



**COLORADO**

**Colorado Commission on  
Higher Education**

Department of Higher Education

## **CCHE AGENDA**

**June 2, 2016 – 12:30 pm**

**Pikes Peak Community College**

**Rampart Range Campus**

**Rampart Center, Rooms W101/102**

**11195 Highway 83**

**Colorado Springs, CO 80921-3602**

**CALL-IN NUMBER: 1-877-820-7831**

**PARTICIPANT CODE: 128479#**



## Colorado Commission on Higher Education

June 2, 2016 – 12:30 pm

Pikes Peak Community College

Rampart Range Campus

Rampart Center, Rooms W101/102

11195 Highway 83

Colorado Springs, CO 80921-3602

12:30-1:15pm

### I. Opening Business – (45 minutes)

- A. Attendance
- B. Approval of the Minutes for the May 6, 2015 Commission Meeting
- C. Welcome by Lance Bolton, President of Pikes Peak Community College
- D. Reports
  - i. Chair
  - ii. Vice Chair
  - iii. Commissioners
  - iv. Commission Standing Committees
  - v. Advisor Reports
- E. Executive Director Report
- F. Annual Election of CCHE Officers
- G. Public Comment

1:15–1:20pm

### II. Consent Items (5 minutes)

- A. [Degree Authorization Act: Rocky Mountain College of Art and Design – Request for the Renewal of Authorization](#) – Heather DeLange
- B. [Recommend Approval of Master of Arts in Education – Teacher Licensure at Fort Lewis College](#) – Dr. Ian Macgillivray and Dr. Robert Mitchell
- C. [Recommend Approval of Master of Finance at Colorado State University](#) – Dr. Ian Macgillivray
- D. [Recommend Approval of Nine New Degrees at Metropolitan State University of Denver](#) – Dr. Ian Macgillivray
- E. [Recommend Authorization to Offer Supplemental Academic Instruction at University of Northern Colorado](#) – Dr. Ian Macgillivray
- F. [Two-Year Cash Funded Capital Program List Amendment – Colorado Mesa University](#) - Catherine Olukotun

1:20 – 2:50pm

### III. Presentation (90 minutes)

- A. [Department of Higher Education Strategic Policy Initiatives](#) – Kachina Weaver, Tim Flanagan, Beth Bean
  - i. Mark Potter, Vice President for Undergraduate Students -



*Metropolitan State University*

*ii. President Patty Erjavec - Pueblo Community College*

*iii. President Becky Takeda-Tinker - CSU Global*

2:50 – 3:00pm **BREAK** (10 minutes)

3:00 – 3:55pm **IV. Action Items** (50 minutes)

- A. Recommend Approval of Guaranteed Transfer (GT) Pathways Content Criteria and Competencies – *Dr. Ian Macgillivray (10 minutes)*
- B. Prior Learning Assessment: Recommendations for Phase 1, Goal 1 – Challenge Exams – *Dr. Ian Macgillivray (10 minutes)*
- C. Recommend Adoption of Resolution of Endorsement of the Colorado Math Pathways Task Force Recommendations – *Dr. Ian Macgillivray (15 minutes)*
- D. Fiscal Year 2016-17 Financial Aid Allocations – *Andrew Rauch (15 minutes)*

3:55 – 4:05pm **V. Discussion Item**

- A. Legislative Update – *Kachina Weaver (10 minutes)*

4:05 – 4:20pm **VI. Written Report**

- A. Annual Report on Remedial Education – *Michael Vente (15 minutes)*

**Minutes of the Colorado Commission on Higher Education (CCHE) Meeting  
Civic Center Plaza, Suite 1940  
May 6, 2016**

**I. OPENING BUSINESS**

Vice Chairman Luis Colon called the meeting to order at 1:00pm.

**A. Attendance**

Vice Chair Colon, Commissioners John Anderson, Maia Babbs, Renny Fagan, Jeanette Garcia, Dick Kaufman, Vanecia Kerr, Tom McGimpsey, Paula Sandoval and BJ Scott attended the meeting.

Also in attendance were CCHE Advisory Committee members Wayne Artis, Tyrel Jacobsen, Steve Kreidler, Gretchen Morgan and Melissa Wagner. Advisor Barbara Morris attended via conference call.

**B. Minutes**

Commissioner Scott moved to approve the minutes of the April 1, 2016 CCHE meeting. The motion was seconded by Commissioner McGimpsey and passed unanimously.

**C. Chair, Vice Chair, Commissioners and Advisor Reports**

- Student Success & Academic Affairs Standing Committee - Commissioner Anderson, Chair, updated the Commission on the committee's activities.
- Fiscal Affairs and Audit Standing Committee – Commissioner BJ Scott, Chair, updated the Commission on the committee's activities.
- Commissioner Anderson reported that he attended Ft. Lewis College's graduation ceremony. Lt. Governor Garcia gave the Commencement speech.

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

Jennifer Sobanet, Acting Executive Director, reported the following:

- On June 9<sup>th</sup>, there will be a USA Funds breakfast, featuring a presentation by Brandon Busted, for Commissioners, CEOs and other stakeholders at the Denver Sheraton.
- The Annual CCHE Retreat will be held on August 4<sup>th</sup> and 5<sup>th</sup> at Adams State University in Alamosa.
- DHE has three goals for the Governor’s initiative “Vision 2018 – Grow the Middle Class”:
  - Close the attainment gap at least by half by 2025
  - Make college affordable/”Don’t Lose Ground” on current graduation numbers
  - Increase the number of Colorado adults who are in college or have a postsecondary credential, certificate or degree.
- It is reporting season again. Moving forward, the Research and Data Team will be creating a dialogue with CCHE and not just reporting.
- The National Council for State Authorization Reciprocity Agreement (SARA) will vote on Colorado’s renewal at its next board meeting. Currently there are 38 Colorado institutions participating, 22 public (11 of which are community colleges) and 16 private institutions. SARA is a national effort to standardize the regulations for institutions offering distance education courses and programs.

## **E. Public Comment**

Several members of the Colorado Education Association (CEA) testified against Commission approval of the Relay Graduate School of Education agenda item. Many of the concerns expressed centered on programmatic design, the institutions alignment with non-traditional public schools and faculty qualifications.

## **II. Consent Items**

- A. Recommend Approval of Bachelor of Science Degrees in Environmental Engineering and Computer Engineering at Metropolitan State University of Denver – Dr. Ian Macgillivray**
- B. Recommend Approval of Master of Science in Computational Linguistics, Analytics, Search and Informatics at University of Colorado Boulder – Dr. Ian Macgillivray**
- C. Recommend Approval of the Culturally and Linguistically Diverse Bilingual Education Specialist Endorsement at the University of Colorado Denver – Dr. Robert Mitchell**
- D. Recommend Approval of Master of Science in Applied Sport Psychology at Adams State University – Dr. Ian Macgillivray**
- E. Degree Authorization Act – Request for the Renewal of Authorization for SUM Bible College and Theological Seminary – Heather DeLange**

Commissioner Kaufman moved to approve consent items A through E. The motion was seconded by Commissioner McGimpsey and unanimously passed.

### III. Presentations

In order to provide context to the Commissioners as they embark on their summer work to develop the fiscal year (FY) 2017-18, budget request staff organized three presentations ([hyperlink to the presentations](#)):

- *National Higher Education Finance Landscape*  
Andy Carlson, Senior Policy Analyst  
State Higher Education Officers Association
- *State Economic and Budget Outlook*  
Eric Scheminske, Deputy Director  
Governor's Office of State Planning and Budgeting
- *Institutional Perspectives on Higher Education Finance and Evolving Business Models*  
Steve Kreidler, Vice President for Administration & Finance  
Metropolitan State University of Denver

Following the presentations, Diane Duffy, CFO, facilitated a conversation with the Commission on their reaction to the information presented.

### IV. Discussion Items

- A. FY17-18 Budget Development Process and Calendar – Todd Haggerty, Tonya Covarrubias, Andrew Rauch, Cat Olukotun** – Todd Haggerty, Lead Finance Analyst, provided the Commission with an overview of the proposed tasks and timeline associated with the development of the annual General Fund request, funding allocations to governing boards, tuition recommendations, financial aid allocations, and capital construction priority list for fiscal year (FY) 2017-18. Mr. Haggerty noted that it is staff's goal that aligning the major elements of higher education financing policy – *appropriations, tuition, capital construction, and financial aid* – will ensure that the Commission's fiscal policies are aligned to address college affordability and student access and success. Mr. Haggerty also asked the Commission to begin thinking about alternative revenue sources to help the Commission reach Master Plan Goal #4; Develop resources, through increases in state funding, that will allow public institutions of higher education to meet projected enrollment demands while promoting affordability, accessibility and efficiency.
- B. Legislative Update** – Kachina Weaver, Chief Policy Officer, provided an update on the status of legislation affecting higher education that was introduced during the 2016 legislative session. Ms. Weaver will provide the Commission with a comprehensive list of enacted legislation impacting higher education following the conclusion of the session on May 11<sup>th</sup>.

**C. Concurrent Enrollment Report** - Michael Vente, Research and Information Policy Analyst, presented this year's Concurrent Enrollment report. This is a joint report that prepared with significant input from CDE. Mr. Vente outlined several highlights from the report.

- Nearly 30 percent of Colorado 11th- and 12th-graders, 35,713 high school students, participated in concurrent enrollment, ASCENT or other dual enrollment programs in 2014-15. Concurrent enrollment continues to see sustained increases in participation, up 13 percent statewide.
- Compared to the prior year, participation in concurrent enrollment programs increased dramatically among Hispanic students (26 percent increase), African American students (30 percent increase), and Native American/Alaskan Native students (39 percent increase).
- A large majority of the concurrent enrollment hours taken by students, 93 percent, were passed in 2014-15. This is an improvement from the previous year's complete pass rate of 89 percent.
- Statewide, 94 percent of school districts and 84 percent of high schools offer concurrent enrollment programs.

Commissioner Anderson asked why Concurrent Enrollment programs were not present in the remaining 6 percent of school districts statewide. Carl Einhaus, Director of Student Affairs at DHE, explained that there were many factors that limited the delivery of Concurrent Enrollment programs in rural districts. These included a lack of teachers with sufficient credentials and financial constraints on rural districts, which cannot afford the district contribution to Concurrent Enrollment.

Commissioner Babbs asked how many students the state should aim to enroll in Concurrent Enrollment programs. Acting Executive Director Sobanet stated that reaching 50 percent of Colorado and 50 percent of 11<sup>th</sup> and 12<sup>th</sup> graders participating in Concurrent Enrollment would be a significant accomplishment.

## **V. Action Items**

**A. Recommend Approval of Charters for the Student Success and Academic Affairs Standing Committee and Fiscal Affairs and Audit Standing Committee** – Diane Duffy and Tim Flanagan, Chief Student Success and Academic Affairs Officer presented the Charters for the Fiscal Affairs and Audit Standing CCHE committee and the Student Success & Academic Affairs Standing CCHE Committee.

Commissioner Anderson moved to approve the Charters. The motion was seconded by Commissioner Kaufman and unanimously passed.

**B. Tuition Policy** - Todd Haggerty, Lead Financial Analyst, brought forward the recommended changes to the Commission's Tuition Policy. Mr. Haggerty summarized the Commission's year long process to develop new tuition policies and the impact of the General Assembly's actions on tuition. He noted the changes to the policy when it was first introduced to the Commission as a

discussion item at the February meeting and responded to a question from Commissioner Garcia on when Governing Boards will finalize their respective tuition decisions for the coming year.

Commissioner McGimpsey moved to approve the Tuition Policy. The motion was seconded by Commissioner Kaufman and unanimously passed.

**C. Recommend Approval of the Relay Graduate School of Education – Dr.**

Robert Mitchell, Academic Policy Officer for Educator Preparation, reviewed the process leading to approval. This progression includes approval from the Department for operating authority, approval from the Colorado State Board of Education for the content being taught in the program and final approval by the Commissioners for the institution to provide educator preparation services in the state.

Commissioners Fagan and Babbs requested clarification regarding the role of the Department of Education within program review and how the Department of Higher Education reviews the institution's ability to link the content being taught in the educator preparation program and how this knowledge is demonstrated in the fieldwork components. Kachina Weaver provided additional information regarding established Departmental policy regarding this process and the connection to relevant statute.

Advisor Artis asked Dr. Mitchell if there would be reports on the successes or not of Relay graduates, if there is approval, to provide checks on how well it is working. Mr. Mitchell replied there would be a site visit sooner than May 2018 to look at teachers being hired, how they're evaluated and whether they stay within the system.

Mr. Randall Peterson, representing CEA, claimed that Section (2)(c) of CRS 23-11121 is unclear with the statutory interpretation and should be changed. Mr. Peterson suggested the statute be rewritten or get a legal opinion through Legislative Services. Commissioner Kaufman responded that whatever the interpretation of Subsection (c) is, the background work has been done either by CDHE staff or by the Department of Education. He did see any need to do it again. Further, the CCHE would either have the legislature rewrite the statute which cannot happen this year or if there is going to be a legal opinion, CCHE is part of the executive branch and would have to go to the attorney general, not legislative services.

Commissioner Kaufman moved to approve the Relay Graduate School of Education. The motion was seconded by Commissioner Fagan and unanimously passed.

*There being no further business, the meeting was adjourned at 5:15pm*

**TOPIC:** DEGREE AUTHORIZATION ACT: ROCKY MOUNTAIN COLLEGE OF ART AND DESIGN – REQUEST FOR THE RENEWAL OF AUTHORIZATION

**PREPARED BY:** HEATHER DELANGE, ACADEMIC POLICY OFFICER

### **I. SUMMARY**

This consent item recommends the renewal of full authorization for the Rocky Mountain College of Art and Design (RMCAD) to continue operating as an authorized private, degree-granting postsecondary institution in Colorado pursuant to the Degree Authorization Act.

### **II. BACKGROUND**

The Colorado Commission on Higher Education has statutory responsibility for administration of Title 23, Article 2 of the Colorado Revised Statutes, which authorizes certain types of institutions to offer degrees and/or degree credits. These are: (1) Colorado publicly supported colleges and universities; (2) properly accredited private colleges and universities; (3) postsecondary seminaries and bible colleges; and (4) private occupational schools authorized by the Division of Private Occupational Schools. Persons or unauthorized 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 in order to receive authorization to offer degrees within Colorado. Private institutions must receive authorization by CCHE 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.

Recent changes to C.R.S. 23-2-102 et seq. authorize the Colorado Commission on Higher Education to renew the authorization annually for institutions that previously received provisional authorization. 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 the minimum operating standards specified in statute. Department staff created a procedure for institutions to follow in order to apply for the renewal of provisional authorization.

### **III. STAFF ANALYSIS**

As required by the Degree Authorization Act, Rocky Mountain College of Art and Design submitted the renewal documentation from its last reaffirmation of accreditation site visit by the Higher Learning Commission.

At its May 4, 2015 meeting, the Institutional Actions Council (IAC) of the Higher Learning Commission (of the North Central Association of Colleges and Schools) continued the

accreditation of Rocky Mountain College of Art and Design through 2024-25. In conjunction with this action, the IAC required an interim report on the governance of RMCAD. RMCAD submitted its interim report and by April 2015, the IAC determined that RMCAD addressed the governance concerns raised by the team during the HLC site visit. RMCAD will go through a comprehensive evaluation in 2018-2019 with the next reaffirmation of accreditation scheduled for 2024-2025.

The reaffirmation of accreditation, along with the supporting documentation, meets the criteria for the renewal of authorization under the Degree Authorization Act.

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

**Staff recommends that the Commission approve the renewal of authorization for Rocky Mountain College of Art and Design.**

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

§23-2-103.3 (7)(b)(I), C.R.S. A private college or university that has had its accreditation reaffirmed without sanction, is in compliance with §23-2-103.8 and is not subject to investigation pursuant to §23-2-103.4 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.

**TOPIC:** RECOMMEND APPROVAL OF MASTER OF ARTS IN EDUCATION  
– TEACHER LICENSURE AT FORT LEWIS COLLEGE

**PREPARED BY:** DR. IAN MACGILLIVRY, DIRECTOR OF ACADEMIC AFFAIRS;  
DR. ROBERT MITCHELL, ACADEMIC POLICY OFFICER FOR  
EDUCATOR PREPARATION

## **I. SUMMARY**

This consent item recommends approval of a Masters of Arts in Education – Teacher Licensure at Fort Lewis College (FLC). Students completing this degree will also complete an educator endorsement program in Art (8.04), Physical Education (8.16), Foreign/World Language (8.10), Drama (8.07), English Language Arts (8.09), Mathematics (8.14), Social Studies (8.18) or Science (8.17). This new degree differs from FLC’s currently approved M.A. Education – Leadership in that the leadership degree is for already licensed teachers and the new teacher licensure degree is for candidates seeking initial licensure.

## **II. BACKGROUND**

### **COMMISSION AUTHORITY**

The Colorado Commission on Higher Education’s role and responsibility in the review and approval of new academic programs at institutions operating under a performance contract is defined in §23-5-129(6)(b), which states that new and modified program proposals shall be reviewed and approved only on the basis of fit with the institution’s statutory role and mission.

In the case of educator preparation programs, an additional review is required. C.R.S. §23-1-121 requires the Colorado Commission on Higher Education to consider approval of all educator preparation programs at public and private institutions of higher education, after such institutions have received an affirmative recommendation from the State Board of Education.

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

- The Colorado Department of Higher Education (DHE) reviews an application, through the parameters of the Degree Authorization Act, for operational compliance. If the program meets the requirements, DHE makes a recommendation to the Colorado Commission on Higher Education (CCHE) for “provisional authorization”.
- The Colorado Department of Education (CDE) conducts a review of the endorsement program, to ensure its content is designed and implemented in a manner that will enable a candidate to meet the requirements for licensure in Colorado (C.R.S. §22-60.5).
- Following that review, CDE makes a recommendation to the State Board of Education for consideration.
- If the State Board of Education (SBOE) approves the application, the approval is forwarded to DHE.

- Upon receiving an approval from SBOE, DHE reviews the proposed program for the following statutory performance criteria [C.R.S. §23-1-121(2)]:
  - 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.
- DHE would then forward a recommendation for approval or denial to CCHE for action.

### **III. STAFF ANALYSIS**

The Colorado Department of Education's Office of Professional Services and Educator Licensure approved the content of the Masters of Arts in Education – Teacher Licensure for endorsements (licensure) in Art (8.04), Physical Education (8.16), Foreign/World Language - Spanish (8.10), Drama (8.07), English Language Arts (8.09), Mathematics (8.14), Social Studies (8.18) and Science (8.17). Notification of approval from CDE was conveyed to the Department on April 21, 2016.

This program provides prospective educators an opportunity to complete a course of study that requires graduate-level coursework, leading to both the advanced degree and initial teacher licensure in one of the eight endorsements outlined above. Pursuant to C.R.S. §23-1-121(2), department staff reviewed the proposal and confirmed it meets the statutory performance criteria. The following is summarized from the institution's proposal:

1. **Comprehensive admission system:** Candidates in this master's program must meet the following requirements: undergraduate grade point average of 3.0 (on a 4.0-point scale) in one of the following academic disciplines: Art, Physical Education, Exercise Science, English, Literature, Mathematics, Biology, Chemistry, Geology, Physics, History, Political Science, Theatre or Spanish (or other related degrees); passage of the state content test (PRAXIS or PLACE); and successful clearance of a personal background check. Conditional admission status may be conveyed by the admissions committee if one or more of the minimum requirements are not met. Included in all admissions decisions is a dispositional screening by the admissions committee to ensure candidates display appropriate professionalism and instructional demeanor required of educators.
2. **Ongoing screening and advising:** Advising of students will be conducted by the Teacher Education Program chair and the various faculty members within the program. In addition, resources from the field placement office and affiliated academic departments (e.g. Math, English) will provide advising on an as-needed basis.
3. **Course work and field-based training integrate theory and practice and educates candidates in methodologies, practices and procedures of teaching standards-based education, specifically in teaching the content defined in the Colorado Academic Standards:** Specifically, educator preparation programs are reviewed to ensure that:

- a) An appropriate mix of general education, content knowledge and professional knowledge exists;
- b) Teachers understand Teacher Quality Standards (Rule 5.00, *Rules for the Administration of the Educator Licensing Act of 1991, 2016 revision*), that principals understand Principal Quality Standards (Rule 6.00, *Rules for the Administration of the Educator Licensing Act of 1991, 2016 revision*), and Colorado Academic Standards; and
- c) That educator preparation programs have a commitment to equity and excellence (C.R.S. §22-7-403), that teachers are able to prepare students to actively participate in democracy (C.R.S. §22-7-1002), and to ensure that K-12 students will be post-secondary and workforce ready (C.R.S. §22-7-1008).

A review of FLC's proposed program reveals that specific assessments have been developed to ensure candidates understand the connections between what they are learning in their educator preparation coursework and the methodologies, practices and procedures that will be required of them in their fieldwork and when they become licensed educators. As evidence, students are required to complete six major assignments throughout the course of the program that closely align fieldwork and classroom learning. Additional expertise in contemporary educational issues will be provided by external stakeholders – including administrators and teachers from cooperating and neighboring districts.

4. **Candidate skills and content knowledge:** Candidates are required to pass the appropriate PRAXIS/PLACE exam prior to program completion. In addition, candidates will complete a summative capstone project that highlights their teaching abilities and areas of future development.
5. **Continual improvement:** Fort Lewis College continues to be involved in continual improvement through both internal review and work with external groups (including DHE and CDE). Program leadership has recruited a recognized team of experts that provide feedback on program effectiveness in both a formative and summative manner.

Additional information on this proposed degree, unrelated to fit with statutory role and mission or educator preparation requirements, is in Appendix A.

#### **ROLE AND MISSION SUPPORT**

This degree supports FLC's statutory role and mission, which states:

*There is hereby established a college at Durango to be known as Fort Lewis College, which shall be a public liberal arts college, with selective admissions standards with a historic and continuing commitment to Native American education. In addition, the college may offer professional programs and a limited number of graduate programs to serve regional needs. (23-52-101 C.R.S.)*

Pursuant to Colorado Revised Statutes §23-5-129(6)(b), department staff finds the proposed degree is consistent with the institution's statutory role and mission and meets the educator preparation requirements in §23-1-121, C.R.S. Fort Lewis College's governing board approved the program at its April 1, 2016.

