutions have been required by a footnote to the Long Bill to buy down tuition increases to any students with need to 5% if institutions raised tuition above 5%.</p> <p>Institutions provide financial aid to students in need, merit aid or other. The funding may come from alumni, tuition revenue, grants or other sources. Research institutions and private institutions have the most institutional aid available.</p> <p>Federal financial aid is the largest source of aid for students. Federal aid provides grants, work-study and loans. Pell grants are the largest source of grant aid and federal loans account for the majority of all financial aid.</p> <p>Private scholarships are available to students who meet the qualifications. Examples of private scholarship providers are The Daniels Fund and The Denver Scholarship Foundation.</p>
ARRA Funding	<p>The American Recovery and Reinvestment Act of 2009 (ARRA) provides funds to institutions of higher education to offset the cuts and restore funding for higher ed in FY 2008-09, FY 2009-10 to the FY 2008-09 state funding levels. Due to lower revenue forecasts for FY10-11, the ARRA funds will come up \$61 million dollars short of restoring funding to the FY08-09 level.</p>
Governance Policies	
Statutory Roles and Missions	<p>Each institution has a statutorily defined role and mission which dictates the selectivity of an institution, the type of degrees it may offer, and any special responsibilities of the institution.</p>
Performance Contracts	<p>Performance contracts were implemented with the COF program and allowed each governing board to enter into a contract with the Commission and department. The contracts specify various performance goals and reporting requirements that an institution will meet in exchange for less regulatory oversight in certain areas.</p>
Academic Policies	
Admissions Policies	<p>CCHE establishes admissions standards for undergraduate applicants for admission at public institutions of higher education in Colorado. The policy establishes state-level admission standards for both first-time freshmen and transfer students. The standards represent minimum requirements at four-year public institutions and not for the state's community colleges, which are open admissions. Meeting the CCHE admission standards does not guarantee admissions as institutions consider a broad range of factors in making admissions decisions. There are three components of the Admission Standards Policy; the index, the Higher Education Admission requirements, and the transfer admission standards.</p> <p>All first time freshman applicants and some transfer applicants must meet the Higher Education Admission Requirements (HEAR). HEAR requires applicants that</p>

CCHE Policies

	<p>graduate from high school in 2008 and 2009 to meet the Phase One coursework requirements; and applicants that graduate from high school in 2010 and later meet Phase Two requirements. These coursework requirements are in place to ensure that admitted students are prepared to be successful in college.</p> <p>The standards established by the Commission in 1987 for an entering freshman were based on the calculation of an admissions index. The index has two components: a student's high school performance (i.e., high school grade point average (g.p.a.) or class rank) and performance on a standardized test.</p> <p>The transfer standard applies to all degree-seeking undergraduate transfer applicants with more than 12 college credit hours. No single scale comparable to that for the freshmen standard has been developed for transfer admission standards, but rather, the standards are based on grade point average from previous collegiate work, transfer hours, and high school record.</p>
P-20 Alignment	<p>Pre-school through post-secondary education alignment has been the center of several pieces of legislation, councils, and cross-governmental working groups all focused on solving problems of high remediation rates, underserved populations and low state funding for education.</p>
gt PATHWAYS and Statewide Transfer	<p>gtPATHWAYS and Statewide Transfer are policies to ensure credit transfer of core credits and articulated associates degrees across the state's system of public higher education institutions.</p> <p>gtPATHWAYS is a set of general education courses that the state guarantees to transfer. Receiving institutions shall apply guaranteed general education courses to a student's general education or major requirements. Approved courses in gtPATHWAYS are not based on course equivalencies but meet content and competency criteria.</p> <p>Statewide Transfer policies typically ensure that students that hold an Associate of Arts or Associates of Science degree at a public Colorado community college will be able to transfer into a public Colorado four-year institution as a junior and only need the junior and senior requirements to graduate in the particular degree field that is articulated in a transfer agreement. Current degree paths for business, early childhood education, elementary teach education, and engineering have been articulated.</p>
CCHE Policies	
Commission Directives	<p>In addition to policies listed above in which the CCHE has authority, there are numerous other higher education policy directives enumerated in C.R.S. 23 for which the CCHE has responsibility. These include but are not limited to:</p> <ul style="list-style-type: none"> • Capital Construction and Long-Range Planning • Capital Construction Projects Funded through Federal Mineral Leases funds • Academic program approval • System wide Planning • Common course numbering and transfer

CCHE Policies

	<ul style="list-style-type: none">• Off-campus instruction• Reciprocal tuition agreements• Programs of excellence• Teacher perpetration programs• Student fee policies• Private degree granting institutions
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INSTITUTION/CEO INFORMATION

INSTITUTION	CEO	LOCATION
Adams State College	Dr. Dave Svaldi, President	Alamosa
Aims Community College	Dr. Marsi Liddell, President	Greeley
Community College System	Nancy McCallin, President	Denver
1) Arapahoe CC	Dr. Diana Doyle, President	Littleton
2) Northwestern CC	Russell George, President	Rangely
3) CC of Aurora	Alton D. Scales, President	Aurora
4) CC of Denver	Cliff Richardson, Inter. Pres.	Denver
5) Front Range CC	Andy Dorsey, President	Westminster
6) Lamar CC	John Marrin, President	Lamar
7) Morgan CC	Dr. Kerry Hart, President	Ft. Morgan
8) Northeastern JC	Jay Lee, President	Sterling
9) Otero JC	Jim Rizzuto, President	La Junta
10) Pikes Peak CC	Dr. Lance Bolton, President	Colorado Springs
11) Pueblo CC	Patty Erjavec, President	Pueblo
12) Red Rocks CC	Dr. Michele Haney, President	Lakewood
13) Trinidad State JC	Dr. Charles Bohlen, Inter. Pres.	Trinidad
Colorado Mesa University	Tim Foster, President	Grand Junction
Colorado Mountain College	Dr. Charles Dassance, Inter. Pres.	Glenwood Sprgs
Colorado School of Mines	Dr. Bill Scoggins, President	Golden
Colorado State System	Mike Martin, Chancellor	Denver
1) CSU-Ft Collins	Dr. Tony Frank, President	Fort Collins
2) CSU-Pueblo	Dr. Lesley DiMare, President	Pueblo
CU System	Bruce Benson, President	Denver
1) CU – Boulder	Dr. Philip DiStefano, Chanc.	Boulder
2) UCCS	Dr. Pam Shockley-Zalabak, Ch.	Colorado Springs
3) UCD	Don Elliman, Chanc.	Denver
4) UC-Anschutz	Lilly Marks, Exec. Vice Chanc.	Aurora, Denver

Ft. Lewis College	Dr. Dene Kay Thomas, Pres.	Durango
Metro State University of Denver	Dr. Steve Jordan, President	Denver
UNC	Kay Norton, President	Greeley
Western State Colorado University	Dr. Jay Helman, 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