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

**Staff recommends that the Commission approve the Masters of Arts in Education – Teacher Licensure at Fort Lewis College.**

#### **III. 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.

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

(2) The commission shall adopt policies establishing the requirements for educator preparation programs offered by institutions of higher education. The department shall work in cooperation with the state board of education in developing the requirements for educator preparation programs. At a minimum, the requirements shall ensure that each educator preparation program complies with section 23-1-125, is designed on a performance-based model, and includes:

(a) A comprehensive admission system that includes screening of a candidate's dispositions for the field in which he or she is seeking licensure, consideration of a candidate's academic preparation for entry into his or her desired endorsement area or areas, and preadmission advising for students who are considering becoming candidates. The department shall work in collaboration with the programs to define any dispositions considered to be appropriate for educators.

(b) Ongoing advising and screening of candidates by practicing educators or faculty members;

(c) Course work and field-based training that integrates theory and practice and educates candidates in the methodologies, practices, and procedures of standards-based education, as described in parts 4 and 10 of article 7 of title 22, C.R.S., and specifically in teaching to the state academic standards adopted pursuant to section 22-7-406, C.R.S., or, beginning December 15, 2012, teaching to the state preschool through elementary and secondary education standards adopted pursuant to section 22-7-1005, C.R.S.;

(d) A requirement that, during the course of the preparation program, each teacher candidate in an initial licensure program complete a minimum of eight hundred hours, each principal and administrator candidate complete a minimum of three hundred hours, and each other advanced degree or add-on endorsement candidate complete appropriate supervised field-based experience that relates to predetermined learning standards and includes best practices and national norms related to the candidate's endorsement;

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

(f) Comprehensive, ongoing assessment including evaluation of each candidate's subject matter and professional knowledge and ability to demonstrate skill in applying the professional knowledge base.

**APPENDIX:**

Appendix A: Supplemental Information

## **APPENDIX A: SUPPLEMENTAL INFORMATION**

This supplemental information is unrelated to the proposed degree's fit with the institution's statutory role and mission. The following is summarized from the institution's proposal:

### **EVIDENCE OF NEED**

After a thorough analysis and review of data during the 2014 State of Colorado CDE and CDHE Reauthorization and Teacher Education Accreditation Council, the Teacher Education Department found a disturbing trend that the majority of undergraduate K-12 and secondary teacher licensure majors took, on average 147 credits to graduate, had difficulty passing teacher preparation exams (only 56%-88% first time pass rate), high rates of non-completion of licensure portion of their degrees, and the relatively lower completion rate of post bac students. The undergraduate courses did not have a particular sequence and time conflicts occurred on a regular basis with education and other licensure content courses, making it difficult to complete a degree in four years. Students in the undergraduate in K12 and secondary program reported that was difficult to find time to have consistent and high quality field placement in schools, since they often needed to return to campus for other classes. Furthermore, many post-baccalaureate students in the region end up choosing Adams State or Western State MAE online or hybrid programs, when they would rather attend Fort Lewis College.

### **DUPLICATION**

This program model is a very common across the country and is becoming the standard approach in the teacher preparation field, including the regional competition at Adams State University, Western Colorado State University and Colorado Mesa University. The program will build in the required 800 hours of school-based experiences required for Colorado teaching licensure.

**TOPIC:** RECOMMEND APPROVAL OF MASTER OF FINANCE AT  
COLORADO STATE UNIVERSITY

**PREPARED BY:** IAN MACGILLIVRAY, DIRECTOR OF ACADEMIC AFFAIRS

**I. SUMMARY**

This consent item recommends approval for Colorado State University (CSU) to offer a Master of Finance degree.

**II. BACKGROUND**

**COMMISSION AUTHORITY**

The Colorado Commission on Higher Education's role and responsibility in the review and approval of new academic programs at institutions operating under a performance contract is defined in §23-5-129(6)(b), which states that new and modified program proposals shall be reviewed and approved only on the basis of fit with the institution's statutory role and mission.

**III. STAFF ANALYSIS**

**OVERVIEW OF PROPOSED PROGRAM**

The following is summarized from CSU's proposal:

*The Master of Finance prepares students for careers in the rapidly changing finance industry, with an emphasis on quantitative analysis and real-world application. The curriculum covers the principles, processes, and practices of investment analysis, portfolio management, corporate finance, and financial risk management, with hands-on application of course concepts to analysis of current financial data. In addition to core classes covering financial statistics, security analysis, corporate finance, and international finance, students have the opportunity for more specialized study through their selection of elective courses.*

Additional information on this proposed degree, unrelated to fit with statutory role and mission, is in Appendix A.

**ROLE AND MISSION SUPPORT**

This degree supports CSU's statutory role and mission, which states:

*There is hereby established a university at Fort Collins to be known as Colorado state university. Colorado state university shall be a comprehensive graduate research*

*university with selective admission standards offering a comprehensive array of baccalaureate, master's, and doctoral degree programs. Consistent with the tradition of land grant universities, Colorado state university has exclusive authority to offer graduate and undergraduate programs in agriculture, forestry, natural resources, and veterinary medicine. The Colorado commission on higher education, in consultation with the board of governors of the Colorado state university system, shall designate those graduate level programs that are the primary responsibility of Colorado state university. Colorado state university has the responsibility to provide on a statewide basis, utilizing when possible and appropriate the faculty and facilities of other educational institutions, those graduate level programs. The commission shall include in its funding recommendations a level of general fund support for these programs. (23-31-101, C.R.S.)*

Pursuant to Colorado Revised Statutes 23-5-129(6)(b), department staff finds the proposed degree is consistent with the institution's statutory role and mission. Colorado State University's governing board approved the program at its May 6, 2016 meeting.

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

**Staff recommends that the Commission approve the Master of Finance at Colorado State University.**

#### **V. 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.

#### **APPENDIX:**

Appendix A: Supplemental Information

## **APPENDIX A: SUPPLEMENTAL INFORMATION**

This supplemental information is unrelated to the proposed degree's fit with the institution's statutory role and mission. The following is summarized from the institution's proposal:

### **EVIDENCE OF NEED**

The curriculum in this program is officially recognized by the Financial Risk Manager designation administered by the Global Association of Risk Managers. In 2014, more than 36,000 candidates registered for the FRM examination. The curriculum is also closely aligned with the curriculum in the rigorous post-graduate Chartered Financial Analyst designation. This rigorous professional designation is in high demand with more than 150,000 candidate registrations worldwide in 2014.

The recent financial crisis highlighted the need for advanced financial education. The financial market has steadily improved since that time and there is high demand for students with this education background and with the FRM and CFA designations. Bureau of Labor Statistics data shows continued strong growth for financial specialists in the U.S., projecting 12% job growth in this sector between 2012 and 2022 and more than 1 million job openings over that time period due to combinations of retirements and growth in positions. Financial analyst jobs are projected to increase by 16% and financial advisors by 27%. Although these are national projections, Colorado has larger concentrations in the financial sector than the U.S. Average and strong competition for qualified workers has lead Colorado average salaries to exceed the U.S. average.

### **DUPLICATION**

There are several other master-level programs in finance in the State of Colorado, each with its own unique flavor, at AACSB accredited schools that will compete for and place similar applicants: University of Colorado Boulder's *MSBA in Finance* and University of Colorado Denver's *MS in Finance and Risk Management*.

**TOPIC:** RECOMMEND APPROVAL OF NINE NEW DEGREES AT METROPOLITAN STATE UNIVERSITY OF DENVER

**PREPARED BY:** DR. IAN MACGILLIVRAY, DIRECTOR OF ACADEMIC AFFAIRS

## **I. SUMMARY**

This consent item recommends approval for Metropolitan State University of Denver (MSU Denver) to offer the following degrees:

1. Cyber Security, B.S.
2. Hotel Management, B.S.
3. Restaurant Management, B.S.
4. Travel and Tourism Management, B.S.
5. Sport Management, B.A.
6. K-12 Physical Education, B.S.
7. Exercise Science, B.S.
8. Healthcare Professional Services, B.S.
9. Construction Project Management, B.A.

## **II. BACKGROUND**

The Colorado Commission on Higher Education's role and responsibility in the review and approval of new academic programs at institutions operating under a performance contract is defined in §23-5-129(6)(b), which states that new and modified program proposals shall be reviewed and approved only on the basis of fit with the institution's statutory role and mission.

## **III. STAFF ANALYSIS**

The following is summarized from MSU Denver's proposal:

1. **Cyber Security, B.S.** This new degree program will fill a workforce need and workforce gap by providing Colorado residents interdisciplinary education and real world application in the cybersecurity industry in Colorado and across the nation.
2. **Hotel Management, B.S.** This new degree program has been a concentration within our Hospitality, Tourism and Events (HTE) degree program. In 2014, the HTE department received a \$1.5 million gift to enhance the growth, visibility and credibility of the Hotel Management program. Also, given the growth in student interest in this area, and our desire to seek Accreditation Commission for Programs in Hospitality Administration (ACPHA) accreditation for Hotel Management, this program needs to be a degree on its own.

3. **Restaurant Management, B.S.** This new degree program has been a concentration within our Hospitality, Tourism and Events (HTE) degree program. This degree program builds on the strengths of the Department of Hospitality, Tourism and Events and reflects the very specific skill sets necessary to function competitively in a restaurant environment.
4. **Travel and Tourism Management, B.S.** This new degree program has been a concentration within the Hospitality, Tourism and Events degree program. Developing this program as its own degree program will allow students to address the unique challenges of Travel and Tourism management. Graduates will be more competitive for jobs in this field.
5. **Sport Management, B.A.** This new degree program has been a concentration within the existing Human Performance and Sport degree program. This transition to being its own degree program better reflects industry needs and allows for a more marketable degree.
6. **K-12 Physical Education, B.S.** This new degree program is currently a concentration in the Human Performance and Sport degree program. This program will build upon the competencies of the department faculty members, allow for better visibility for the program and provide a clearer path for students. Since MSU Denver is currently approved by both State Board of Education and the Commission to offer this educator preparation endorsement, staff at both Colorado Department of Education and Colorado Department of Higher Education agree no further educator preparation review is necessary.
7. **Exercise Science, B.S.** This new degree program has been a concentration within the existing Human Performance and Sport degree program. This concentration is accredited through the Committee on the Accreditation for Exercise Science (CoAES) and this program is one of only 44 in the nation to receive this accreditation. The transition from concentration to being its own degree program better reflects industry needs and is likely to attract additional enrollment.
8. **Healthcare Professional Services, B.S.** This new degree program will provide opportunities for those already trained as allied health care providers who work in 80 different professions and represent approximately 60% of all health care providers.
9. **Construction Project Management, B.A.** This new degree program emphasizes both theoretical and practical applications, providing the student with a solid foundation in core skills, knowledge and dispositions to facilitate employability in management and professional positions in the construction industry. The curriculum was developed in consultation with a team of construction industry stakeholders and addresses workforce needs identified by the group.

Additional information on this proposed degree, unrelated to fit with statutory role and mission, is in Appendix A.

This degree supports MSU Denver's statutory role and mission, which states:

*There is hereby established a university at Denver, to be known as Metropolitan state university of Denver, which shall be a comprehensive institution with modified open admission standards at the baccalaureate level; except that nontraditional students at the baccalaureate level who are at least twenty years of age shall only have as an admission requirement a high school diploma, the successful completion of a high school equivalency examination, as defined in section 22-33-102 (8.5), C.R.S., or the equivalent thereof. Metropolitan state university of Denver shall offer a variety of liberal arts and science, technical, and educational programs. The university may offer a limited number of professional programs. In furtherance of its role and mission, Metropolitan state university of Denver may offer master's degree programs that address the needs of its urban service area [§23-54-101, C.R.S.].*

Pursuant to Colorado Revised Statutes 23-5-129(6)(b), Department staff finds the proposed degrees are consistent with the institution's statutory role and mission. The degrees comply with GT Pathways requirements and the 120 credit cap. MSU Denver's governing board approved the degrees at its May 6, 2016 meeting.

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

**Staff recommends that the Commission approve the nine new degrees at Metropolitan State University of Denver.**

#### **V. 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.

#### **APPENDIX:**

Appendix A: Supplemental Information



## APPENDIX A: SUPPLEMENTAL INFORMATION

This supplemental information is unrelated to the proposed degree's fit with the institution's statutory role and mission. The following is summarized from the institution's proposal:

### EVIDENCE OF NEED

1. Cybersecurity, B.S. This program is being built primarily to meet the needs of MSU Denver's Advanced Manufacturing program, but the interdisciplinary components of the program will allow it to be applicable in criminal justice, computer science and computer information systems. According to Bureau of Labor Statistics, more than 209,000 jobs in the U.S. are unfilled and postings are up 74 percent over the past five years. The demand for professional positions in this area is expected to increase by 53 percent through 2018.
2. Hotel Management, B.S. Since most full-service hotel chains hire candidates with a bachelor's degree in hospitality or hotel management, the need for this degree becomes all the more relevant. According to Bureau of Labor Statistics Occupational Outlook Handbook, the occupation of lodging manager is expected to grow at a rate of 8% from 2014 to 2024, which is higher than the average for all occupations, at 7%. The term "lodging manager" refers not only to a traditional general manager of a property, but also includes revenue managers, room/reservation/front desk managers, human resources and sales and marketing managers.
3. Restaurant Management, B.S. The restaurant industry has seen significant growth in recent years, creating a demand for profession-specific content that the current HTE major cannot provide. This degree will make our graduates better prepared and highly competitive in the job market. Moreover, having an umbrella degree will support the following concentrations: Food and Beverage Operations, Food Service Operations and Beverage Operations.
4. Travel and Tourism Management, B.S. According to both the World Tourism Organization and the World Travel Tourism Council, the travel and tourism industry is the largest industry and employer in the world. According to the U.S. Department of Commerce Office Travel and Tourism Industries, "direct spending by domestic and international travelers generates more than \$900 million in the nation's economy." This industry accounts for more than ten million direct and indirect jobs. In Colorado, the tourism industry is the second largest employer in the state. Visit Denver reports that, whereas tourism growth across the U.S. has been around 15% since 2005, over the same ten-year period Denver and Colorado have experienced a 48% increase. Those with specific training in travel and tourism are in demand.
5. Sport Management, B.A. There are currently 167 students in this existing concentration. For these students to have a degree name that more appropriately reflects their training will allow them to be more competitive in this field. The employment rate is sufficient to justify the program and having this degree name is likely to increase the employment rate.

6. K-12 Physical Education, B.S. This transition to being its own degree program better reflects industry needs. There are currently 80 students in this existing concentration. For these students to have a degree name that more appropriately reflects their training will allow them to be more competitive in this field. The employment rate is sufficient to justify the program and having this degree name is likely to increase the employment rate.
7. Exercise Science, B.S. There are currently 275 students in this very popular concentration. For these students to have a degree name that more appropriately reflects their training will allow them to be more competitive in this field. The employment rate is sufficient to justify the program and having this degree name is likely to increase the employment rate.
8. Healthcare Professional Services, B.S. For many of these healthcare providers, increasing professionalization is now requiring them to have a Bachelor's degree when either a certificate or an Associate's degree used to suffice. For example, respiratory therapists now must have a four-year degree, and there are 2,500 respiratory therapists in Colorado. The Bureau of Labor Statistics estimates that there will be 2.3 million new jobs in the healthcare industry between 2014 and 2024. Based on projections that 60% are from an allied health background, this translates into roughly 1,380,000 new jobs being held by allied health professionals in the U.S. Locally, Denver Health Medical Center has over 6,000 employees, again a large portion of these are allied health professionals, as only 1,300 are nurses. This degree program allows trained allied health care workers to advance their education and their careers.
9. Construction Project Management, B.A. The need for qualified workers for professional positions in the construction industry is well documented. Data contained in the 2016 Associated General Contractors (AGC) Construction Outlook survey results for Colorado indicate a continued need for a growing construction workforce in Colorado. 84% of construction industry employers surveyed expect an increase in employee headcount, with 26% of respondents anticipating an increase of 26% or more. 52% of respondents are having a hard time filling both salaried and craft worker positions. Additionally, 32% predict that it will become more difficult to find and hire qualified construction professionals.

#### DUPLICATION

1. Cybersecurity, B.S. Currently, only two institutions in Colorado offer a B.S. in Cybersecurity: Colorado Technical University and the U.S. Air Force Academy. The University of Colorado Colorado Springs offers a B.I. in Computer Science and Security, and Colorado Technical Institute offers a B.S. in Computer Systems Security and a B.S. in Information Assurance and Security.
2. Hotel Management, B.S. Johnson & Wales offers a B.S. in Hotel & Lodging Management. The University of Denver offers a B.A./B.S. in Hotel Restaurant & Tourism Management. Both are private schools.

3. Restaurant Management, B.S. Johnson & Wales offers a B.S. in Restaurant, Food and Beverage Management, and Colorado State University offers a B.S. in Restaurant and Resort Management. The University of Denver offers a B.A./B.S. in Hotel Restaurant & Tourism Management.
4. Travel and Tourism Management, B.S. There are a number of hospitality degree programs in Colorado but none that focus specifically on travel and tourism.
5. Sport Management, B.A. Colorado Mesa University offers a B.S. in Sport Management.
6. K-12 Physical Education, B.S. Adams State University offers a B.A./B.S. in Human Performance and Physical Education.
7. Exercise Science, B.S. Colorado Mesa University, Fort Lewis College and University of Northern Colorado offer a B.S. degree in Exercise Science. Colorado State University offers a B.S. in Health & Exercise Science; University of Colorado Colorado Springs offers a B.S. in Exercise Science, Health Promotion & Recreation; and Western State Colorado University offers a B.S. degree in Exercise & Sports Science. Regis University offers a B.S. in Health & Exercise Science. There is no public post-secondary Exercise Science degree program in metro-Denver.
8. Healthcare Professional Services, B.S. Colorado Christian University offers a B.S. degree in Healthcare Administration and Colorado Technical University offers a B.S. degree in Health Services Administration and a B.A. degree in Healthcare Management, but all are very different degree programs. CSU Global offers a B.S. degree in Health Care Administration and Management, MSU Denver offers a B.S. in Health Care Management and Regis University offers a B.S. in Health Care Management, but, again, all are very different degrees.
9. Construction Project Management, B.A. The University of Denver, Colorado Mesa University, Colorado State University and Colorado State University Pueblo all offer a B.S. degree in Construction Management, but none focus on those skilled in construction trades as does this degree program.

**TOPIC:** RECOMMEND AUTHORIZATION TO OFFER SUPPLEMENTAL ACADEMIC INSTRUCTION AT UNIVERSITY OF NORTHERN COLORADO

**PREPARED BY:** DR. IAN MACGILLIVRAY, DIRECTOR OF ACADEMIC AFFAIRS

**I. SUMMARY**

This consent item recommends authorization for University of Northern Colorado (UNC) to offer Supplemental Academic Instruction (SAI) in English. UNC was authorized to offer SAI in mathematics at the Commission’s August 6, 2015 meeting.

**II. BACKGROUND**

Pursuant to CRS §23-1-113(1.5), the commission may authorize a state institution of higher education to provide supplemental academic instruction (SAI) to students with limited academic deficiencies (students who do not score above the minimum cut score on national assessments of college readiness, like ACT) and to receive Colorado Opportunity Fund (COF) stipend payments even though the institution is not authorized to provide basic skills courses.

Table 1 below shows the current cut scores used for placement decisions. Institutions use these scores to determine if a student is ready for college-level, credit-bearing coursework in English (Reading & Writing) and mathematics. Prior to the legislation and [Commission Policy I, W](#) that made SAI possible, a student admitted into a four-year institution that scored a few points below these cut scores was typically required to enroll in a community college for non-credit-bearing remedial (basic skills) coursework. SAI, however, allows many of these students to stay at their home institution and enroll directly into credit-bearing English and mathematics general education coursework with extra support (SAI), thus enabling them to finish college faster and with fewer obstacles. Furthermore, the credit-bearing English and mathematics courses taught co-requisitely with SAI are required to be gtPathways approved, thus ensuring transferability.

**Table 1: College-Ready Assessment Cut Scores**

<b>Assessment</b>	<b>English (Reading)</b>	<b>Math</b>
ACT	18	19
SAT	430	460
Accuplacer	80	85

To be authorized to offer SAI, an institution must submit a proposal to the department that includes information about a) the cut score range on national, primary assessments (like ACT and SAT) it will use for placement into SAI; b) what secondary assessment will be used to ensure appropriate placement; c) a process for how the institution will intervene and advise students about appropriate SAI options; d) how the institution will ensure students understand the requirement to complete credit-bearing English and mathematics general education coursework within their first 30 credit hours; e) the requirement to flag and report each SAI

course and student enrolled in SAI in the Student Course Enrollment File in SURDS; f) communication between SAI faculty and credit-bearing course faculty; g) SAI staffing and support, including contact information for the SAI institutional liaison(s) with the department; SAI and co-requisite gtPathways course content descriptions and syllabi; and h) the institution's plan to assess whether or not its SAI offerings are meeting benchmarks of student success.

Institutions receive preliminary three-year authorization, after which they will be re-evaluated on the success of their implementation of SAI. The department has taken on the responsibility of collecting and analyzing student SAI records. The department will report the outcomes of SAI programs on an annual basis.

### **III. STAFF ANALYSIS**

UNC is requests authorization to attach SAI to ENG 122: College Composition. The SAI will be a one-credit-bearing, COF eligible course: ENG 198: Composition LAB. The following is summarized from the institution's proposal:

#### **a) Cut score range on national, primary assessments it will use for placement into SAI:**

*The ACT or SAT, in combination with high school GPA, are being used as the primary assessment in English. All students who wish to enroll in ENG 122 and have an ACT English score of 17 or below or SAT verbal score of 429 or below and also have a high school GPA less than 2.75 will be considered as having limited academic deficiency and will be given a secondary assessment.*

#### **b) Secondary assessment used to ensure appropriate placement:**

*UNC will use a Directed Self Placement. Students will be asked questions from three different categories: Writing and Reading Attitudes; Sentence Correction; and Reading Comprehension. The score will assist the student to determine, individually, whether the SAI is right for him or her. UNC is in the process of determining the cut score in an assessment pilot which will be completed in 2016. UNC will also implement a third assessment on the first day of the class as a means of giving individual instructors an opportunity to determine specific needs of individual students in SAI. The tertiary assessment will be a writing prompt given to the students with a 45-minute time limit to complete. The essay will be scored based on a rubric. UNC is currently in the process of determining cut scores. These documents are on file in the Academic Affairs Division at the Department.*

**c) Process for how the institution will intervene and advise students about appropriate SAI options:**

*Students who are identified in the primary assessment as potentially needing the SAI intervention will be contacted by email and asked to complete online the secondary assessment in the form of a Directed Self Placement. Students will be asked questions from three different categories: Writing and Reading Attitudes; Sentence Correction; and Reading Comprehension. After the student has completed the DSP, a report will be generated, which will include the student's score, as well as a recommendation about whether the SAI is right for him or her.*

**d) How will the institution ensure students understand the requirement to complete credit-bearing English and mathematics general education coursework within their first 30 credit hours?**

*In the same report mentioned above, students will be informed of the requirement to complete the credit-bearing composition course (ENG 122) with SAI within the first 30 credits.*

**e) Requirement to flag and report each SAI course and student enrolled in SAI in the Student Course Enrollment and Undergraduate Applicant Files in SURDS:**

*University of Northern Colorado affirms it will comply with this requirement when submitting SURDS data.*

**f) Communication between SAI faculty and credit-bearing course faculty:**

*Dr. Sarah Allen and Sonja Scullion will coordinate the program and work with the instructors from both 198 and 122.*

**g) SAI staffing and support, including contact information for the SAI institutional liaison(s) with the department; SAI and co-requisite gtPathways course content descriptions and syllabi:**

*The SAI liaison for UNC is Dr. Ann Bentz, Special Assistant to the Provost. The English SAI liaison is Dr. Sarah Allen.*

*Here is the description for ENG 198: Composition LAB at UNC approved through the usual university curriculum process.*

***ENG 198: Composition LAB (1 credit)***

*Co-requisite: ENG 122. Provides supplemental academic support for students enrolled in College Composition (ENG 122). This one-credit, online composition lab provides supplemental academic instruction for ENG 122 with an emphasis on the relationship of reading and grammar to writing.*

*Here is the catalog description for ENG 122: College Composition at UNC, a course approved for GT Pathways.*

***ENG 122: College Composition (3 credits)***

*The extensive practice in writing clear and effective academic prose with special attention to purpose, audience, organization, and style. Instruction in critical analysis and revision.*

**h) Institution's plan to assess whether or not its SAI offerings are meeting benchmarks of student success:**

*UNC will conduct a study to determine if the SAI pilot resulted in more students being successful in the gateway English course than they would have been without SAI. One measure of success is if course grades for SAI students co-registered for ENG 122 are as good as students enrolled in ENG 122 without SAI (measured as proportion of students with a grade of B or better).*

**IV. STAFF RECOMMENDATION**

**Staff recommends the Commission authorize University of Northern Colorado's proposal to offer supplemental academic instruction with ENG 122: College Composition.**

**V. STATUTORY AUTHORITY**

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

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

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

(b) Each governing board shall adopt policies and procedures that are aligned with the policy established by the commission pursuant to paragraph (a) of this subsection (1.5) and that ensure

that, to the extent required by the commission policy, each matriculated student takes or has taken basic skills placement or assessment tests in English and mathematics. The institution that enrolls the student shall select which tests to use from among those that meet the standards established in the commission policy and shall administer the tests. The commission, in consultation with the governing boards, shall ensure the comparability of the placement or assessment tests for the purpose of providing consistent reporting data as such data are required by section 23-1-113.3 (4).

(c) Students identified by institutions as needing basic skills courses based on their test scores shall complete the appropriate basic skills courses by the time the student completes thirty college-level credit hours. The commission, in consultation with the governing boards, shall ensure that each student identified as needing basic skills courses receives written notification identifying which state institutions offer basic skills courses and the approximate cost and relative availability of the basic skills courses, including any on-line courses.

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

**PREPARED BY:** CATHERINE OLUKOTUN, LEAD FINANCE ANALYST

## **I. SUMMARY**

This consent item is to amend the Two-Year Cash Funded Capital Program list for Colorado Mesa University (CMU), as presented to the Colorado Commission on Higher Education (CCHE) in December, 2015. The list is amended to reflect the addition of the Engineering Building project which consists of 66,000 sf at a total estimated project cost of \$26.0 million.

This project is anticipated to be funded from a combination of private funds, short-term borrowing (approximately 5-10 years), University funds, and previously issued Higher Education Revenue Bond Intercept program debt.

The Engineering Building project was on the University's five-year state funded request list, however, the CMU trustees have decided to delay the cash-funded athletic/recreational project and instead use the cash funds to build the Engineering Building project.

## **II. BACKGROUND**

C.R.S. 23-1-106(7) requires CCHE and the legislative Capital Development Committee (CDC) to consider and approve Two-Year cash funded capital program lists; any amendments to the list; and program plans for any project using the Intercept program.

Governing boards have the authority to submit new Two-Year lists and amendments to CCHE or CDC at any point during the fiscal year. However, projects may not commence until both the CCHE and the CDC have approved the updated list. If a project is amended, or the cost for an approved project changes by more than 15% of the original total, CCHE must reapprove the submission.

Every December, a comprehensive Two-Year Cash Funded Capital Program list comprised of all Governing Board projects is submitted to CCHE for approval. The list is then forwarded to the CDC for its consideration and approval in January.

C.R.S. 23-1-106(9)(a) limits the scope of CCHE's authority on cash-funded non-Intercept projects to only (1) receiving cost information from the public institution about the project and (2) forwarding the Two-Year Capital Projection list to the Capital Development Committee. The Commission has no official approval authority for individual cash-funded non-Intercept projects. Rather, state law grants the authority and responsibility for the review and approval of such projects to the public institution's governing board. For cash-funded Intercept projects, the CCHE's authority is outlined in C.R.S. 23-1-106(10)(a), which gives the Commission the authority to review only the program plan for a project meeting this designation.

### **III. STAFF ANALYSIS**

The Engineering Building project provides much needed academic teaching and research space at Colorado Mesa University for the rapidly growing Engineering Program, a partnership program with the University of Colorado Boulder. The current Engineering Program is housed three miles from the main campus at the Bishop Campus in Grand Junction which requires students to balance classes both on and off the main campus. According to the program plan, the building will:

- Provide critically needed state-of-the-art academic facilities designed for the needs of a growing diversity of engineering programs;
- Re-assign existing facilities for the growth of certificate and associate level programs currently housed on CMU's Bishop Campus, including academic instruction classrooms, skill development spaces and labs;
- Create space to support the growing demand for interdisciplinary program collaboration and student academic and research projects; and
- Serve as an economic catalyst to support job creation and STEM K-12 education on the Western Slope.

According to the project program plan, current facilities on campus are not sufficient to support growth in student enrollment, higher retention rates, expansion of existing programs, night and evening classes, and future graduate programs. In addition, in September of 2015, CMU was approached by the local John McConnell Math & Science Center to ask whether they could partner with the university and co-locate their center within CMU. The John McConnell Math & Science Center of Western Colorado is a world-class center that integrates teaching and hands-on excitement into a Science, Technology, Engineering and Math learning environment encompassing students, educators, families and community. The Engineering Building plans to incorporate the John McConnell Math & Science Center as a 19,800 gsf addition which will not only contribute to CMU's mission to serve the university's 14-county region by bringing more math and science to K-12 students through the engagement with sophisticated hands-on experiments and interactive presentations, but it will also provide opportunities for university students to volunteer and provide an avenue for future K-12 teachers to receive hands-on experience.

**Table 1:  
Two-Year Cash Funded Capital Program  
FY 2016-17 List**

<b>CF</b>	\$ 26,003,676.04
<b>FF</b>	\$0.00
<b>TF</b>	<b>\$26,003,676.04</b>

The project is described briefly below:

***“Engineering Building project”*** –The project will provide critically needed state-of-the-art academic instruction space, including laboratory spaces to support undergraduate and future graduate level engineering coursework across multiple disciplines (civil engineering and mechanical engineering). It will also include space for the John McConnell Math & Science Center of Western Colorado to continue its work with Mesa County K-12 students and provide student-faculty interactive spaces for the Engineering Program in direct response to Colorado Mesa University’s expansion of existing programs and adaptable academic laboratory space needs. This project is fully consistent with CMU’s Institutional Master Plan and the 5-year Capital Improvement Plan.

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

**Staff recommends that the Commission (1) approve the amended Two-Year Cash Funded Capital Program List for Colorado Mesa University and the Program Plan for the Engineering Building project and (2) forward the list to the Office of State Planning and Budgeting, the Capital Development Committee, and the Joint Budget 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.

C.R.S. 23-1-106 (10)

(10) (a) (I) The commission shall review and approve any plan for a capital construction or capital renewal project for an auxiliary facility that is estimated to require total expenditures exceeding two million dollars and that is to be acquired or constructed and operated and maintained solely from cash funds held by the state institution of higher education that, in whole or in part, are subject to the higher education revenue bond intercept program established pursuant to section 23-5-139.

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

# Form CC-LCF

Two-Year Capital Construction - List of Cash Funded Projects  
 FY 2016-17 to FY 2017-18  
 Revised 7/2015

Prepared By: Laura Glatt  
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 E-Mail: [lglatt@coloradomesa.edu](mailto:lglatt@coloradomesa.edu)

<b>Institution Name:</b>		Colorado Mesa University					
<b>Project Title:</b>		Kinesiology Expansion (Originally part of Kinesiology and Performing Arts Expansion and Renovation)					
<b>Funding Source</b>		<b>Total Project Cost</b>		<b>Project Type:</b>		<b>Project Category:</b>	
Cash Funds	CF	\$	9,997,913	Renovation and Expansion		Auxiliary	
Federal Funds	FF	\$	-	Intercept Project:	Yes	Est. Start Date:	January-16
Total Funds	TF	\$	9,997,913	DHE Approved Program Plan:	N/A	Est. Completion Date:	December-16
				List Approval Date (month/year)		Funding Method:	Other

<b>Institution Name:</b>		Colorado Mesa University					
<b>Project Title:</b>		Student Housing - Garfield III (Phase A)					
<b>Funding Source</b>		<b>Total Project Cost</b>		<b>Project Type:</b>		<b>Project Category:</b>	
Cash Funds	CF	\$	12,649,630	New Construction		Auxiliary	
Federal Funds	FF	\$	-	Intercept Project:	Yes	Est. Start Date:	September-15
Total Funds	TF	\$	12,649,630	DHE Approved Program Plan:	N/A	Est. Completion Date:	July-16
				List Approval Date (month/year)		Funding Method:	Other

<b>Institution Name:</b>		Colorado Mesa University					
<b>Project Title:</b>		Student Parking Structure					
<b>Funding Source</b>		<b>Total Project Cost</b>		<b>Project Type:</b>		<b>Project Category:</b>	
Cash Funds	CF	\$	13,950,000	New Construction		Auxiliary	
Federal Funds	FF	\$	-	Intercept Project:	No	Est. Start Date:	January-16
Total Funds	TF	\$	13,950,000	DHE Approved Program Plan:	N/A	Est. Completion Date:	December-16
				List Approval Date (month/year)		Funding Method:	Other

<b>Institution Name:</b>		Colorado Mesa University					
<b>Project Title:</b>		Engineering Building					
<b>Funding Source</b>		<b>Total Project Cost</b>		<b>Project Type:</b>		<b>Project Category:</b>	
Cash Funds	CF	\$	26,003,676	New Construction		Academic	
Federal Funds	FF	\$	-	Intercept Project:	Yes	Est. Start Date:	July-16
Total Funds	TF	\$	26,003,676	DHE Approved Program Plan:	N/A	Est. Completion Date:	August-17
				List Approval Date (month/year)		Funding Method:	Other

**Agenda Item III, A will be  
presented at the meeting.**

**TOPIC:** RECOMMEND APPROVAL OF NEW GUARANTEED TRANSFER (GT) PATHWAYS COMPETENCIES AND CONTENT CRITERIA

**PREPARED BY:** IAN MACGILLIVRAY, DIRECTOR OF ACADEMIC AFFAIRS AND MAIA BLOM, ACADEMIC POLICY OFFICER

## **I. SUMMARY**

This action item recommends approval of new competencies and content criteria for the state's GT (guaranteed transfer) Pathways curriculum.

These competencies and content criteria set a minimum threshold for what students should know and be able to do after passing a state general education, guaranteed-to-transfer course. This information was presented as a discussion item at the Commission's April 1, 2016 meeting. Since that time, the draft competencies and content criteria have been finalized and are appended.

## **II. BACKGROUND**

The 31-credit [GT Pathways curriculum](#) forms the general education core of all associate of arts (A.A.), associate of science (A.S.), and liberal arts & sciences bachelor's degrees. Courses within the curriculum are guaranteed to transfer and apply to GT Pathways requirements at all public colleges and universities. GT Pathways makes possible the [statewide transfer articulation agreements](#) (also known as Degrees with Designation, or DwDs), which provide guided pathways to students and enhance timely degree completion.

The Commission approves GT Pathways competencies and content criteria, which are developed by faculty and directors of assessment and recommended for approval by department staff and the General Education (GE) Council. The Commission also approves courses nominated by faculty peer reviewers for inclusion in GT Pathways, per §23-1-125(3), C.R.S. To be nominated, the courses must meet Commission-approved content criteria and competencies.

The [current competencies](#), last revised in 2005, and the [current content criteria](#), last revised in 2005 and 2007, are out-of-date and are not written in assessable language.

### **Assessment and Higher Learning Commission Accreditation**

The Higher Learning Commission (HLC) is the regional accreditor for all Colorado public 2- and 4-year institutions. It is important that content criteria and competencies be written in assessable language because HLC and program accreditors are putting increased emphasis on the need for institutions to show evidence of student learning as part of their re-accreditation process. Colorado colleges and universities are already assessing student learning; thus, department staff, the General Education (GE) Council, institutional assessment directors, and faculty agree it makes good sense to align the GT Pathways content criteria and competencies with those assessment criteria Colorado institutions are already using to meet HLC re-accreditation

requirements. Institutions' assessment data are not used for faculty performance reviews, are not collected at the state level, and there are no plans to do either in the future.

The competencies Colorado institutions are already using for their assessment programs are directly borrowed from, or are aligned with, the Association of American Colleges and Universities' (AAC&U) [LEAP](#) essential learning outcomes. According to AAC&U's website, the essential learning outcomes (or competencies):

...champion[s] the importance of a twenty-first-century liberal education—for individual students and for a nation dependent on economic creativity and democratic vitality. LEAP responds to the changing demands of the twenty-first century—demands for more college-educated workers and more engaged and informed citizens. Today, and in the years to come, college graduates need higher levels of learning and knowledge as well as strong intellectual and practical skills to navigate this more demanding environment successfully and responsibly. Through LEAP, hundreds of campuses are making far-reaching educational changes to help all their students—whatever their chosen field of study—acquire the broad knowledge, higher order capacities, and real world experience they need to thrive both in the economy and in a globally engaged democracy.

Given that the LEAP competencies were written by faculty and assessment experts nationally, have been adopted by and are continually being refined to assess student learning on hundreds of campuses nationally and internationally, are aligned with the skills that employers say college graduates should have, and are already being used by Colorado institutions, makes them the logical choice for new GT Pathways competencies. Furthermore, these competencies and the common assessments that faculty can develop for GT Pathways courses will allow for 1) inter-state and inter-institutional faculty collaboration, such as through the State Higher Education Executive Officers' (SHEEO) [Multi-State Collaborative](#), and for 2) guaranteed transfer across state lines, such as through the Western Interstate Commission for Higher Education's (WICHE) [Interstate Passport Initiative](#). That is, aligning Colorado institutions' GT Pathways courses to a common set of competencies being used by institutions in other states opens possibilities for faculty and students to enhance student learning, transfer, persistence, and completion. Last, it will help Colorado institutions meet their performance goals and accreditation requirements.

### **III. STAFF ANALYSIS**

Department staff and the GE Council have been convening faculty twice yearly since spring 2014 to consider if and how the LEAP Essential Learning Outcomes could be adapted as Colorado's GT Pathways competencies. Department staff and GE Council convened faculty most recently on April 15, 2016 to consider additional faculty feedback and to finalize the draft competencies and content criteria.

At these biannual Faculty-to-Faculty Conferences, faculty worked with directors of institutional assessment from their institutions, as well as with Dr. Susan Albertine, senior scholar in the Office of Integrative Liberal Learning and the Global Commons at AAC&U. She has directed the [LEAP States Initiative](#) since 2008 and leads the [Faculty Collaboratives](#) project. With

guidance from their directors of institutional assessment and Dr. Albertine, Colorado faculty chose to slightly revise the LEAP competencies and their associated “VALUE rubrics,” which are useful tools for assessing students’ mastery of the competencies. Of the eleven LEAP “competencies” under consideration, faculty revised and adopted ten. One of those (Problem Solving), will be incorporated into mathematics courses in the near future. The ten competencies recommended for approval by staff, assessment specialists and the GE Council are listed below in Table 1.

**Table 1: GT Pathways Competencies Recommended for Commission Approval**

	<b>LEAP VALUE Rubric/Competency</b>	<b>GT Pathways Content Area(s) to which It Applies</b>
1.	Creative Thinking	GT-AH1: Arts and Expression
2.	Civic Engagement	GT-SS1: Economic or Political Systems
3.	Diversity & Global Learning	GT-SS2: Geography GT-SS3: Human Behavior, Culture or Social Frameworks
4.	Written Communication	GT-CO1: Introductory Writing GT-CO2: Intermediate Writing GT-CO3: Advanced Writing GT-AH1: Arts and Expression GT-AH2: Literature and Humanities
5.	Critical Thinking	GT-AH1: Arts and Expression GT-AH2: Literature and Humanities GT-AH3: Ways of Thinking GT-HI1: History GT-SS1: Economic or Political Systems GT-SS2: Geography GT-SS3: Human Behavior, Culture or Social Frameworks
6.	Information Literacy	GT-HI1: History
7.	Oral/Presentational Communication	GT-AH4: World Languages
8.	Quantitative Literacy	GT-MA1: Mathematics GT-SC1: Natural & Physical Science, with lab GT-SC2: Natural & Physical Science, no lab
9.	Problem Solving	For future adoption by GT-MA1: Mathematics
10.	Inquiry and Analysis	GT-SC1: Natural & Physical Science, with lab GT-SC2: Natural & Physical Science, no lab

While every GT Pathways content area has at least one required competency, faculty are free to add more to their courses and they indicate that they already do. But the requirement of at least one competency per GT Pathways content area is a minimum threshold that faculty and institutions must meet to ensure 1) that student learning can be assessed, 2) that faculty who teach subsequent coursework can be sure students have learned certain competencies in their previous coursework, and 3) that if students transfer, they can “pick up where they left off” at their new institution without missing or having to repeat coursework. The proposed competencies listed above are in Appendix A.

### **Creative Thinking and Civic Engagement Competencies and Required SLOs**

Another minimum expectation is for faculty to require at least three student learning outcomes (SLOs) per competency in order to facilitate assessment at the institutional level. Two of the competencies, however, (Creative Thinking and Civic Engagement) require only one SLO. Though requiring all of the SLOs is optimal from an assessment perspective, it was decided to move forward and approve these competencies so that faculty can begin working with them, even though they probably won’t lend themselves to assessment at the institutional level. A representative of AAC&U explains:

*We at AAC&U mostly do not like the idea of reducing the number of [student learning] outcomes from the original five or six. It isn't that those numbers are magic. It's just that the kind of learning we are trying to document is multidimensional and not linear. The more you reduce the outcomes, the narrower the conception of learning. I was persuaded to support the recommendation to use three SLOs because it is pragmatic and because your overall project was so comprehensive and ambitious... Over time you might get some useful results, based on the selection of SLOs. You might also find that people start using more when they have a chance to do that. (personal communication, May 23, 2016)*

No changes were made to the Creative Thinking competency since faculty last made revisions.

### **Changes to Diversity & Global Learning and Civic Engagement Competencies**

Staff, in consultation with AAC&U and Colorado assessment experts who have been working on this project, made the following changes to these two draft competencies proposed by faculty, which are shown in red font in the competencies in Appendix A:

Diversity & Global Learning:

- a) A reference to scales (such as spatial temporal) was removed from the description of the competency because not every discipline that might adopt this competency in the future would agree with those scales. That phrase narrowed the competency too much;
- b) The phrase, “...students may also 1) become informed, open-minded people who are attentive to diversity...” was removed because neither “informed” nor “open-minded” are easily assessed.

## Civic Engagement

- a) The phrase, “related to the economic and/or political life of the community” was removed, because it narrowed the scope of the competency, and the original description of the competency was retained so as not to preclude another discipline from adopting it in the future; and
- b) In SLO #2, the phrase, “...through one’s own participation in civic life, politics, and/or government” was retained because its removal was at odds with the “engagement” piece in Civic Engagement. It is noted for the record that there is no state requirement for faculty who require this competency in their courses to assign a civics project to students.

## Content Criteria

Besides the competencies, GT Pathways courses must also align with sets of content criteria, which are set by faculty in each discipline. Like the competencies, the content criteria provide a minimum threshold of required content and other guidelines that GT Pathways courses must contain in order for faculty peer reviewers to recommend the courses for Commission approval as state GT Pathways courses. The proposed content criteria are in Appendix B.

Last, because of the enormity of this task over the last couple of years and the likelihood that faculty and Department staff have missed some details, the Department and the GE Council in collaboration with faculty, request permission to make non-substantive changes (such as adding clarity, fixing mistakes, and other minor adjustments) to the competency and content criteria documents without seeking Commission approval.

## IV. STAFF RECOMMENDATION

**Staff and the GE Council recommend the Commission (1) approve the appended GT Pathways competencies and the appended content criteria and (2) give Department staff and the GE Council, in collaboration with faculty, permission to make non-substantive changes to the documents without seeking the Commission’s approval.**

## V. STATUTORY AUTHORITY

C.R.S. §23-1-125. Commission directive – student bill of rights – degree requirements – implementation of core courses – on-line catalogue – competency test.

(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.

**Appendix A:** Finalized GT Pathways Competencies

**Appendix B:** Finalized GT Pathways Content Criteria

### **Appendix A: Finalized GT Pathways *Competencies***

\* It should be noted that these competency documents will have rubrics attached to them. The rubrics are optional for faculty to use and the language in the rubrics is currently being revised. The rubrics are not included here as they will likely need regular updating as these competencies get implemented. Any revisions to the rubrics will not affect the required competencies and student learning outcomes below. Staff recommends the Commission approve the required competencies and student learning outcomes appended here. No Commission approval is required for the corresponding rubrics as they are optional for faculty to use and will likely get frequent revisions. Note also that once approved, these competencies will go on Commission letterhead and any formatting issues and typos will be corrected.

#### **GT PATHWAYS COMPETENCY: CREATIVE THINKING**

Required in GT Pathways Category: [GT-AH1](#) (SLO 4)

##### ***Criteria for Creative Thinking***

Competency in creative thinking represents both the capacity to combine or synthesize existing ideas, images, or expertise in original ways and the experience of thinking, reacting, and working in an imaginative way characterized by a high degree of innovation, divergent thinking, and risk taking.

##### ***Student Learning Outcomes (SLOs)***

*Students should be able to:*

###### 1. Demonstrate Originality and Ingenuity

- Form an exemplar that meets specifications as indicated by the context.

###### 2. Take Risks

- Go beyond the original parameters of an assignment by introducing new materials, tackling controversial topics, and/or advocating ideas or solutions within the context of the discipline

###### 3. Solve Problems

- Articulate the rationale for selecting a given solution to the problem.
- Recognize consequences of their suggested solution to the problem.

4. Embrace Contradictions (required for GT-AH1)

- Incorporate alternate, divergent, or contradictory perspectives or ideas within the context of the discipline and the shape of the work.

5. Think Innovatively

- Create an innovative or unique idea, question, format, or product that pushes existing boundaries.

6. Connect, Synthesize, and Transform Ideas

- Connect / Synthesize ideas or solutions into a coherent whole work.

## **GT PATHWAYS COMPETENCY: CIVIC ENGAGEMENT**

Required in GT Pathways Category: [GT-SS1](#) (SLO 2)

### ***Criteria for Civic Engagement***

Competency in civic engagement refers to ~~students demonstrating disciplinary knowledge related to the economic and/or the political life of the community.~~ actions wherein students participate in activities of personal and public concern that are both meaningful to the student and socially beneficial to the community. Civic engagement is "working to make a difference in the civic life of our communities and developing the combination of knowledge, skills, values and motivation to make that difference. It means promoting the quality of life in a community, through both political and non-political processes." (Excerpted from *Civic Responsibility and Higher Education*, edited by Thomas Ehrlich, published by Oryx Press, 2000, Preface, page vi.)

### ***Student Learning Outcomes (SLOs)***

*Students should be able to:*

#### 1. Diversity of Communities and Cultures

- Discuss how their own attitudes and beliefs compared to those of other cultures and communities.

#### 2. Civic Knowledge (required for GT-SS1)

- Connect disciplinary knowledge to civic engagement through one's own participation in civic life, politics, and/or government.

#### 3. Civic Values and Commitment

- Create a personal value system that aligns with civic actions and addresses the responsibilities of an active citizen in society.
- Examine the role of established systems and structures that reproduce patterns of support and/or patterns of inequity over time.

#### 4. Civic Communication

- Express, listen, and adapt ideas and/or messages based on others' perspectives.

#### 5. Civic Reflection through Civic Action

- Reflect on one's participation in and contribution to civic activity.

#### 6. \*Civic Context/Structures (suggested for service learning/enrichment programs/study abroad)

- Demonstrate the ability to work across and within community contexts and/or structures to achieve a civic aim.

## **GT PATHWAYS COMPETENCY: DIVERSITY AND GLOBAL LEARNING**

Required in GT Pathways Categories:

[GT-SS2](#) (SLOs 1, 2 & 3)

[GT-SS3](#) (SLOs 1, 2 & 3)

### ***Criteria for Diversity & Global Learning***

Competency in Diversity & Global Learning refers to a student's ability to critically analyze and engage complex, interdependent structures and constructs (such as natural, physical, social, cultural, economic, or political) and their implications for individuals, groups, communities, or cultures. This competency will introduce students to ~~concepts on various scales (such as, spatial, temporal, contextual, or personal)~~ various concepts toward building their awareness of diversity and the importance of inclusivity. Through diversity and global learning, students ~~may also 1) become informed, open-minded people who are attentive to diversity across the spectrum of differences, and 2)~~ should seek to understand how their actions affect both local and global communities.

### ***Student Learning Outcomes (SLOs)***

*Students should be able to:*

#### 1. Build Self-Awareness (required for GT-SS2 & GT-SS3)

- Demonstrate how their own attitudes, behaviors, or beliefs compare or relate to those of other individuals, groups, communities, or cultures.

#### 2. Examine Perspectives (required for GT-SS2 & GT-SS3)

- Examine diverse perspectives when investigating social and behavioral topics within natural or human systems.

#### 3. Address Diversity (required for GT-SS2 & GT-SS3)

- Make connections between the worldviews, power structures, and experiences of individuals, groups, communities, or cultures, in historical or contemporary contexts.

#### 4. Share Personal and Social Responsibility

- Address ethical, social, and environmental challenges within local or global systems
- Identify a range of actions or solutions informed by one's sense of personal and civic responsibility

5. Understand Global Systems

- Examine the historical and contemporary roles, interconnections, and differential aspects of human organizations
- Explore impacts and actions on global systems within the human and the natural worlds.

6. Apply Knowledge to Contemporary Global Contexts (suggested for service learning/enrichment programs/study abroad)

- Incorporate multiple disciplinary perspectives (such as cultural, historical, and scientific) when identifying solutions to contemporary global challenges.

### **GT PATHWAYS COMPETENCY: CRITICAL THINKING**

Required in GT Pathways Categories:

- [GT-HI1](#) (SLOs 3, 4 & 5)
- [GT-SS1](#) (SLOs 1, 2, & 5)
- [GT-SS2](#) (SLOs 1, 2 & 5)
- [GT-SS3](#) (SLOs 1, 2 & 5)
- [GT-AH1](#) (SLOs 2 & 5)
- [GT-AH2](#) (SLOs 2 & 5)
- [GT-AH3](#) (SLOs 1, 2 & 5)

#### ***Criteria for Critical Thinking***

Competency in critical thinking addresses a student's ability to analyze information and ideas from multiple perspectives and articulate an argument or an opinion or a conclusion based on their analysis.

#### ***Student Learning Outcomes (SLOs)***

*Students should be able to:*

##### 1. Explain an Issue (required for GT-AH3, GT-SS1, GT-SS2 & GT-SS3)

- Use information to describe a problem or issue and/or articulate a question related to the topic.

##### 2. Utilize Context (required for GT-AH1, GT-AH2, GT-AH3, GT-SS1, GT-SS2 & GT-SS3)

- Evaluate the relevance of context when presenting a position.
- Identify assumptions.
- Analyze one's own and others' assumptions.

##### 3. Formulate an Argument (required for GT-HI1)

- Ask a question relevant to the discipline.
- Synthesize perspectives that answer it.
- Take a specific position.

##### 4. Incorporate Evidence (required for GT-HI1)

- Interpret/evaluate sources to develop an analysis or synthesis.

##### 5. Understand Implications and Make Conclusions (required for GT-AH1, GT-AH2, GT-AH3, GT-HI1, GT-SS1, GT-SS2, GT-SS3 & GT-AH3)

- Establish a conclusion that is tied to the range of information presented.
- Reflect on implications and consequences of stated conclusion.

## **GT PATHWAYS COMPETENCY: INFORMATION LITERACY**

Required in GT Pathways Category: [GT-HI1](#) (SLOs 3, 4 & 5)

### ***Criteria for Information Literacy***

Information literacy refers to the set of skills needed to find, retrieve, analyze, and use information. Competency in information literacy represents a student's ability to know when there is a need for information, to be able to identify, locate, evaluate, and effectively and responsibly use that information for the task or problem at hand.

### ***Student Learning Outcomes (SLOs)***

*Students should be able to:*

#### 1. Determine the Extent of Information Needed

- Define the scope of the research question/thesis/main idea
- Select sources that directly relate to the key concepts or answer the research question(s)

#### 2. Access the Needed Information

- Access information using effective, well-designed search strategies
- Access needed information by using appropriate and relevant sources

#### 3. Evaluate Information Critically (required for HI1)

- Utilize a variety of information sources appropriate to the scope and discipline of the research question
- Consider the importance of multiple criteria, such as relevance to the research question, currency, authority, audience, and bias or point of view, when evaluating information source

#### 4. Use Information Effectively to Accomplish a Specific Purpose (required for HI1)

- Synthesize information from sources to fully achieve a specific purpose

#### 5. Use Information Ethically and Legally (required for HI1)

- Demonstrate a full understanding of the ethical and legal restrictions on the use of information from a variety of sources through correct citation practices.

## **GT PATHWAYS COMPETENCY: INQUIRY & ANALYSIS**

Required in GT Pathways Categories:

[GT-SC1](#) (SLOs 4, 5 & 6) [GT-SC2](#) (SLOs 4, 5 & 6)

### ***Criteria for Inquiry and Analysis***

Inquiry is a systematic process of exploring issues/ objects/ works through the collection and analysis of evidence that results in informed conclusions/ judgments. Analysis is the process of breaking complex topics or issues into parts to gain a better understanding of them.

### ***Student Learning Outcomes (SLOs)***

*Students should be able to:*

#### **1. Identify a Topic**

- Identify a discipline related topic that is focused and manageable to explore and evaluate.

#### **2. Incorporate Information and Existing Research**

- Incorporate information from relevant sources directly relating to the topic.

#### **3. Integrate Various Points of View**

- Integrate information that represents various points of view and/or approaches.

#### **4. Select or Develop a Design Process (required for GT-SC1 & GT-SC2)**

- Select or develop elements of the methodology or theoretical framework to solve problems in a given discipline.

#### **5. Analyze and Interpret Evidence (required for GT-SC1 & GT-SC2)**

- Examine evidence to identify patterns, differences, similarities, limitations, and/or implications related to the focus.
- Utilize multiple representations to interpret the data.

#### **6. Draw Conclusions (required for GT-SC1 & GT-SC2)**

- State a conclusion based on findings.

## **GT PATHWAYS COMPETENCY: ORAL/PRESENTATIONAL COMMUNICATION**

Required in GT Pathways Category: [GT-AH4](#) (SLOs 2, 3 & 4)

### ***Criteria for Oral/Presentational Communication***

Competency in oral communication represents a student's ability to deliver a well-prepared and purposeful presentation grounded in credible information and organized effectively.

### ***Student Learning Outcomes (SLOs)***

*Students should be able to:*

#### **1. Illustrate Organization**

- Implement an organizational pattern that results in a cohesive presentation (specific introduction and conclusion, sequenced material within the body, and transitions).

#### **2. Develop a Central Message (required of GT-AH4)**

- Develop a central message using the content and supporting materials.

#### **3. Address Language (required for GT-AH4)**

- Employ language that enhances the presentation.
- Incorporate language that is appropriate to the audience.

#### **4. Execute Delivery (required for GT-AH4)**

- Demonstrate performance skills (posture, gesture, eye contact, and vocal expressiveness) to share content with/present content to a particular audience for a specific occasion and purpose.

#### **5. Integrate Content and Supporting Material**

- Incorporate a variety of types of supporting materials (explanations, examples, illustrations, statistics, analogies, quotations) from authorities.
- Make reference to and connect information through analysis that supports the presentation while establishing the presenter's credibility/ authority on the topic.
- Ability to manage visual aids with appropriate technology.

**GT PATHWAYS COMPETENCY: PROBLEM SOLVING**  
Required in GT Pathways Categories: for future adoption in GT-MA1

***Criteria for Problem Solving***

Competency in problem solving represents a student's ability to design, evaluate, and implement a strategy to answer a question or achieve a goal.

***Student Learning Outcomes (SLOs)***

*Students should be able to:*

1. Define a Problem
  - a) Construct a detailed and comprehensive problem statement or goal
  - b) Identify relevant contextual factors
  
2. Propose a Strategy
  - a) Identify reasonable approaches to solving the problem within the given context
  
3. Evaluate Potential Strategies
  - a) Provide an evaluation of the potential strategy(ies) which may include:
    - i. the history of the problem,
    - ii. the logic behind the potential strategy(ies),
    - iii. the feasibility of the proposed strategy(ies) and
    - iv. the potential impacts of the proposed strategy(ies)
  - b) Choose a feasible strategy
  
4. Apply a Strategy
  - a) Implement chosen approach(es)
  - b) Gauge success of the chosen strategy(ies) and revise as needed
  
5. Evaluate Results
  - a) Discuss and review results relative to the context of the problem
  - b) Make recommendations for further work (where applicable)

## **GT PATHWAYS COMPETENCY: QUANTITATIVE LITERACY**

Required in GT Pathways Categories:

- [GT-MA1](#) (SLOs 1, 2, 3, 4, 5 & 6)
- [GT-SCI](#) (SLOs 1 & 2)
- [GT-SC2](#) (SLOs 1 & 2)

### ***Criteria for Quantitative Literacy***

Competency in quantitative literacy represents a student's ability to use quantifiable information and mathematical analysis to make connections and draw conclusions. Students with strong quantitative literacy skills understand and can create sophisticated arguments supported by quantitative evidence and can clearly communicate those arguments in a variety of formats (using words, tables, graphs, mathematical equations, etc.).

### ***Student Learning Outcomes (SLOs)***

*Students should be able to:*

#### 1. Interpret Information (required for GT-MA1, GT-SCI & GT-SC2)

- a. Explain information presented in mathematical forms (e.g., equations, graphs, diagrams, tables, words).

#### 2. Represent Information (required for GT-MA1, GT-SCI & GT-SC2)

- a. Convert information into and between various mathematical forms (e.g., equations, graphs, diagrams, tables, words).

#### 3. Perform Calculations (required for GT-MA1)

- a. Solve problems or equations at the appropriate course level.
- b. Use appropriate mathematical notation.
- c. Solve a variety of different problem types that involve a multi-step solution and address the validity of the results.

#### 4. Apply and Analyze Information (required for GT-MA1)

- a. Make use of graphical objects (such as graphs of equations in two or three variables, histograms, scatterplots of bivariate data, geometrical figures, etc.) to supplement a solution to a typical problem at the appropriate level.
- b. Formulate, organize, and articulate solutions to theoretical and application problems at the appropriate course level.
- c. Make judgments based on mathematical analysis appropriate to the course level.

5. Communicate Using Mathematical Forms (required for GT-MA1)

- a. Express mathematical analysis symbolically, graphically, and in written language that clarifies/justifies/summarizes reasoning (may also include oral communication).

6. Address Assumptions (required of statistics courses only)

- a. Describe and support assumptions in estimation, modeling, and data analysis, used as appropriate for the course.

### **GT PATHWAYS COMPETENCY: WRITTEN COMMUNICATION**

Required in GT Pathways Categories:

- [GT-CO1](#) (SLOs 1, 2, 3, 4 & 5)
- [GT-CO2](#) (SLOs 1, 2, 3, 4 & 5)
- [GT-CO3](#) (SLOs 1, 2, 3, 4 & 5)
- [GT-AH1](#) (SLOs 2 & 4)
- [GT-AH2](#) (SLOs 2 & 4)

#### ***Criteria for Written Communication***

Competency in written communication is a student's ability to write and express ideas across a variety of genres and styles. Written communication abilities develop over time through layered, interactive, and continual processes and experiences across the curriculum.

#### ***Student Learning Outcomes (SLOs)***

*Students should be able to:*

##### 1. Employ Rhetorical Knowledge (required for GT-CO1, GT-CO2 & GT-CO3)

- Exhibit a thorough understanding of audience, purpose, genre, and context that is responsive to the situation.

##### 2. Develop Content (required for GT-CO1, GT-CO2, GT-CO3, GT-AH1 & GT-AH2)

- Create and develop ideas within the context of the situation and the assigned task(s).

##### 3. Apply Genre and Disciplinary Conventions (required for GT-CO1, GT-CO2 & GT-CO3)

- Apply formal and informal conventions of writing, including organization, content, presentation, formatting, and stylistic choices, in particular forms and/or fields.

##### 4. Use Sources and Evidence (required for GT-CO1, GT-CO2, GT-CO3, GT-AH1 & GT-AH2)

- Critically read, evaluate, apply, and synthesize evidence and/or sources in support of a claim
- Follow an appropriate documentation system

##### 5. Control Syntax and Mechanics (required for GT-CO1, GT-CO2, GT-CO3)

- Demonstrate proficiency with conventions, including spellings, grammar, mechanics, and word choice appropriate to the writing task.

## **Appendix B: Finalized GT Pathways *Content Criteria***

\* Note that once approved, these content criteria will go on Commission letterhead and any formatting issues and typos will be corrected.

### **GT PATHWAYS CONTENT CRITERIA: ARTS & HUMANITIES**

- [GT-AH1](#): Arts and Expression
- [GT-AH2](#): Literature and Humanities
- [GT-AH3](#): Ways of Thinking
- [GT-AH4](#): World Languages

#### **State-level Goal:**

Collectively, the general education requirement in Arts and Humanities is designed to help students:

- To recognize the different ways in which humans have perceived their world.
- To deepen their understanding of how social, cultural, linguistic, religious, philosophical, and historical circumstances shape the human environment.
- To enhance their appreciation of the creative world.
- To explore fundamental questions of value, meaning, and modes of expression and creativity.
- To investigate the cultural character and literatures of the human experience.
- To learn to approach problems with greater awareness of their moral dimensions and ethical consequences.

#### **Content Criteria for Designating an Arts and Humanities Course as GT Pathways:**

The content of a GT Pathways Arts and Humanities course shall be designed to provide students with the experience to either:

##### **GT-AH1:**

Respond analytically and critically to works of artistic expression, by addressing all of the following:

- a. Describe the basic elements and their effects on meaning in a work of art.
- b. Relate the effects of geography, economics, politics, religion, philosophy, and science on the values of a culture and the stylistic features of its arts.
- c. Determine how a work reflects or rejects the major values or concerns of a historical era or culture.
- d. Interpret themes or major concepts.

##### **GT-AH2:**

Respond analytically and critically to literary or media works, by addressing all of the following:

- a. specific era(s)
- b. specific culture(s)
- c. themes or major concepts
- d. attitudes and values

**GT-AH3:**

Respond analytically and critically to ways of thinking, by addressing one or more of the following:

- a. logic
- b. ethics
- c. the different questions dealt with by leading philosophers and/or theologians and their positions on those questions

**GT-AH4:**

Develop an ability to communicate in and, understand a language other than, spoken and written English. Students should be able to:

- a. Acquire intermediate skills in speaking, aural comprehension, reading, and writing in a language other than English, or
- b. Acquire intermediate skills in American Sign Language.

**Competency Criteria for Designating an Arts and Humanities Course as GT Pathways:**

All **GT-AH1** courses shall include:

- GT Pathways competency in Creative Thinking, including student learning outcome 4.
- GT Pathways competency in Written Communication, including student learning outcomes 2 & 4.
- GT Pathways competency in Critical Thinking, including student learning outcomes 2 & 5.

All **GT-AH2** courses shall include:

- GT Pathways competency in Written Communication, including student learning outcomes 2 & 4.
- GT Pathways competency in Critical Thinking, including student learning outcomes 2 & 5.

All **GT-AH3** courses shall include:

- GT Pathways competency in Critical Thinking, including student learning outcomes 1, 2 & 5.

All **GT-AH4** courses shall include:

- GT Pathways competency in Oral/Presentational Communication, including student learning outcomes 2, 3 & 4.

**Maximum number of credits in Arts and Humanities that will be guaranteed to transfer:**

At least six credit hours in Arts and Humanities will be guaranteed to transfer in the GT Pathways curriculum. An additional 3 credits *can be* guaranteed to transfer ***IF*** the student is requesting no more than 6 credits of GT Pathways courses in the Social and Behavioral Sciences category of the GT Pathways curriculum (a maximum of 15 credits is guaranteed to transfer from the combined categories of Arts and Humanities and Social and Behavioral Sciences).

## **GT PATHWAYS CONTENT CRITERIA: HISTORY (GT-HI1)**

- [GT-HI1](#): History

### **State-level Goal:**

The general education requirement in history helps students investigate the human past by using the method of historical inquiry in order to understand societies, the individual, and their place in the present.

### **Content Criteria for Designating a History Course as GT Pathways:**

A GT Pathways history course:

- Introduces students to the method of historical inquiry, which involves asking an important historical question, investigating and analyzing historical sources, and drawing conclusions.
- Employs historical thinking and concepts, which include context, change over time, continuity, multiple causation, and human agency.
- Investigates multiple historical primary sources and secondary accounts.
- Analyzes multiple perspectives to create written narratives, interpretations, or syntheses.

### **Required Competencies and Student Learning Outcomes for Designating a History Course as GT Pathways:**

- Competency in Critical Thinking
  - Formulate an Argument (SLO3)
  - Incorporate Evidence (SLO4)
  - Understand Implications and Make Conclusions (SLO5)
- Competency in Information Literacy
  - Evaluate Information Critically (SLO3)
  - Use Information Effectively to Accomplish a Specific Purpose (SLO4)
  - Use Information Ethically and Legally (SLO5)

### **Additional Requirement for Designating a History Course as GT Pathways:**

In addition to the above content criteria and competencies, a GT Pathways History course must also require in-class writing and a graded outside-of-class writing assignment that applies historical concepts to a question in the discipline of history.

**GT PATHWAYS CONTENT CRITERIA: Mathematics**

- [GT-MA1](#): Mathematics

**State-level goal:**

Collectively, the general education requirement in mathematics is designed to help students:

- develop an understanding of fundamental mathematical concepts and their applications;
- develop their quantitative problem-solving skills;
- develop a level of quantitative literacy that provides a foundation for success in their programs of study, careers, and citizenship.

**(Content) Criteria for Designating a Mathematics Course as GT Pathways:**

This course should provide students with the opportunity to/Students should be able to:

a) Demonstrate good problem-solving habits, including:

- estimating solutions and recognizing unreasonable results
- considering a variety of approaches to a given problem, and selecting one that is appropriate
- interpreting solutions correctly

b) Generate and interpret symbolic, graphical, numerical, and verbal (written or oral) representations of mathematical ideas

c) Communicate mathematical ideas in written and/or oral form using appropriate mathematical language, notation, and style

d) Apply mathematical concepts, procedures, and techniques appropriate to the course

e) Recognize and apply patterns or mathematical structure

f) Utilize and integrate appropriate technology

**Competency Criteria for Designating a Mathematics Course as GT Pathways:**

All GT-MA1 courses shall include:

- GT Pathways competency in Quantitative Literacy, including student learning outcomes 1-5. In addition, student learning outcome 6 is required of statistics courses only.

**Maximum number of Mathematics credits that are guaranteed to transfer:**

The total number of Mathematics credits guaranteed to transfer in the GT Pathways curriculum is three (3) (one course or an integrated set of courses).

### **GT PATHWAYS CONTENT CRITERIA: NATURAL & PHYSICAL SCIENCES**

- [GT-SC1](#): Course with Required Laboratory
- [GT-SC2](#): Lecture Course without Required Laboratory

#### **State-level Goal:**

Collectively, the general education requirement in Natural and Physical Sciences is designed to develop students' scientific literacy.

#### **Content Criteria for Designating a Natural and Physical Sciences Course as gtPathways:**

1. The lecture content of a GT Pathways science course (GT-SC1 or GT-SC2). Students should be able to:
  - a. Develop foundational knowledge in specific field(s) of science.
  - b. Develop an understanding of the nature and process of science.
  - c. Demonstrate the ability to use scientific methodologies.
  - d. Examine quantitative approaches to study natural phenomena.
2. The laboratory (either a combined lecture and laboratory, or a separate laboratory tied to a science lecture course) content of a GT Pathways science course (GT-SC1). Students should be able to:
  - a. Perform hands-on activities with demonstration and simulation components playing a secondary role.
  - b. Engage in inquiry-based activities.
  - c. Demonstrate the ability to use the scientific method.
  - d. Obtain and interpret data, and communicate the results of inquiry.
  - e. Demonstrate proper technique and safe practices.

#### **Competency Criteria for Designating a Natural & Physical Sciences Course as GT Pathways**

All GT-SC1&2 courses shall include:

- GT Pathways competency in Inquiry & Analysis, including student learning outcomes 4, 5 & 6.
- GT Pathways competency in Quantitative Literacy, including student learning outcomes 1 & 2.

#### **Maximum number of science credits that are guaranteed to transfer:**

The total number of science credits guaranteed to transfer in the GT Pathways curriculum is seven (7) (two courses, one of which may be a non-laboratory science course).

**GT PATHWAYS CONTENT CRITERIA: SOCIAL & BEHAVIORAL SCIENCES**

- [GT-SS1](#): ECONOMIC OR POLITICAL SYSTEMS
- [GT-SS2](#): GEOGRAPHY
- [GT-SS3](#): HUMAN BEHAVIOR, CULTURE, OR SOCIAL FRAMEWORKS

**State-level Goal:**

Collectively, the general education requirements in social and behavioral sciences are designed to help students acquire a broad foundation in social science knowledge and ability to apply this understanding to contemporary problems and issues. Specifically the social and behavioral sciences requirement helps students:

1. apply social and behavioral science tools, approaches, and skills to complex social and global issues
2. analyze how individuals, groups, communities, or cultures relate or interact with each other and/or the natural world

**Content Criteria for Designating a Social or Behavioral Science Course as GT Pathways:**

The content of a GT Pathways social or behavioral science course shall be designed to provide content knowledge in one of the following areas:

1. **Economic or Political Systems (GT-SS1).** Students should be able to:
  - a. Demonstrate knowledge of economic **or** political systems;
  - b. Use the social sciences to analyze and interpret issues; and
  - c. Explain diverse perspectives and groups.
2. **Geography (GT-SS2).** Students should be able to:
  - a. Demonstrate understanding of how multiple factors and processes contribute to the nature of landscapes, identities, and regions;
  - b. Apply social science tools and perspectives to analyze and interpret issues;
3. **Human Behavior, Culture, or Social Frameworks (GT-SS3).** Students should be able to:
  - a. Develop knowledge of human behavior, including learning, cognition, and human development; **or** cultural or social frameworks/theories that explore and compare issues and characteristics of individuals, groups, communities, or cultures;
  - b. Use tools, approaches, and skills from social and behavioral sciences to analyze and interpret issues; and
  - c. Understand diverse perspectives and groups.

**Competencies for Designating a Social or Behavioral Science Course as GT Pathways:**

All **GT-SS1** courses shall include:

- GT Pathways competency in Critical Thinking, including student learning outcomes 1, 2, 3 & 5.
- GT Pathways competency in Civic Engagement, including student learning outcome 2.

All **GT-SS2 & GT-SS3** courses shall include:

- GT Pathways competency in Diversity & Global Learning, including student learning outcomes 1, 2 & 3.
- GT Pathways competency in Critical Thinking, including student learning outcomes 1, 2 & 5.

**Additional Requirements for Designating a Social or Behavioral Science Course as GT Pathways:**

A course in the social and behavioral sciences must show evidence of significant high impact educational practices such as writing, collaborative learning, immersive learning, community/civic engagement, or research. Assigned writing, for instance, need not be limited to polished paper writing but might include low-stakes write-to-learn or write-to-engage for purposes of enhanced learning. Research suggests that students learn and retain more when they write about what they are learning.<sup>1</sup> Additionally, students can learn a great deal about content through revision processes associated with writing that focuses on responding to a peer or instructor's advice and revising to demonstrate their growing understanding of a subject.<sup>2</sup>

**Maximum number of credits in social sciences that will be guaranteed to transfer:**

At least 3 credit hours will be guaranteed to transfer in the GT Pathways curriculum. An additional 3 credits from any course in categories SS1, SS2 or SS3 can be guaranteed to transfer ***IF*** the student is requesting no more than 6 credits of guaranteed transfer courses in the Arts &

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<sup>1</sup> Gingerich, Karla, Julie Bugg, Sue Doe, Christopher A. Rowland, Tracy L. Richards, Sara Jane Tompkins, and Mark A. McDaniel. 2014. "Active Processing via Write-to-Learn Assignments: Learning and Retention in Introductory Psychology." *Teaching of Psychology*, 41. 4 (October 2014). 303-308.

<sup>2</sup> Cavdar, Gamze and Sue Doe. 2012. "Learning through Writing: Teaching Critical Thinking Skills in Writing Assignments." *PS: Political Science and Politics* 45.2. 1-9.

Humanities category of the GT Pathways curriculum (a maximum of 15 credits is guaranteed to transfer from the combined categories of Arts & Humanities, History, and Social and Behavioral Sciences).

**GT PATHWAYS CONTENT CRITERIA: WRITTEN COMMUNICATION**

- [GT-CO1](#): Introductory Writing Course
- [GT-CO2](#): Intermediate Writing Course
- [GT-CO3](#): Advanced Writing Course

**State-level Goal:**

The general education requirement in written communication is designed to help students

- Develop the ability to use the English language effectively
- Read and listen critically
- Write with thoughtfulness, clarity, coherence, and persuasiveness.

Each course in the Communication sequence assumes that writing is a recursive process. Thus, the intermediate and advanced writing courses reinforce, deepen, and extend the content of their prerequisite courses.

In CO1 and CO2 courses, students learn how to summarize, analyze, and synthesize the ideas of others. In CO3 courses, students learn more sophisticated ways of communicating knowledge. The CO3 course allows for teaching writing in the context of a specific discipline.

Institutional core curricula and placement processes will direct students to fulfill the general education Communication requirement by either taking an introductory writing course (CO1) followed by an intermediate writing course (CO2) or an intermediate writing course (CO2) followed by an advanced writing course (CO3).

**Content Criteria for Designating a Written Communication Course as GT Pathways:**

The content of a GT Pathways Written Communication course shall be designed to

Introductory Writing Course (GT-CO1)	Intermediate Writing Course (GT-CO2)	Advanced Writing Course (GT-CO3)
1. Develop Rhetorical Knowledge  a. Focus on rhetorical situation, audience, and purpose. b. Read, annotate, and analyze texts in at least one genre of academic discourse. c. Use voice, tone, format, and structure appropriately. d. Write and read texts written in at least one genre for an academic discourse community. e. Learn reflective strategies.	1. Deepen Rhetorical Knowledge  a. Focus on rhetorical situation, audience, and purpose. b. Use voice, tone, format, and structure appropriately, deepening understanding of relationships between form and content in writing. c. Write and read texts written in several genres,	1. Extend Rhetorical Knowledge  a. Use texts from rhetoric, discourse studies, communication, or related disciplines to extend understanding of rhetorical concepts to the discipline that is the focus of the course. b. Develop sophisticated strategies for critical analysis of disciplinary or specialized discourse. c. Learn more sophisticated ways to communicate knowledge to appropriate audiences. d. Apply reflective strategies to the

	<p>for specified discourse communities. These communities may include professional or disciplinary discourse communities.</p> <p>d. Practice reflective strategies.</p>	<p>synthesis, communication, and creation of knowledge.</p>
<p>2. Develop Experience in Writing</p> <p>a. Learn recursive strategies for generating ideas, revising, editing, and proofreading.</p> <p>b. Learn to critique one's own work and the work of others.</p>	<p>2. Deepen Experience in Writing</p> <p>a. Develop recursive strategies for generating ideas, revising, editing, and proofreading for extensive, in-depth, and/or collaborative projects.</p> <p>b. Critique one's own and other's work.</p>	<p>2. Extend Experience in Writing</p> <p>a. Hone recursive strategies for generating ideas, revising, editing, and proofreading for disciplinary or specialized discourse.</p> <p>b. Critique one's own and other's work, including the work of professional writers and/or scholars.</p>
<p>3. Develop Critical and Creative Thinking</p> <p>a. Identify context.</p> <p>b. Present a position.</p> <p>c. Establish a conclusion indicated by the context that expresses a personal interpretation.</p>	<p>3. Deepen Critical and Creative Thinking</p> <p>a. Evaluate the relevance of context.</p> <p>b. Synthesize other points of view within one's own position.</p> <p>c. Reflect on the implications and consequences of the stated conclusion.</p>	<p>3. Extend Critical and Creative Thinking</p> <p>a. Reflect on the implications and consequences of context.</p> <p>b. Incorporate alternate, divergent or contradictory perspectives or ideas within one's own position.</p> <p>c. Extend and complicate the consequences of the stated conclusion.</p>
<p>4. Use Sources and Evidence</p> <p>a. Select appropriate evidence.</p> <p>b. Consider the relevance of evidence.</p>	<p>4. Use Sources and Evidence</p> <p>a. Select and evaluate appropriate sources and evidence.</p> <p>b. Evaluate the relevance of sources to the research question.</p>	<p>4. Use Sources and Evidence</p> <p>a. Select, evaluate, and synthesize appropriate sources and evidence.</p> <p>b. Use discipline-appropriate criteria to evaluate sources and evidence.</p>
<p>5. Develop Application of Composing Conventions</p> <p>a. Apply genre conventions, including, structure</p>	<p>5. Deepen Application of Composing Conventions</p> <p>a. Apply genre conventions including, structure</p>	<p>5. Extend Application of Composing Conventions</p> <p>a. Select and adapt genre conventions including structure,</p>

<p>paragraphing tone mechanics, syntax, and style. b. Use appropriate vocabulary, format, and documentation.</p>	<p>paragraphing tone mechanics, syntax, and style to more extensive or in-depth writing projects. b. Use specialized vocabulary, format, and documentation appropriately.</p>	<p>paragraphing, tone, mechanics, syntax, and style for disciplinary or specialized discourse. b. Use specialized vocabulary, format, and documentation appropriately in more extensive or in-depth writing projects.</p>
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**Competency Criteria for Designating a Written Communication Course as GT Pathways:**

All Introductory Writing (CO1), Intermediate Writing (CO2), and Advanced Writing (CO3) courses shall include:

- GT Pathways competency in Written Communication, including student learning outcomes 1-5.

**Notes**

- Courses from any discipline may be nominated if a) the primary focus of instruction is writing and b) the above criteria are met.
- GT-CO3 courses may be lower-division or upper-division but must have GT-CO2 as a prerequisite.
- Maximum number of written communication credits that are guaranteed to transfer is 6 credit hours (GT-CO1 and GT-CO2 or GT-CO2 and GT-CO3).

**TOPIC:** PRIOR LEARNING ASSESSMENT: RECOMMENDATIONS FOR PHASE 1, GOAL 1 – CHALLENGE EXAMS

**PREPARED BY:** DR. IAN MACGILLIVRAY, DIRECTOR OF ACADEMIC AFFAIRS

## **I. SUMMARY**

This action item contains recommendations from the Constituent Review Team (CRT) for Phase 1, Goal 1 of the Commission’s process for a statewide policy on prior learning assessment as regards challenge exams. The CRT also recommends extending the timeline and due dates, to late 2016, for College Level Examination Program (CLEP) exams; DANTES Subject Standardized Tests (DSST); and for portfolio assessment, to allow for a thorough review by faculty.

The Commission considered these recommendations as a discussion item at its April 1, 2016 meeting. Since then, several changes have been made to these recommendations and are explained below under “Staff Analysis.”

## **II. BACKGROUND**

The Commission approved a [process for establishing a statewide policy on prior learning assessment](#) (PLA) during its May 8, 2015 meeting.

The main purposes of the policy is to (1) to ensure that credits awarded for prior learning by one institution are not lost in transfer, and (2) to provide transparent information to students, families and advisors to enhance degree completion.

The process is divided into three main phases of work, each with its own goals and tasks:

- Phase 1: Establish common cut scores for standardized assessments for general education credit and recommend best practices regarding challenge exams, portfolio assessment, and serving military students and veterans;
- Phase 2: Establish cut scores for credit as it applies to the major; and
- Phase 3: Reporting, transcribing, communication and periodic review of goals.

This agenda item contains the second set of recommendations for Phase 1, Goal 1 as regards challenge exams. The Commission approved the first set of recommendations, regarding Advanced Placement (AP) and International Baccalaureate (IB) exams, at its February 5, 2016 meeting.

## **III. STAFF ANALYSIS**

Since this information was presented as a discussion item at the Commission’s April 1, 2016 meeting, the following changes have been made to the recommendations, which are included in Commission Policy I, X: Prior Learning Assessment (Appendix A):

1. A new Section 3.03 was added which states, “While the Commission may establish and publish conditions for applicability of PLA credit toward meeting GT Pathways requirements, institutions will establish and publish conditions for applicability of PLA credit toward meeting requirements of the major. In the case of transfer, the receiving institution shall determine if the PLA credit awarded by the sending institution can apply to the major requirements at the receiving institution. This fulfills Phase 2, Goal 1 of the Commission’s May 8, 2015 PLA process.
2. Section 6.00, “Challenge Exams” was changed to “Course Challenge Options” to acknowledge that students may challenge courses through other options besides an exam, such as with a portfolio. Also, instances of “general education/GT Pathways” were changed to “GT Pathways” to acknowledge that not all GT Pathways courses offered at an institution are also a part of that institution’s general education core and to clarify that the statute allows students to challenge GT Pathways courses but not all general education courses in an institution’s core.
3. Section 6.03, this statement was added: “If the student earns the equivalent of a C- or better on an institutionally-devised challenge exam, transcript the credits as earned institutional credit and, at a minimum, include the name and number of the course, the number of institutional credits, and note that it was a challenge exam.” This will ensure consistency in transcribing challenge exam credit and transferability between institutions. The statement on tracking data was removed from this section because staff and the CRT have not yet discussed expectations around data, which will come later in the PLA process.
4. Section 6.05 was revised. This section exempted Colorado School of Mines from the course challenge option because Mines’ degrees do not contain GT Pathways requirements. Since there are degrees at other schools that do not contain the entire GT Pathways curriculum, however, this section was revised to acknowledge that, rather than singling out Colorado School of Mines.

### **Recommendations for Phase 1, Goal 3: Challenge Exams**

Phase 1, Goal 3 of the Commission’s May 8, 2015 approved PLA process is:

Consistent with §23-1-125(4), Colorado Revised Statute, each public institution defines a process to test out of a course “including specifying use of a national test or the criteria for approving institutionally devised tests.”

**Task 1:** Institutions share best practices, costs and challenges.

**Task 2:** Each institution specifies and makes public (CDHE can coordinate for consistency) its policy for complying with §23-1-125(4), C.R.S, which states in part, “...each public institution of higher education shall grant full course credits to students for the core [GT Pathways] courses they successfully test out of, free of tuition for those courses.” This will include the ability to test out of and receive credit for all GT Pathways requirements (e.g., every category in the 31-credit gtPathways curriculum).

In December 2015, the institutions were sent a survey to collect their current policies and processes on allowing students to test out of coursework. The survey was designed with input from the GE Council and the questions were related to best practices, costs, challenges and data on students who have tested out of coursework. Staff compiled the responses and shared the information with the Constituent Review Team at its March 7, 2016 meeting.

After careful consideration of the institutions' responses, the CRT recommends the Commission approve the below items for Phase 1, Goal 3: Challenge Exams (now referred to Course Challenge Options).

**Recommendations for course challenge options:**

1. Per §23-1-125(4), Colorado Revised Statute, "...each public institution of higher education shall grant full course credits to students for the core [GT Pathways] courses they successfully test out of, free of tuition for those courses." Each public institution shall define a process for students to test out of GT Pathways courses, "...including specifying use of a national test or the criteria for approving institutionally devised tests." If the student transfers, receiving institutions shall apply that credit to the appropriate GT Pathways category.
2. Requesting a course challenge option is at the enrolled student's discretion. Institutions, including instructors of the course and department chairs, shall not refuse the enrolled student's request, except that:
  - a) Institutions may set their own policies in regards to allowing students to challenge courses in which they are currently enrolled or had been previously enrolled; and
  - b) Institutions may set their own policies in regards to limiting the number of times students can attempt to challenge a course in one semester or in total.
3. Institutions shall:
  - a) If the student earns the equivalent of a C- or better on an institutionally-devised challenge exam, transcript the credits as earned institutional credit and, at a minimum, include the name and number of the course, the number of institutional credits, and note that it was a challenge exam; and
  - b) Include in the catalog, on the website, and provide to students through academic advising, course challenge policies and related information (such as fees).
4. Institutions may:
  - a) Set their own policies in regards to counting course challenge credit as residency work;
  - b) Set their own fees for administering course challenge options but the fees shall be transparent and reflect actual costs, including faculty and staff time and any appropriately amortized infrastructure cost.

**Recommendations for PLA Policy: General Provisions**

These recommendations apply to the PLA policy in general and could be inserted towards the beginning of the policy. It is expected there will be more "general provisions" recommendations as the policy evolves that can be inserted with these.

**Recommendation for PLA Policy General Provisions:**

1. Receiving institutions may require students to resubmit test scores or other documentation if they transfer.
2. Institutions shall limit the number of PLA credits accepted in transfer only by the residency requirements of the regional and other accrediting bodies recognized by the U.S. Department of Education.
3. While the Commission may establish and publish conditions for applicability of PLA credit toward meeting GT Pathways requirements, institutions will establish and publish conditions for applicability of PLA credit toward meeting requirements of the major. In the case of transfer, the receiving institution shall determine if the PLA credit awarded by the sending institution can apply to the major requirements at the receiving institution.

**Next Steps**

- May 2016 – fall 2016: Faculty continue to review content of CLEP and DSST exams and Department staff work with GE Council, College Board (CLEP) and Prometric (DSST) to get technical information on score setting and validation.
- Fall 2016 – Use the Colorado Adult Learning Symposium, hosted by Council for Adult and Experiential Learning (CAEL) as a forum to begin exploring veteran and military student success and prior learning assessment opportunities, including DSST.
- Fall 2016 – Use the Faculty-to-Faculty Conference to make decisions about CLEP and DSST exams and cut scores.
- November - December 2016 – CLEP and DSST recommendations to Constituent Review Team and then the Commission.

**IV. STAFF RECOMMENDATIONS**

**Staff recommends that the Commission approve the Constituent Review Team's recommendations as regards challenge exams and general provisions.**

**V. STATUTORY AUTHORITY**

Pertinent parts of the applicable statutes have been **underlined and put in bold** to help identify statutory authority for the policy recommendations herein.

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

(7) (a) ...The statewide degree transfer agreements shall include provisions under which state **institutions of higher education shall accept all credit hours of acceptable course work for automatic transfer** from an associate of arts, associate of applied science, or associate of science degree program in another state institution of higher education in Colorado. The commission shall have final authority in resolving transfer disputes.

**C.R.S. §23-1-108.5.** Duties and powers of the commission with regard to common course numbering system

(5) **All credits earned by a student in any general education course** identified as corresponding with a course included in the course numbering system [gtPathways] **shall be automatically transferable among all higher education institutions** upon transfer and enrollment of the student... **The commission shall adopt such policies and guidelines as may be necessary for the implementation of this section. Each governing board shall modify its existing policies as may be necessary to accept the transfer of these credits.**

**C.R.S. §23-1-113.2.** Department directive - admission standards for students holding international baccalaureate diplomas

(2) (a) The department shall ensure that each governing board of a state-supported baccalaureate and graduate institution of higher education in the state adopt and implement, for each of the institutions under its control, a policy for the acceptance of first-time freshman students who have successfully completed an international baccalaureate diploma program.

(b) Each governing board shall report the policy adopted and implemented pursuant to paragraph (a) of this subsection (2) to the department and shall make the policy available to the public in an electronic format.

(c) **Each governing board shall set the number of credits the institution may grant to a student who has successfully completed an international baccalaureate diploma program.** Except as otherwise provided in paragraph (d) of this subsection (2), **the number of credits granted by an institution shall be, at a minimum, twenty-four semester credits or their equivalent.** Each governing board **shall identify the specific general education or elective requirements** that the student satisfies by having successfully completed the international baccalaureate diploma program and shall outline the conditions necessary to award the credits.

(d) Each institution may determine the level of student performance necessary to grant the credits, as measured by a student's exam performance in the specific courses constituting the international baccalaureate diploma program. **An institution may only grant less than twenty-four semester credits or their equivalent if the student has received a score of less than four on an exam administered as part of the international baccalaureate diploma program,** in which case the number of semester credits or their equivalent granted by the institution shall be reduced accordingly.

(3) The provisions of this section shall not apply to any institution of higher education that has entered into a performance contract with the commission as an exemplary institution of higher education.

**C.R.S. §23-1-125.** Commission directive - student bill of rights - degree requirements - implementation of core courses - competency test - prior learning

(1) Student bill of rights. The general assembly hereby finds that students enrolled in public institutions of higher education shall have the following rights:

(a) **Students should be able to complete their associate of arts and associate of science degree programs in no more than sixty credit hours or their baccalaureate programs in no more than one hundred twenty credit hours** unless there are additional degree requirements recognized by the commission;

(b) A student can sign a two-year or four-year graduation agreement that formalizes a plan for that student to obtain a degree in two or four years, unless there are additional degree requirements recognized by the commission;

(c) Students have a right to clear and concise information concerning which courses must be completed successfully to complete their degrees;

(d) **Students have a right to know which courses are transferable among the state public two-year and four-year institutions of higher education;**

(e) **Students, upon completion of core general education courses, regardless of the delivery method, should have those courses satisfy the core course requirements of all Colorado public institutions of higher education;**

(f) **Students have a right to know if courses from one or more public higher education institutions satisfy the students' degree requirements;**

(g) **A student's credit for the completion of the core requirements and core courses** shall not expire for ten years from the date of initial enrollment and **shall be transferrable**...

(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 [gtPathways] credits.**

(4) **Competency testing. On or before July 1, 2010, the commission shall, in consultation with each public institution of higher education, define a process for students to test out of**

**core courses, including specifying use of a national test or the criteria for approving institutionally devised tests. Beginning in the 2010-11 academic year, each public institution of higher education shall grant full course credits to students for the core courses they successfully test out of, free of tuition for those courses.**

**(4.5) Prior learning. Beginning in the 2013-14 academic year, each public institution of higher education shall adopt and make public a policy or program to determine academic credit for prior learning.**

## **APPENDICES**

Appendix A: Proposed Revisions to Commission Policy I, X: Prior Learning Assessment

**Appendix A: Proposed Revisions to Commission Policy I, X: Prior Learning Assessment**



SECTION I  
PART X PRIOR LEARNING ASSESSMENT

**1.00 Introduction**

Learning obtained outside the classroom can be assessed and documented through a variety of types of Prior Learning Assessment (PLA). The purposes of this policy are 1) to set statewide expectations for awarding college credit for PLA, 2) to ensure that credits awarded for PLA by one institution are not lost in transfer, and (3) to provide transparent information to students, families and advisors. This policy supports the Colorado Commission on Higher Education's 2012 master plan, *Colorado Competes*, Goals 1 and 3 to increase degree completion and close achievement gaps.

**2.00 Statutory Authority**

- 2.01 Pursuant to §23-1-108.5(5), C.R.S., "All credits earned by a student in any general education course identified as corresponding with a course included in the course numbering system [GT Pathways] shall be automatically transferable among all higher education institutions upon transfer and enrollment of the student... The commission shall adopt such policies and guidelines as may be necessary for the implementation of this section. Each governing board shall modify its existing policies as may be necessary to accept the transfer of these credits."
- 2.02 Pursuant to §23-1-113.2(2), C.R.S., first-time freshman students who have successfully completed an international baccalaureate diploma program shall, at a minimum, be granted 24 semester credits, identified by the institution and that apply to the institution's general education or other degree requirements. An institution may only grant less than 24 semester credits or their equivalent if the student has received a score of less than four on an exam administered as part of the international baccalaureate diploma program.
- 2.03 Pursuant to §23-1-125(1), C.R.S., "(d) Students have a right to know which courses are transferable among the state public two-year and four-year institutions of higher education; (e) Students, upon completion of core general education courses, regardless of the delivery method, should have those courses satisfy the core course requirements of all Colorado public institutions of higher education; (f) Students have a right to know if courses from one or more public higher education institutions satisfy the students' degree requirements; (g) A student's credit for the completion of the core requirements and core courses shall not expire for ten years from the date of initial enrollment and shall be transferrable..." and §23-1-125(3), C.R.S., "The commission shall adopt such policies to ensure that institutions develop the most effective way to implement

the transferability of core course [GT Pathways] credits.”

- 2.04 Pursuant to §23-1-125(4), C.R.S., “Competency testing. On or before July 1, 2010, the commission shall, in consultation with each public institution of higher education, define a process for students to test out of core courses, including specifying use of a national test or the criteria for approving institutionally devised tests. Beginning in the 2010-11 academic year, each public institution of higher education shall grant full course credits to students for the core courses they successfully test out of, free of tuition for those courses.”
- 2.05 Pursuant to §23-1-125(4.5), C.R.S., “Prior learning. Beginning in the 2013-14 academic year, each public institution of higher education shall adopt and make public a policy or program to determine academic credit for prior learning.”

**3.00**            **General Provisions**

**3.01**    Receiving institutions may require students to resubmit test scores or other documentation if they transfer.

**3.02**    Institutions shall limit the number of PLA credits accepted in transfer only by the residency requirements of the regional and other accrediting bodies recognized by the U.S. Department of Education.

**3.03**    While the Commission may establish and publish conditions for applicability of PLA credit toward meeting GT Pathways requirements, institutions will establish and publish conditions for applicability of PLA credit toward meeting requirements of the major. In the case of transfer, the receiving institution shall determine if the PLA credit awarded by the sending institution can apply to the major requirements at the receiving institution.

**43.00**            **Advanced Placement (AP) and International Baccalaureate (IB) Cut Scores**

**43.01**    The statewide minimum cut score for awarding GT Pathways credit for AP exams shall be 3, and for both the SL and HL versions of the IB exams shall be 4. The Department, in collaboration with the institutions, may make exceptions in rare cases where the content of an exam may not meet GT Pathways requirements, such as with GT-AH4 World Language, which can be met only with the equivalent of 200-level coursework.

**43.02**    At least 3 credit hours shall apply first to the appropriate GT Pathways content area requirements until the amount of credit has been met for that GT Pathways content area. In the case of AP science exams, at least 3 credit hours shall apply to the GT-SC2 category (lecture course without laboratory) or, if there is a verified laboratory experience that is discipline-specific to the AP exam or advanced high school course taken, then at least 4 credit hours shall apply to the

GT-SC1 category (course with required laboratory). For example, a student seeking biology GT-SC1 credit through the AP Biology exam must have biology laboratory experience specifically, not science laboratory experience in general.

Once a GT Pathways content area requirement has been met, any additional credit may be awarded to fulfill other degree requirements, such as general education, elective or major/prerequisite credit. For example, the GT Pathways history requirement is 3 credits. If a student brings passing cut scores on two different history exams (such as US History and also World History, which qualifies the student for at least 6 credits), then the student shall receive 3 credits applied towards the GT Pathways history requirement. Any additional credits may be awarded to fulfill other degree requirements, such as general education, elective or major/prerequisite credit.

~~4.3~~.03 Institutions may use their existing processes to determine the amount of credit to award for AP scores of 4 & 5 and IB (both SL & HL) scores of 5, 6 & 7 but they must award at least 3 credits, or at least 4 credits for GT-SC1 (science courses with labs).

~~4.3~~.04 Credit awarded shall be transcribed as a course satisfying the appropriate GT Pathways category at the institution. When there is no equivalent, the institution shall create a generic transfer equivalency for a course in that GT Pathways content area (i.e., GT-AH1, GT-AH2, and etc.).

~~4.3~~.05 Institutions may advise students with PLA credits that the student may be more successful in subsequent coursework if they take the college course but the institution may not require the student take the college course.

**5.00** **College-Level Examination Program (CLEP) and DANTES Subject Standardized Tests (DSST) Cut Scores**

~~5~~.01 <insert CLEP and DSST recommendations here once approved, expected late 2016>

**6.00** **Course Challenge Options**

~~6~~.01 Per §23-1-125(4), Colorado Revised Statute, "...each public institution of higher education shall grant full course credits to students for the core [GT Pathways] courses they successfully test out of, free of tuition for those courses." Each public institution shall define a process for students to test out of GT Pathways courses, "...including specifying use of a national test or the criteria for approving institutionally devised tests." If the student transfers, receiving institutions shall apply that credit to the appropriate GT Pathways category.

~~6~~.02 Requesting a course challenge option is at the enrolled student's discretion. Institutions, including instructors of the course and department chairs, shall not

refuse the enrolled student's request, except that:

- a) Institutions may set their own policies in regards to allowing students to challenge courses in which they are currently enrolled or had been previously enrolled; and
- b) Institutions may set their own policies in regards to limiting the number of times students can attempt to challenge a course in one semester or in total.

6.03 Institutions shall:

- a) If the student earns the equivalent of a C- or better on an institutionally-devised challenge exam, transcript the credits as earned institutional credit and, at a minimum, include the name and number of the course, the number of institutional credits, and note that it was a challenge exam; and
- ~~a) b)~~ Include in the catalog, on the website, and provide to students through academic advising, course challenge policies and related information (such as fees).

6.04 Institutions may:

- a) Set their own policies in regards to counting course challenge credit as residency work;
- b) Set their own fees for administering course challenge options but the fees shall be transparent and reflect actual costs, including faculty and staff time and any appropriately amortized infrastructure cost.

6.05 Since the course challenge option applies to GT Pathways courses, students in degrees that do not contain the entire GT Pathways curriculum may not have the option to challenge all GT Pathways requirements. A list of baccalaureate degrees at Colorado institutions that have received waivers from the Commission and do not contain the full 31-credit GT Pathways curriculum is linked on the Department's website.

HISTORY: CCHE Agenda Item V, A – May 8, 2015; CCHE Agenda Item IV, B – February 5, 2016; CCHE Agenda Item #, # - June 2, 2016

**TOPIC:** RECOMMEND ADOPTION OF RESOLUTION OF ENDORSEMENT OF THE COLORADO MATH PATHWAYS TASK FORCE RECOMMENDATIONS

**PREPARED BY:** STANDING COMMITTEE ON STUDENT SUCCESS AND ACADEMIC AFFAIRS AND DR. IAN MACGILLIVRAY, DIRECTOR OF ACADEMIC AFFAIRS

## **I. SUMMARY**

This action item recommends approval of the Standing Committee on Student Success and Academic Affairs' recommendation that the Commission adopt a resolution to endorse the recommendations of the Colorado Math Pathways Task Force.

## **II. BACKGROUND**

The Colorado Commission on Higher Education (CCHE) establishes standing, as needed, to focus on a specific policy or issue. The role of the standing committees is to assist, inform, and make recommendations to full Commission related to its oversight, review, and approval authority. The standing committees are comprised of members of the Commission and assisted by Colorado Department of Higher Education staff. The Student Success and Academic Affairs Standing Committee advises the Commission and Department staff on issues related to student success, student affairs and academic affairs.

## **III. STAFF ANALYSIS**

The Commission's Standing Committee on Student Success and Academic Affairs met with Department staff, members of the Colorado Math Pathways Task Force, and a representative of The Charles A. Dana Center at the University of Texas-Austin during its May 6, 2016 meeting. The standing committee reviewed the final report and recommendations of the Colorado Math Pathways Taskforce, a [faculty-led](#) initiative to address the misuse of college algebra as the default college mathematics course and which instead advocates math pathways aligned with students' programs of study. The work of the Task Force is supported by math pathways experts from The Charles A. Dana Center at the University of Texas-Austin, Complete College America, and staffing and logistical support are provided by Department's Academic Affairs staff. The Colorado Math Pathways Task Force's overall goal is to:

Develop expectations and processes that result in each institution of higher education in Colorado offering pathways in mathematics that yield (1) increased success for students in the study of mathematics; (2) a higher proportion of students completing in a timely manner the appropriate gateway math course(s) for their intended degree program; and (3) effective transferability of credits for students moving from one institution to another.

The Standing Committee members believe the Task Force's recommendations hold promise for helping the Commission to achieve its Master Plan goals related to completion and closing the attainment gap, by removing college algebra as a barrier to degree completion and working with K12 to ensure Colorado students graduate from high school understanding and being ready for

the college mathematics course(s) aligned to their declared majors. The Standing Committee asked Department staff to help prepare a resolution of endorsement of the Task Force's work. The Standing Committee recommends the full Commission adopt the appended resolution of endorsement (Appendix A) of the Colorado Math Pathways Task Force's recommendations contained in its final report published on November 4, 2015 (Appendix B).

Last, the state General Education (GE) Council adopted a similar resolution on May 19, 2016. The GE Council's resolution endorses the Task Force's recommendations and recommends the Commission also endorse the recommendations (Appendix C).

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

**Staff recommends approval of the Standing Committee on Student Success and Academic Affairs' recommendation that the Commission adopt a resolution to endorse the recommendations of the Colorado Math Pathways Task Force.**

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

C.R.S §23-1-102 (2) There is hereby established a central policy and coordinating board for higher education in the state of Colorado, to be known as the Colorado commission on higher education, referred to in this article as the "commission". The duties and powers delegated to the commission by this article shall apply to all state-supported institutions of higher education, including, but not limited to, all postsecondary institutions in the state supported in whole or part by state funds, and including junior colleges and community colleges, extension programs of the state-supported universities and colleges, local district colleges, area vocational schools, the Auraria higher education center established in article 70 of this title, and specifically the regents of the university of Colorado and the institutions it governs. The governing boards and institutions of the public system of higher education in Colorado, including the university of Colorado, are obligated to conform to the policies set by the commission within the authorities delegated to it in this article.

(3) (a) The commission shall consist of eleven members to be appointed by the governor with the consent of the senate. The members of the commission shall be selected on the basis of their knowledge of and interest in higher education and shall serve for four-year terms; except that, of the members first appointed to the commission, five members shall serve for terms of two years, and four members shall serve for terms of four years. No member of the commission may serve more than two consecutive full four-year terms.

#### **APPENDICES:**

- Appendix A – Resolution of Endorsement of the Colorado Math Pathways Task Force's Recommendations
- Appendix B – Colorado Math Pathways Task Force: Report and Recommendations
- Appendix C – GE Council's Resolution Recommending CCHE Endorse Math Pathways Task Force's Recommendations

Appendix A –

*Resolution of Endorsement of the Colorado Math Pathways Task Force's Recommendations*



**RESOLUTION OF ENDORSEMENT OF THE COLORADO MATH PATHWAYS TASK FORCE  
RECOMMENDATIONS**

WHEREAS the Colorado Math Pathways Task Force is a faculty-led task force that promotes the idea of multiple math pathways into and through general education;

WHEREAS the Task Force recommends these pathways should consist of courses of good quality and of appropriate rigor and be aligned with students' programs of study;

WHEREAS the Task Force recommends that college algebra should not be the default general education mathematics course;

WHEREAS the Task Force recommends these pathways should prepare students for further studies in their majors and lead students into further studies of mathematics and statistics;

WHEREAS the Task Force recommends mathematics and statistics courses that will enable students to learn the quantitative skills that will serve them well in future studies, in the workplace, and as citizens;

Now, therefore, the Colorado Commission on Higher Education endorses the Colorado Math Pathways Task Force's final report and recommendations as holding promise for increased success for students in the study of mathematics and a higher proportion of students completing in a timely manner the appropriate gateway math course(s) for their intended certificate or degree program.

Done this 2<sup>nd</sup> day of June, 2016.

Attest:

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Monte Moses, Chair  
Colorado Commission on Higher Education

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Jennifer Sobanet, Acting Executive Director  
Colorado Department of Higher Education

Attachment B –

# Colorado Math Pathways Task Force: Report and Recommendations

“Strengthening student success in the study of mathematics; increasing timely completion of the appropriate gateway math course for the degree program; and ensuring transferability of credits.”

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## Executive Summary

A primary concern driving the task force's work is that college freshmen and dually-enrolled high school students are often advised into college algebra by default even though it may not be appropriate math preparation for the degree program the student will eventually choose. The Colorado Math Pathways Task Force's overall goal is to:

Develop expectations and processes that result in each institution of higher education in Colorado offering pathways in mathematics that yield (1) increased success for students in the study of mathematics; (2) a higher proportion of students completing in a timely manner the appropriate gateway math course(s) for their intended degree program; and (3) effective transferability of credits for students moving from one institution to another.

**Recommendation 1: Curriculum.** Math pathways must be revised, with well-defined courses, to ensure students choose the most appropriate path as indicated by their intended major. The 3 pathways should be:

- a) Calculus Path – STEM, certain health sciences, and many business programs;
- b) Statistics Path - Social & Behavioral Sciences; and
- c) Quantitative Thinking Path - Arts & Humanities.

**Recommendation 2: Advising.** Includes the use of:

- a) meta-majors, which are groups of majors with similar core requirements, aligned with a math pathway, where all coursework applies to degree requirements of any major within the meta-major. This helps students and advisors choose a path based on the student's interests and helps prevent loss of credit due to transfer between majors;
- b) multiple measures, such as the rigor of a student's high school curriculum and GPA, to assess college readiness for placement, rather than sole reliance on ACT, SAT or Accuplacer scores; and
- c) better coordination with partner disciplines to select the most appropriate math course for the major, rather than defaulting to college algebra.

**Recommendation 3: Support and Professional Development.** To provide sufficiently diverse math pathway course offerings and adequately prepared instructors, the task force recommends:

- a) provide system-wide resources to expand the instructor base;
- b) new instructors be mentored by a "master" instructor or course leader;
- c) supply instructors with well-developed syllabi and materials, especially materials that will support an active and engaged learning environment, including a repository of course specific information and resources to implement common assessments; and
- d) expand faculty professional development opportunities to allow for discussion about individual courses.

**Recommendation 4: Communication.** Use multiple venues to distribute recommendations.



**COLORADO**  
Department of  
Higher Education

1560 Broadway, Suite 1600  
Denver, CO 80202

John Hickenlooper  
Governor

Lieutenant Governor Joseph A. Garcia  
Executive Director

**Mathematics and Colorado's completion agenda**  
A letter from Lt. Governor Joseph A. Garcia

It is projected that by 2020, 74 percent of jobs in Colorado will require postsecondary education/training. Colorado is ranked third nationally in terms of the percentage of jobs requiring postsecondary education or training for employment, thus highlighting the critical importance of increasing the number of credentials awarded. One way to increase completion is to develop effective math pathways that are aligned with career pathways.

The recommendations of the Colorado Math Pathways Task Force contained in this report have been implemented successfully in other states and have not only helped raise college completion rates, but have also increased student learning in mathematics courses. Moreover, these recommendations will provide students and families with the tools and knowledge they need to make informed decisions and will increase higher education access and success for the fastest growing demographic groups.

These recommendations align nicely with several other recent higher education initiatives in Colorado. The numbers of Colorado high school students enrolling in college-level coursework grows every year. About 26,900 students participated in dual enrollment programs in the 2012-2013 school year, or 22 percent of all 11th and 12th graders in Colorado public high schools. It is imperative that these young people receive adequate advising about which math course they need for their intended degree or career interests, rather than being placed into college algebra by default. As the cost of higher education and student loan defaults increase, we cannot afford to let young people waste time and money on coursework they don't need, thus delaying their entry into paying jobs even longer.

Remediation is another factor that delays students' entry into credit-bearing coursework. The Colorado Department of Higher Education's annual Remedial Report data show that students funneled into remedial courses have far lower completion rates than those students not required to take a remedial course. When examining remediation by subject, most students required remediation in mathematics. Many of Colorado's two- and four-year institutions are placing students with limited academic deficiencies directly into college level courses with co-requisite instruction (or Supplemental Academic Instruction-SAI). Math Pathways work well with this developmental education redesign because the most appropriate and contextualized math curriculum can be assigned based upon the student's major, such as STEM vs. non-STEM. These strategies appear to be working at the institutions that have implemented them because remedial rates have decreased and retention rates have increased.

I encourage you to consider how these recommendations may be implemented on your campus to increase student learning and success.

Sincerely,

A handwritten signature in cursive script that reads "Garcia".

Lt. Governor Joseph A. Garcia, Executive Director  
Colorado Department of Higher Education



## Introduction

The Colorado Math Pathways Task Force was convened in fall 2014 by the Colorado Department of Higher Education after Colorado was selected as one of six states to receive technical assistance from the Charles A. Dana Center at the University of Texas at Austin and Complete College America through the Building Math Pathways to Programs of Study Initiative. This initiative is designed to mobilize mathematics faculty leaders from 2- and 4-year institutions to design math pathways that will enable students to complete an appropriate gateway math course which will fulfill requirements for their chosen program of study within one year. (By "gateway math courses" the task force is referring to entry-level courses in mathematics or statistics that carry college credit.) This initiative is in line with the Colorado Commission on Higher Education's (2012) master plan, [Colorado Competes](#). Senate Bill 10-003 charged the Commission with developing a master plan for Colorado higher education, which states in part, the master plan must:

...include accountability measures that will demonstrate that students receive high-value and high-quality educational services that are provided with the efficiency necessary to reduce attrition and increase retention and enable students to attain their degrees in a reasonable period of time, and to help ensure students achieve post-graduation success.

In summer 2012, Colorado math faculty, in collaboration with high school mathematics teachers, began the conversation about modernizing and aligning gateway math courses. Those initial conversations have grown into a coordinated project to differentiate Colorado's three primary gateway math courses, create aligned and measurable learning goals, and ensure students are advised into the appropriate math courses based on their chosen major.

It was important from the beginning that the task force be faculty-driven to encourage buy-in statewide. The task force consists of thirteen experts in the field of mathematics, representing each of the three institutional sectors: 1) research, 2) institutions primarily granting bachelor's and master's degrees, and 3) institutions primarily granting associate's degrees and certificates. The task force was supported by consultants from the Charles A. Dana Center and Complete College America, as well as staff from the Colorado Department of Higher Education (see Appendix A: Membership).

The task force's overall goal is to:

Develop expectations and processes that result in each institution of higher education in Colorado offering pathways in mathematics that yield (1) increased success for students in the study of mathematics; (2) a higher proportion of students completing in a timely manner the appropriate gateway math course(s) for their intended degree program; and (3) effective transferability of credits for students moving from one institution to another.

The mission of the Colorado Math Pathways Task Force is to:

- a) Convene math faculty leaders to decide how well gateway math courses are aligned with programs of study;
- b) Draft a public statement on the importance of better alignment of gateway math courses with programs of study;

- c) Identify and/or suggest alternative gateway math courses, that are rigorous and of quality in content and competencies, and that are more appropriately aligned with the math skills students need to succeed in their programs of study; and
- d) Work with advisors and representatives from academic disciplines to review math requirements and consider alternative courses to college algebra for majors that do not ultimately require calculus.

## **Background**

Colorado has thirteen public 4-year institutions, thirteen community/junior colleges as part of the Colorado Community College System, and two local district community colleges, Aims Community College and Colorado Mountain College. All community colleges participate in a common course numbering system. All of the 4-year institutions were invited to participate in the task force and nine sent faculty or department chairs as representatives. Colorado School of Mines is one of the 4-year institutions without a member on the task force, but the institution offers only engineering degrees, which require calculus as the gateway math course, and so will not be affected by the task force's recommendations. The community colleges were represented by two mathematics faculty, one of whom is also a director of assessment, and one System representative. The community college mathematics faculty, as well as the System representative, have been involved in related statewide initiatives and were recommended by System leadership.

Three related Colorado initiatives have bearing on the work of the task force: 1) gtPathways state general education core, 2) dual enrollment, and 3) developmental education redesign with co-requisite instruction. These three initiatives are described in detail below.

### **gtPathways State General Education Core**

For more than ten years, Colorado has had a state, guaranteed-to-transfer, thirty-one credit general education curriculum that forms the core of all institutions' liberal arts and sciences general education cores and fulfills all lower-division general education requirements. This statewide general education core is known as gtPathways and currently has over 1,300 approved courses. Courses nominated for participation in gtPathways are reviewed by a peer, faculty discipline group and evaluated against state-approved sets of content and competency criteria. Appendix B contains a table showing gateway mathematics courses and gtPathways participation. Most of the gateway mathematics courses are gtPathways approved; those that are not are underlined in the appendix.

Compiling this information revealed several items that present a challenge to math pathways implementation. As reflected in Appendix B, associate of science (A.S.) degree requirements within the Colorado Community College System and at Colorado Mountain College do not allow MAT 135, Introduction to Statistics, to fulfill the math requirement (though it can be used to fulfill the math requirement for associate of arts (A.A.) degrees). Aims Community College does allow MAT 135, Introduction to Statistics, to fulfill the math requirement for an A.S. degree. Another item of note is that, although many national leaders in statistics and statistical education, including leadership of the American Statistical Association recommend no pre-requisite for Introduction to Statistics, three 4-year institutions in Colorado report that they require College Algebra as a pre-requisite. Last, several 4-year institutions do not offer an Introduction to Statistics course. These differences in mathematics requirements between institutions of higher education in offerings and degree requirements make it more difficult for students, especially those who transfer, to know which mathematics courses to take. Additionally, requiring pre-requisite

courses when they are not recommended by leaders in mathematics education extends students' time to degree completion, thus delaying their entrance into the job market and careers.

### **Dual Enrollment**

Dual enrollment refers to programs whereby high school students are allowed to take college-level courses for credit. One of these programs, called "Concurrent Enrollment" in Colorado, was created by House Bill 09-1319 (§22-35-101 et seq., Colorado Revised Statutes). The following is summarized from Colorado's Annual Report on Concurrent Enrollment for the 2012-2013 school year, released on March 27, 2014 (Colorado Department of Higher Education):

- Approximately 26,900 students participated in dual enrollment programs of any type in the 2012-2013 academic year. This figure represents about 22 percent of all 11th and 12th graders in public high schools in Colorado.
- Overall, participation in dual enrollment programs increased by about 12 percent between 2011-2012 and 2012-2013.
- The Concurrent Enrollment program continues to see sustained increases in participation. During the 2012-13 school year, 3,945 more students participated in the program than in the prior year.
- In 2012-13, Colorado high school students attempted a total of 143,939 Concurrent Enrollment credit hours.
- The average number of credit hours attempted by all participating Concurrent Enrollment students was 7.9, with an average of 7.2 hours passed.
- A large majority of students—84 percent—passed all of their Concurrent Enrollment courses in 2012-13. This figure shows an improvement from the previous year's complete pass rate of 78 percent.
- Participation in remedial Concurrent Enrollment courses is approximately 6 percent of the Concurrent Enrollment total and is limited to students in their 12<sup>th</sup> grade year.
- 775 students in Concurrent Enrollment or ASCENT programs earned some type of postsecondary credential in 2012-13. This number is a 60 percent increase over last year's credential completion total.
- Students who participated in dual enrollment programs in high school had higher first-year credit hour accumulation, grade point averages, and retention rates in college.
- Participation in dual enrollment is associated with a 23 percent increase in the likelihood of enrolling in college and a 10 percent decrease in the need for remediation, holding gender, income, race/ethnicity, and ACT scores constant.

Dual enrollment in Colorado continues to grow and a concern is that high school students are being advised into college algebra as a default in these programs, even though college algebra may not be appropriate preparation for the degree program they will eventually choose. As a result, they may need to re-take a college-level mathematics course for their eventual major. In academic years 2013 and 2014, of the 9,865 dual enrollment high school students enrolled in math courses, 8,155 (83%) were in college algebra courses versus 1,477 (15%) in statistics courses and 233 (2%) in math for the liberal arts courses. These enrollment percentages are not reflective of actual degree seeking behavior; they should be if we were more skilled in helping students enroll in math courses based on their program of study. Furthermore, of dual enrollment high school students who completed college algebra (C- or better) in academic year 2013, only six percent went on to complete Calculus I (C- or better).<sup>1</sup> College algebra is seen

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<sup>1</sup> SURDS data supplied by Colorado Department of Higher Education. AY2013 = Summer 2012, Fall 2012 and Spring 2013.

as foundational to calculus and much of the curriculum is designed to help students be successful in calculus. The low enrollment of these students in subsequent calculus courses further helps to illustrate the misalignment between current enrollment patterns and actual programmatic needs of students.

#### **Developmental Education Redesign with Co-Requisite Instruction and Supplemental Academic Instruction (SAI)**

Another initiative that significantly impacts the task force's work is the Colorado Community College System's recent redesign of their developmental education program, as well as state authorization for 4-year institutions to offer co-requisite instruction (or SAI) to students with limited academic deficiencies.

Many students who transfer into baccalaureate degrees begin their college careers at one of Colorado's fifteen community colleges. Colorado Community College System campuses (and soon, Aims Community College and Colorado Mountain College) offer students one of three pathways to 100-level mathematics courses, which include co-requisite instruction: 1) non-transfer for students pursuing certificates, AGS, and AAS degrees in Career and Technical Education (CTE); 2) non-algebra classes (i.e., math for liberal arts and statistics) for students pursuing AA (and at Aims, Associate of Science) degrees that will transfer into majors that do not require calculus; and 3) algebra pathway for students pursuing AA and AS degrees that will transfer into baccalaureate degrees that require calculus. These pathways can be viewed online at <https://resources.cccs.edu/education-services/developmental-education-task-force/developmental-education-redesign/>

The co-requisite instruction model for students with limited academic deficiencies is also scaling up statewide with passage of House Bill 12-1155, which created §23-1-113(1.5), Colorado Revised Statute. Prior to this law, a student admitted into a 4-year institution who scored below statewide cut scores (set by the Colorado Commission on Higher Education in collaboration with the institutions) was typically required to enroll in a community college for non-credit-bearing, developmental education coursework. However, Supplemental Academic Instruction (SAI), which is what Colorado law calls co-requisite instruction, allows many of these students to stay at their home institution and enroll directly into credit-bearing English and mathematics general education coursework offered co-requisitely with SAI, thus enabling them to finish college faster and with fewer obstacles. Furthermore, the credit-bearing English and mathematics courses taught co-requisitely with SAI are required to be pathways approved, thus ensuring transferability and applicability to lower-division general education requirements. Currently, Colorado institutions that are authorized to offer SAI are 1) Metropolitan State University of Denver, 2) Fort Lewis College, 3) Western State Colorado University, 4) Aims Community College, 5) Colorado Community College System's thirteen campuses (as noted above), and 6) University of Northern Colorado.

#### **Process**

The Math Pathways Task Force met six times, usually for four hours per meeting, between October 3, 2014 and April 3, 2015. The last, and seventh meeting, was a two-day retreat on May 18 - 19, 2015. The chair and state facilitator reviewed national and state reports and connected with leaders of other state task forces to share information. Though each agenda was generated by the chair with assistance from the state facilitator, the process followed was one recommended by The Charles A. Dana Center. This process has worked for other states doing similar work. Task force members considered reports and data from Colorado and other states, as well as national data. They also worked in small groups on specific assignments. "Homework" was assigned and completed in between meetings so that task force members could share information and get feedback from their colleagues.

The process had key steps: 1) approve a goal and mission statement; 2) define problems the task force wanted to address; 3) review data to identify problems; 4) brainstorm solutions and strategies; and 5) vet the solutions, strategies and final recommendations with a broad audience of higher education and K12 representatives. Once the task force completed a survey of each institutions' gateway mathematics courses (Appendix B), they noted which of those courses are gtPathways-approved, learned how many high school students are dually enrolled, and learned how co-requisite instruction can help align math pathways to get students directly into the math class most appropriate for their degree path. The task force then formulated questions for its first data pull and reviewed the data. The data helped the task force more clearly define the problems they wanted to address, as well as brainstorm strategies and solutions for final recommendations.

## **Findings and Recommendations**

Our findings can be categorized into four main themes: 1) curriculum, 2) advising, 3) support and professional development, and 4) communication. The findings and associated recommendations in each category are as follows:

### **Curriculum**

The task force concluded that math pathways must be revised, with well-defined courses, to ensure students choose the most appropriate path as indicated by their intended major. The task force recommends three pathways, QuantThinking, CalcPath, and StatPath. For existing state transfer agreements and for transfer agreements that emerge in the future, the task force recommends that competencies from the introductory course in each of the paths be provided to partner disciplines. Then those disciplines should select the competencies that are most relevant for students in their major. Based on those selected competencies, the math required for that major should align to one of the three pathways below. Recommendations for the three math pathways are as follows:

#### **1. CalcPath**

The CalcPath is for majors requiring calculus. It is recommended institutions develop structures that support these students to meet the goal of completing Calculus I within their first year of enrollment, thereby increasing the likelihood of degree completion in four years. Though the task force acknowledges this plan may not work for every student, institutions are encouraged to find ways to create support programs for less-prepared students so they can still achieve access to and completion of calculus in their first year of college. The traditional College Algebra course may be in this pathway; however, the task force generally recommends a Precalculus course that includes the content of college algebra and trigonometry for students who need a prerequisite course to Calculus. In any case, the task force recommends that College Algebra be used to prepare students for success in calculus and not as a terminal mathematics course for students in majors that do not require Calculus. It should also be noted that some institutions have different Calculus courses which have been contextualized to different majors; the task force is including all of these versions of calculus in its recommendations regarding the CalcPath.

Existing options for completing the CalcPath include:

- Go right into Calculus I;
- Take Pre-Calculus and then Calculus I; or
- Follow the path of College Algebra, Trigonometry or Pre-Calculus, and Calculus I. To achieve the goal of enrollment in Calculus I in the first year, it is suggested that students in this sequence enroll in courses in a co-requisite rather than pre-requisite pattern.

Potential options to help support students getting through Calculus I in their first year of study could include, but are not limited to:

- Co-requisite instruction/support;
- Stretch courses (The risk here is transferring before completing the entire course; thus, departments that opt for this model should be sure to clearly articulate the competencies achieved from each semester.);
- Online support modules; and
- Compressed/accelerated modules.

## **2. StatPath**

The StatPath is for students in majors that require statistics or whose programs of study require an understanding of statistical methods.

The task force's recommendations for the StatPath include:

- A credit-bearing prerequisite should not be required for an introductory statistics course if students are college ready (that is, have GPA and/or test scores that indicate college readiness and/or have completed remedial coursework if needed, like *MAT 050: Quantitative Literacy*).
- The lower-division syllabi/content and names of the courses should be distinct from the upper-division courses. It should be clear to students who are required to take two statistics courses that the content in the two courses is different and that the upper-division course builds upon the foundation of the lower-division course. As an example, lower-division courses could be titled something like "Statistical Thinking" or "Introduction to Statistics" and upper-division courses could be something like "Statistical Methods for Business Majors" or "Statistical Methods for Psychology Majors").
- Use the Colorado Community College System's existing Introduction to Statistics content while also encouraging a modeling approach that provides students experiences using data and the appropriate use of technology to support data analyses.
- The Colorado Community College System and Colorado Mountain College should reevaluate their A.S. degree requirements to allow *MAT 135 Introduction to Statistics* to fulfill general A.S. degree requirements (Aims Community College already allows statistics to be used this way).

Our recommendation on the prerequisite for introductory statistics being *MAT 050 Quantitative Literacy* is consistent with the results from several initiatives that show students can be successful in introductory statistics without algebraic intensive prerequisites. Leaders in mathematics including the Charles A. Dana Center, the Mathematical Association of America, and the American Mathematical Association of Two Year Colleges support increasing access to introductory statistics by eliminating barriers such as unnecessary prerequisites.

The task force recognizes that there are some unique challenges to increasing the use of the StatPath. For example, at some institutions the fact that there are separate departments of mathematics and statistics can result in resource issues due to the possible shifting of student credit hour production from the mathematics department to the statistics department. Another challenge at some institutions is that there are not sufficient numbers of faculty available and adequately prepared to teach statistics. Our recommendations under Support and Professional Development below partially address this latter issue.

## **3. QuantThinkingPath**

The QuantThinkingPath is envisioned as the pathway to provide a foundation in college-level mathematics for students in majors that require neither calculus nor statistics. This pathway may be a terminal math course for many

students but ideally it would encourage students to continue their study of mathematics and quantitative reasoning. The task force does not recommend any one particular course in the QuantThinkingPath. We recognize that institutions have differences in their missions and therefore in the needs of their students, but we encourage institutions to develop or modify existing courses to achieve the goals of this pathway.

Courses in the QuantThinkingPath might include, but are not limited to, a new algebra-based modeling course (see below) and/or a version of the existing *Math for the Liberal Arts* (MAT 120) course. These courses should have *MAT 050 Quantitative Literacy* as the developmental education prerequisite for students who need preparatory coursework. In addition, these courses must meet the state gtPathways/core general education requirement by addressing the state general education mathematics competencies. It is essential that courses in this pathway be rigorous and support problem solving, numerical skills, and reasoning skills.

For institutions that choose to retain the *Math for the Liberal Arts* type course, the task force has several recommendations: 1) better consistency across institutions in key topics for this course, 2) include financial literacy, descriptive statistics, and the use of algebraic models and algebraic reasoning, and 3) other topics to be determined. In general, the task force encourages more depth and less breadth. The course should focus more on problem solving and quantitative reasoning with less emphasis on the appreciation of mathematics. The goal is for students who successfully complete a *Math for the Liberal Arts* type course to understand how numerical and quantitative reasoning can be used to better understand the world, and to say "I learned something I can use" in my future studies, and as a citizen.

Another option for the QuantThinkingPath is an algebra-based modeling course. This course would be intended for majors that need some algebra skills but are not on a calculus path, and do not require the full content of college algebra. The algebra prerequisite should be minimal and we recommend *MAT 050 Quantitative Literacy* as the developmental education prerequisite. The task force acknowledges the description of this course is somewhat vague but institutions both within the state of Colorado and without have developed successful models. The task force is recommending the formation of a working group to address the development of this course.

Institutions may create other courses that could fall within this pathway, following the curriculum development processes at their institutions.

A staffing challenge for the QuantThinkingPath is similar to the one in the StatPath. Adjunct instructors for these courses are frequently selected at the last minute and, though they have sufficient background in mathematics, they often lack experience in teaching students who are not strong in mathematics and may even fear the subject.

#### **4. Pathways Exceptions**

The task force acknowledges there are some other pathways that are appropriate and recommended for certain specific majors, and they do not fit neatly into the three primary pathways. Examples of majors that may require alternative pathways include, but are not limited to, Early Childhood Education, Elementary Education, Architecture, and Business.

#### **Advising**

The second category of recommendations is advising. Advisors play an essential role in getting students into the gateway math course that best aligns with their programs of study. The task force investigation of state data into the current enrollment patterns of our students led us to make some key recommendations in advising practices that we

believe will make substantial contributions toward a better alignment of gateway math courses with programs of study.

From the initial data review, one compelling finding was the difference between the proportion of community college students who were enrolled in college algebra versus the proportion at 4-year institutions. Specifically, the percent of community college students enrolled in college algebra out of all students enrolled in the three major categories of gateway courses (college algebra, statistics, and a liberal arts math course) is roughly two-thirds whereas at most of the 4-year institutions it is below half. While there are likely a multitude of reasons for these differences, the magnitude of the difference raises questions as to whether the practice of advising large numbers of students at community colleges into college algebra is desirable. It is likely that students are being advised into college algebra in community colleges because advisors see that as a “safe” course to enroll in if a student does not know where they might transfer in the future or what their program of study will be. In fact, while currently over half of community college students go into college algebra, far fewer than half of their eventual majors will require college algebra. While credits in college algebra will certainly transfer to any 4-year institution, if the credits do not apply toward their eventual major then that transfer is not “effective.” Even in majors in which any college math course is allowable for the degree program, such as English or History, we think that a well-designed course in the QuantThinkingPath would be a much more relevant educational experience and be better connected to their program of study than college algebra.

Colorado has gtPathways for ensuring the transfer and application of course credits between 2- and 4-year institutions. With this policy, the state has made statewide transfer agreements a priority for students to move from 2-year to 4-year environments. These agreements are referred to as degrees with designation (DwDs). To the task force members, some of these transfer agreements’ math requirements do not make sense and need re-evaluation. Partner disciplines should be clear about the use of mathematics and statistics in their students’ studies and future careers. Mathematics departments should partner with those discipline departments to ensure that the math courses required in the degree programs are the ones best positioned to help students gain the quantitative reasoning skills identified as important by the partner disciplines. In particular, we discourage the use of mathematics or statistics courses designed as a filter into certain majors and specifically want to help partner disciplines identify mathematical competencies they most want their students to master to be relevant to their discipline.

Recommendations. The task force’s three advising recommendations include the use of meta-majors in advising, using multiple measures to assess college readiness, and better coordination with partner disciplines, each of which are discussed below.

### **1. Meta-Majors**

Meta-majors are broad academic pathways, or groups of majors with similar core requirements, that are generally aligned with a math pathway. The three recommended math pathways described above, for example, would be aligned as follows:

1. CalcPath – STEM, certain health sciences, and many business programs
2. StatPath –Social & Behavioral Sciences
3. QuantThinkingPath –Arts & Humanities

Meta-majors help students and advisors make initial choices with the idea that students would eventually narrow their pathway to an individual major, preferably allowing all coursework in the meta-major to transfer and apply to degree requirements of any major within the meta-major. Rather than making College Algebra the default math

course, or using College Algebra as a mechanism to “weed out” students, meta-majors help advisors and students to select the appropriate math course for the career pathway, or meta-major.

## **2. Multiple Measures of College Readiness**

The task force recommends that colleges use multiple measures to assess college readiness. In particular, the task force believes that high school GPA can be an effective tool in placement, though it is currently not on the list of state-approved indicators of college readiness. Per the Colorado Commission on Higher Education policy [I, E: Statewide Remedial Education Policy](#), high school GPA is not listed as a measure of college readiness for placement into credit-bearing coursework. The task force’s recommendation is to add high school GPA to the policy’s list of primary measures of college readiness, along with the current ACT, SAT, Accuplacer, and so on.

In a related recommendation, the tables that list cut scores to indicate readiness for college-level mathematics should include sub-scores that are aligned with the recommended math pathways courses. As a result, readiness for calculus will likely require a higher ACT score than readiness for a QuantThinking course.

## **3. Coordinate with Partner Disciplines**

To promote better coordination with partner disciplines, the task force has three recommendations.

- Mathematics departments should work with partner discipline departments to identify the primary mathematical competencies needed by disciplines and use these determinations to select the recommended gateway math course and pathway. This coordination between departments will serve two purposes. First, it will ensure that the gateway math course is appropriate to the content and not simply selected based on previous practice or tradition. Secondly, setting one clear recommendation, as opposed to allowing “any gateway math course,” will be clearer for students and advisors.
- Chief academic officers should make review of the default mathematics requirements by all programs at their institutions an essential part of the regular program review process.
- Some of the [statewide transfer articulation agreements](#), which lead to degrees with designation, should be revisited to determine if the program requires the most appropriate mathematics or statistics course for the major.

## **Support and Professional Development**

The third category of recommendations is support and professional development for college instructors. In the work of the task force, a number of barriers were identified that would prevent reform implementation and a number of these barriers were associated with staffing issues. As we mentioned above when discussing the StatPath, some institutions report difficulties in identifying sufficient instructors who are adequately prepared to teach statistics. More generally, introductory level mathematics and statistics courses are populated with many students who are not confident in their math skills and are sometimes marginally prepared for the content. Consequently, these courses are considered to be some of the most challenging to teach. Yet, the reality of hiring is that many sections are taught by part-time instructors who may have very little to no experience and/or time to prepare for teaching courses such as the introductory statistics course or the courses in the QuantThinkingPath. It is particularly important that instructors in gateway math courses are prepared to meet the needs and experiences of all learners by promoting an active and engaging learning environment.

Recommendations. In order to provide sufficiently diverse math pathway course offerings and adequately prepared instructors to teach them, the task force recommends the following:

1. Provide system-wide resources to expand the instructor base;
2. Have new instructors be mentored by a “master” instructor or course leader;
3. Supply instructors with well-developed syllabi and materials, especially materials that will support an active and engaged learning environment;
4. Provide a repository of course specific information;
5. Expand faculty professional development opportunities to allow for discussion about individual courses (for example at Faculty-to-Faculty Conferences); and
6. Provide resources to implement common assessments.

#### **Communication**

The fourth and final category of task force recommendations is communication. To help faculty and administrators implement math pathways effectively there are a number of communication strategies that are needed to move this work forward. Various specific recommendations follow and we recognize that fostering good communication will be an on-going task.

Recommendations. The task force recommends presentations at Faculty-to-Faculty Conferences for statewide conversations involving mathematics faculty, as well as faculty from partner disciplines; P20 Regional Partnerships between high school mathematics teachers and mathematics higher education faculty to engage in a redesign of an aligned secondary to postsecondary mathematics curriculum, and instructional practices; and the use of SURDS for collecting, assimilating and analyzing course- and student-level data that can be used to assess and improve mathematics course offerings.

The task force recommends that its members be designated lead communicators with their institutions through the rollout of the task force recommendations. Because many of these recommendations will need to be implemented at the institutional level, and the implementation needs a local advocate, task force members recommend they be charged with identifying and informing those individuals who are in leadership positions at their institutions. The task force also recommends using multiple venues to distribute recommendations, including email distribution lists; in-person meetings, such as “Town Hall meetings” at individual campuses; and established conferences and state summits (such as Mathematics Association of America section meetings and the bi-annual Colorado Faculty-to-Faculty Conferences). The task force also recommends a longer term group should be established (at least over the next year) in order to provide ongoing communication and support to each institution.

#### **Infrastructure for Implementation of Recommendations**

The task force recommends that its members have an ongoing role in the implementation of this report’s recommendations. It also wants to engage more people in the work through the formation of working groups. These smaller working groups will focus on supporting implementation of the recommendations. The task force sees one of its roles as providing direction and giving “qualified responses” to the working groups as questions arise. That is, the task force is mostly a math faculty group that will look at issues holistically and provide oversight of the working groups. For instance, a role of the task force is to review proposed plans from the working groups and to give feedback based on a statewide, “big picture” perspective.

The task force concluded it should meet in October 2015 and again in January 2016 and that the state facilitator can make decisions about any need for more engagement. It is important to the task force to maintain institutional diversity in its membership. It was decided that if any member needs to step down, another representative from their institution will be sought. Maintaining some consistency in membership will give the task force the opportunity to have the “big picture” perspective, as well as the context and memory of how and why the recommendations in this report were agreed upon.

### **Steps for Implementing Recommendations**

The first step in transitioning to a state action plan is to implement the working groups listed below. It is preferable that the working groups be chaired by current task force members, with membership from the current task force as well as other interested individuals, including those who vetted the task force’s recommendations at the Math Pathways Task Force two-day retreat in May 2015. In the following, we list the Working Groups with an initial description of the role and scope of each group. It is anticipated that each Working Group will develop a more detailed “charge” and a specific set of goals and outcomes once it is formed.

1. **Curriculum Working Group:** The goal is to develop recommendations for and models of gateway math courses that are rigorous and of quality in content and competencies. These courses will align with the curriculum recommendations for the three identified pathways: CalcPath, StatPath, and QuantThinkingPath.
2. **Advising Working Group:** The goal is to ensure that advising facilitates the placement of students into gateway math courses that align with their programs of study and in which students are likely to succeed.
3. **Support and Professional Development Working Group:** The goal is to develop resources and support for institutions of higher education in the state that will enable them to provide high quality instruction and active learning in gateway math courses. Specifically, the goals include the expansion of sustainable professional development geared toward both new and experienced instructors that encourages active learning; the identification and (re)training of appropriate instructors to teach the gateway courses; the development of alternative structures to support pathways (co-requisite instruction/supplemental academic instruction, accelerated, stretch, co-enrollment); and the development of specific resources and training for instructors in the StatPath and the QuantThinkingPath.
4. **Communication Working Group:** The goal is to communicate the recommendations of the task force and the working groups to K12 and higher education institutions. Toward that end, informational resources must be developed and assistance provided to the Colorado Department of Higher Education staff for messaging the information to faculty, administrators, advisors, students, K12, school counselor and other educator preparation programs.
5. **Policy & Transfer Issues Working Group** – A number of the recommendations involve statewide policy. It will likely require a working group to address these issues. The goal is to provide direction to the Colorado Department of Higher Education and its stakeholder groups, like the Academic and General Education Councils, to implement the recommendations when changes in state policy are required.

## Appendix A: Membership

The task force's current membership can be viewed at:

<http://highered.colorado.gov/Academics/Groups/contacts.asp?cid=267>

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**Appendix B: Gateway Mathematics Courses and gtPathways Participation**

Note: Most of the gateway mathematics courses are gtPathways-approved. Those that are not are underlined. Also, the names of the courses vary from institution to institution, but the ones listed here are more or less equivalent.

Institution	"Math for the Liberal Arts"	"Introduction to Statistics"	"College Algebra"
13 Colorado Community College System campuses, Aims Community College & Colorado Mountain College	MAT 120 (4cr)	MAT 135 (3cr) *Cannot be used to fulfill the math requirement for an AS degree within the CCCS and at CMC.	MAT 121 (4cr)
Adams State University	MATH 150 (3cr)	<u>MATH 205</u> *Pre-requisite is College Algebra.	MATH 106 (3cr)
Colorado Mesa University	MATH 110 (3cr)	<u>STATS 215</u> (social sciences) & STAT 200 (3cr, regular) *Pre-requisite is College Algebra or College Math.	MATH 113 (3cr)
Colorado School of Mines	This institution offers only engineering degrees, all of which require calculus.		
Colorado State University	MATH 101 (3cr) & 105 (3cr)	None	MATH 117 (1cr), 118 (1cr) & 124 (1cr)
Colorado State University - Global Campus	<u>MTH109</u> (3cr)	<u>MTH156</u> (3cr)	<u>MTH122</u> (3cr)
Colorado State University - Pueblo	MATH 109 (3cr)	MATH 156 (3cr)	MATH 121 (4cr)
Fort Lewis College	MATH 105 (3cr)	BA 253* (4cr), ES 242 (3cr) & MATH 201# (4cr) *Pre-requisite is College Algebra. # Pre-requisite is College Algebra or Math for the Liberal Arts	MATH 110 (4cr)
Metropolitan State University of Denver	MTH 1080	MTH 1210 (4cr)	MTH 1110 (4cr)
University of Colorado Boulder	MATH 1012 (3cr)	<u>MATH 2510</u>	<u>MATH 1011</u>
University of Colorado Colorado Springs	ID 1050 (3cr) and <u>ID 2000</u> (3cr)	UCCS has many introductory stats courses that are contextualized to the major, some of which pre-require math for the liberal arts or college algebra.	MATH 1040 (3cr)
University of Colorado Denver	MATH 1010 (3cr)	MATH 2830 (3cr)	MATH 110 (3cr)
University of Northern Colorado	MATH 120 (3cr)	STAT 150 (3cr)	MATH 124 (4cr)
Western State Colorado	MATH 105	<sup>3</sup> See note below.	MATH 140

University	(3cr)		(3cr)
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<sup>1</sup> According to a professor of mathematics at WSCU, the institution does not “offer a true Intro to Stats course, i.e., one with no prerequisite. There are three stats classes on campus, each with different pre-reqs. Students in social sciences must first pass any math competency class (math for liberal arts, math for social sciences, or college algebra), students in business must pass College Algebra, and students in science must pass Pre-Calculus to take the required stats class for that major... If a student transferred in from a 2-year college with an intro stats class, we'd probably take it as MATH 213 (or the equivalent business or social science stats classes).”

## Appendix C: Initial Data Pull

\*Data were pulled 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 following private institutions: University of Denver, Regis University, and Colorado Christian University. "Completion" of a course, as used in the questions below, is defined as passing the course with a C- or better. Last, these data include enrollments/completions from summer 2012 through spring 2014 semesters, the only semesters for which course-level data were available.

### Question 1: Enrollment and Pass Rates

The first question was, "How many students are enrolled in College Algebra, and what are the pass rates, by institution?" The data revealed that the following institutions have almost equal enrollments in Math for the Liberal Arts, Introduction to Statistics, and College Algebra:

- Colorado State University-Pueblo
- Fort Lewis College
- Metropolitan State University of Denver
- University of Colorado Boulder
- University of Colorado Denver
- University of Northern Colorado

These data beg the questions, "How did the institutions accomplish this?" and, "To what extent does advising play a part?" (These questions, noted by the task force, will be addressed later in this report.)

### Question 2: Percent of Students who Complete College Algebra and Calculus

The second question was, "What percent of students who complete College Algebra go on to complete Calculus I within three years?" The purpose of the question is to identify the extent to which College Algebra is being used as the gateway math course for programs that do not also require calculus and is based on the premise that College Algebra should be preparation for calculus. The data revealed:

- For college students, 16.35% (n=2091) enrolled in Calculus I after completing College Algebra (compared to 12% who passed Calculus I).
- For dually-enrolled high school students, 6.63% (n=225) enrolled in Calculus I after completing College Algebra (compared to 6% who passed Calculus I).

These data indicate a mismatch between the number of students who complete College Algebra and then go on to take Calculus I, indicating a possible overreliance on College Algebra as the default math course. In discussion, the task force noted that some possible causes are 1) "Some faculty see passing College Algebra as a sort of IQ test," and 2) "College Algebra is required because that's the way it has

always been." Also, as part of the discussion, the question was posed, "Do we need a College Algebra class for non-Calculus-track students, if College Algebra is not going to be a terminal class for them?"

### **Question 3: Percent of Community College Students Who Complete College Algebra and (Pre)Calculus**

The third question was, "What percent of community college students complete College Algebra and then go on to complete Pre-Calculus and/or Calculus I, whether at a 2- or 4-year institution, within 3 years?" The purpose of the question was to determine to what extent community college students are being advised to take College Algebra, even though many of them will not enter programs that require calculus. The data revealed:

- For college students, 12% (n=747) completed Pre-Calculus and/or Calculus I, whether at a 2- or 4-year institution, within 3 years after completing College Algebra.
- For dually-enrolled high school students, 8% (n=172) completed Pre-Calculus and/or Calculus I, whether at a 2- or 4-year institution, within 3 years after completing College Algebra.
- Disaggregated, the percent of students who completed Pre-Calculus after completing College Algebra was 5% (n=304) for college students and 2% (n=47) for dually-enrolled high school students. The percent of students who completed Calculus I after completing College Algebra was 9% (n=570) for college students and 7% (n=143) for dually enrolled high school students.

### **Question 4: Distribution of Students Completing College Algebra in Programs of Study**

The fourth question was, "What is the distribution of students who complete College Algebra into specific programs of study?" The first two digits of programs' CIP codes were used to identify programs of study. Classification of Instructional Program (CIP) codes are a taxonomic scheme that supports the accurate tracking and reporting of fields of study and program completions. It was developed by the U.S. Department of Education's National Center for Education Statistics. All certificate and degree programs offered at Colorado institutions of higher education are assigned a CIP code when entered into the SURDS database at the Colorado Department of Higher Education. These codes allowed for this question to be answered.

These data revealed the CIP area with the largest enrollment in College Algebra was area 24: Liberal Arts & Sciences, General Studies and Humanities. The task force determined the large number of students in this area is mostly undeclared community college students, enrolled in general A.A. and A.S. degrees, who are being advised into College Algebra. These data raised the point, however, about the need for accurate advising for undeclared community college students and that meta-majors, with appropriate gateway math courses, might help reduce students being misadvised into College Algebra.

Realizing the large number of undeclared community college students was skewing these data, the question was asked again and CIP area 24 was eliminated. Appendix C contains a list of all other CIP areas and percent of students enrolled who have taken College Algebra. Of note, CIP areas with about 5% or more (chosen arbitrarily) of students taking College Algebra include:

- 11: Computer and Information Sciences and Support Services (8.71%)
- 26: Biological and Biomedical Sciences (10.22%)
- 31: Parks, Recreation, Leisure, and Fitness Studies (4.56%)
- 42: Psychology (6.11%)
- 45: Social Sciences (4.99%)
- 51: Health Professions and Related Programs (25.56%)
- 52: Business, Management, Marketing, and Related Support Services (15.45%)

An unanswered question remains: "Why are numbers so low for:

- 14: Engineering (1.94%)
- 15: ENGINEERING TECHNOLOGIES AND ENGINEERING-RELATED FIELDS (2.48%)
- 27: Mathematics and Statistics (0.76%)
- 40: Physical Sciences (2.43%)

Is it because these students place into calculus and do not take college algebra?"

CIP	CIPTitle (Program/Field of Study)	COUNT	%
01	AGRICULTURE, AGRICULTURE OPERATIONS, AND RELATED SCIENCES.	37	2.60%
03	NATURAL RESOURCES AND CONSERVATION.	28	1.97%
04	ARCHITECTURE AND RELATED SERVICES.	2	0.14%
05	AREA, ETHNIC, CULTURAL, GENDER, AND GROUP STUDIES.	1	0.07%
09	COMMUNICATION, JOURNALISM, AND RELATED PROGRAMS.	37	2.60%
10	COMMUNICATIONS TECHNOLOGIES/TECHNICIANS AND SUPPORT SERVICES.	6	0.42%
11	COMPUTER AND INFORMATION SCIENCES AND SUPPORT SERVICES.	124	8.71%
12	PERSONAL AND CULINARY SERVICES.	11	0.77%
13	EDUCATION.	13	0.91%
14	ENGINEERING.	11	0.77%
15	ENGINEERING TECHNOLOGIES AND ENGINEERING-RELATED FIELDS.	62	4.35%
16	FOREIGN LANGUAGES, LITERATURES, AND LINGUISTICS.	6	0.42%
19	FAMILY AND CONSUMER SCIENCES/HUMAN SCIENCES.	27	1.90%
22	LEGAL PROFESSIONS AND STUDIES.	6	0.42%
23	ENGLISH LANGUAGE AND LITERATURE/LETTERS.	21	1.47%
26	BIOLOGICAL AND BIOMEDICAL SCIENCES.	31	2.18%
27	MATHEMATICS AND STATISTICS.	2	0.14%
30	MULTI/INTERDISCIPLINARY STUDIES.	14	0.98%
31	PARKS, RECREATION, LEISURE, AND FITNESS STUDIES.	65	4.56%
38	PHILOSOPHY AND RELIGIOUS STUDIES.	5	0.35%
39	THEOLOGY AND RELIGIOUS VOCATIONS.	1	0.07%
40	PHYSICAL SCIENCES.	6	0.42%
41	SCIENCE TECHNOLOGIES/TECHNICIANS.	7	0.49%
42	PSYCHOLOGY.	87	6.11%
43	HOMELAND SECURITY, LAW ENFORCEMENT, FIREFIGHTING AND RELATED	44	3.09%

	PROTECTIVE SERVICES.		
44	PUBLIC ADMINISTRATION AND SOCIAL SERVICE PROFESSIONS.	3	0.21%
45	SOCIAL SCIENCES.	71	4.99%
46	CONSTRUCTION TRADES.	4	0.28%
47	MECHANIC AND REPAIR TECHNOLOGIES/TECHNICIANS.	17	1.19%
48	PRECISION PRODUCTION.	13	0.91%
49	TRANSPORTATION AND MATERIALS MOVING.	33	2.32%
50	VISUAL AND PERFORMING ARTS.	32	2.25%
51	HEALTH PROFESSIONS AND RELATED PROGRAMS.	364	25.56%
52	BUSINESS, MANAGEMENT, MARKETING, AND RELATED SUPPORT SERVICES.	220	15.45%
54	HISTORY.	13	0.91%
	TOTAL	1424	100.00%

## References

Colorado Department of Higher Education (March 27, 2014). Annual Report on Concurrent Enrollment: 2012-2013 School Year. Available online at:  
[http://highered.colorado.gov/stats/track.asp?mtr=/Publications/Reports/Enrollment/FY2013/2013\\_Concurrent\\_Enrollment\\_Mar\\_2014.pdf](http://highered.colorado.gov/stats/track.asp?mtr=/Publications/Reports/Enrollment/FY2013/2013_Concurrent_Enrollment_Mar_2014.pdf)

Appendix C – GE Council’s Resolution Recommending CCHE Endorse  
Math Pathways Task Force’s Recommendations



**General Education Council Endorsement of Math Pathways Task Force Recommendations**

WHEREAS the General Education (GE) Council is convened pursuant to §23-1-108.5, Colorado Revised Statutes, and is charged with making recommendations to the Colorado Commission on Higher Education regarding student transfer and degree completion; and

WHEREAS the recommendations of the Math Pathways Task Force’s November 4, 2015 final report hold promise for enhancing the success and preparation of Colorado’s students;

WHEREAS the GE Council recommends the Colorado Commission on Higher Education endorse the recommendations of the Math Pathways Task Force;

Now, therefore, the GE Council endorses the recommendations of the Math Pathways Task Force and agrees to work with the task force to implement recommendations related to transfer and student success.

Done this 19<sup>th</sup> day of May, 2016.

Attest:

General Education Council

**TOPIC:** FISCAL YEAR 2016-17 FINANCIAL AID ALLOCATIONS

**PREPARED BY:** ANDREW RAUCH, LEAD FINANCE ANALYST

**SUMMARY**

This action item seeks approval of the Fiscal Year 2016-17 Financial Aid Allocations for the State's undergraduate need, graduate need, work-study, merit programs, and career and technical education financial aid programs.

The undergraduate need-based allocation is based on the methodology approved by the Colorado Commission on Higher Education (CCHE) at their April 1, 2016 meeting. The allocations were reviewed by the financial aid directors.

**BACKGROUND**

Pursuant to C.R.S. 23-3.3-102(2), each year CCHE acts to allocate state-funded student financial aid, by program, to eligible institutions of higher education.

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

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

In addition, the Colorado Student Grant Program, also referred to as the "Completion Incentive 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., freshman, 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."

During the 2016 legislative session, the General Assembly kept funding levels for all programs flat from Fiscal Year 2015-16 to Fiscal year 2016-17, with one exception - the Native American tuition waiver program at Fort Lewis College was increased by \$1.2 million. This program provides payments to Fort Lewis College for Native American student tuition waivers as mandated by statute, Section 23-52-105, C.R.S. Table One (below) shows FY 2017 appropriations by program type compared to the previous fiscal year.

**Table One: FY 2016 and FY 2017 General Fund Financial Aid Appropriations (Long Bill)\***

<b>Fiscal Year</b>	<b>Need (Undergraduate and Graduate)</b>	<b>Work Study</b>	<b>Merit</b>	<b>DTAP**</b>	<b>Native American</b>	<b>CTE Grant</b>	<b>Total</b>
2016	124,570,732	21,432,328	5,000,000	672,000	16,157,618	450,000	168,382,678
2017	124,570,732	21,432,328	5,000,000	672,000	17,364,248	450,000	169,489,408
\$ Change	0	0	0	0	1,206,730	0	1,206,730
% Change	0.00%	0.00%	0.00%	0.00%	7.47%	0.00%	0.72%

\*Allocations may not match the Long Bill Appropriations due to rounding and holding a small balance in reserve to start the fiscal year.

\*\* Dependent’s Tuition Assistance Program

### **III. STAFF ANALYSIS**

#### **Need-Based Aid - \$124,570,732**

In January 2013, the Commission approved a new allocation method for the undergraduate need-based aid program, the Completion Incentive Grant, beginning in FY 2013-14. The Commission approved the mechanics of the FY 2016-17 model in April. The approved mechanics include a guardrail provision of plus/minus 10% to provide institutions with some predictability while recognizing fluctuations in enrollment. The method for calculating graduate need-based aid remains unchanged from prior years.

#### **A. Completion Incentive Grant:**

The Completion Incentive 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 \$5,234, the amount necessary to qualify for a Federal Pell Grant. Institutions are allocated an increasing amount based on projected Pell-eligible FTE in each grade level. With flat funding, the incremental increase for FY 2016-17 between grade levels was held constant at \$314. The model has a guardrail provision of 10% that keeps institutions from gaining or losing more than 10% from their previous year’s allocation. The guardrail is designed to provide predictability for institutions while acknowledging enrollment shifts.

#### **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 Program. Critical Career Grant allocations are based on the number of graduate students who meet Pell-eligible income requirements and are enrolled in the list of approved programs. The amount of funding set aside for graduate grant programs is \$8,778,325.

**Work-Study Financial Aid – \$21,432,328**

Through the Long Bill, the General Assembly appropriated funding for Work Study aid for FY 2016-17 at the FY 2015-16 level of \$21,432,328. The funds are allocated to institutions based upon the number of eligible FTE at each campus. Statute requires 70% of the appropriation must go to students with demonstrated need; institutions can award the remainder of their allocation without regard to need. There is no proposed change in the allocation method; therefore, allocations will be the same as the previous year.

**Merit Aid - \$5,000,000**

The General Assembly provided ongoing funding for the state merit program at the FY 2015-16 levels of \$5,000,000 for FY 2016-17. The allocation is based upon the eligible FTE at each campus from FY 2014-15. Consistent with other methodologies, staff applied a guardrail provision to the merit aid calculations to provide some consistency in funding while allowing for fluctuations due to enrollment shifts.

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

HB 15-1275 was part of the package of workforce bills that were passed during the 2015 legislative session. It is intended to support career pathways for low-income residents through short-term certificate programs. For FY 2015-16 the General Assembly appropriated \$450,000 to implement the program. The funding amount was held constant in FY 2006-17 at \$450,000. Staff worked with the institutions during year one to implement the program. Staff discussed the FY 2016-17 allocations with the participating institutions to determine the best way to address the questions that arose in the first year of the program. After those conversations, it was determined that keeping the allocations to the participating institutions the same for FY 2016-17 made the most sense in order to get a true feeling for how the program will work.

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

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. Table Two details the appropriations to these categorical financial aid appropriations, by year. The Native American Tuition Assistance Program provides tuition for all eligible Native American students at Fort Lewis College under an agreement between the U.S. government and the State of Colorado.

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

<b>Fiscal Year</b>	<b>DTAP</b>	<b>Native American</b>
2016	\$672,000	\$16,157,618
2017	\$672,000	\$17,364,248

**IV. STAFF RECOMMENDATION**

**Staff recommends approval of the Fiscal Year 2016-17 Financial Aid Allocations provided in Attachment A.**

**V. STATUTORY AUTHORITY**

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

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

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

**ATTACHMENTS**

- Attachment A Fiscal Year 2016-17 Financial Aid Allocations

**FY2016-17 Financial Aid Allocations\***

\*Allocations may not match Long Bill Appropriations due to rounding and holding a small balance in reserve to start the fiscal year.

Institution	UG Need	Grad Need	Work-Study	Merit	CTE	Total
<b>Public Four-Year Institutions</b>						
Adams State University	1,602,109		432,265	58,166		2,092,540
Colorado Mesa University	5,730,462	6,498	896,433	248,038	4,648	6,886,079
Colorado School of Mines	1,245,792	426,537	482,971	89,670		2,244,970
Colorado State University	9,004,294	1,218,931	2,129,127	542,017		12,894,368
Colorado State University - Pueblo	3,267,880	31,664	828,680	125,402		4,253,626
Fort Lewis College	1,294,436		336,435	67,318		1,698,189
Metropolitan State University of Denver	15,946,293		2,514,929	581,208		19,042,430
University of Colorado Boulder	7,433,692	485,309	1,861,797	443,692		10,224,490
University of Colorado Colorado Springs	5,634,901	179,559	785,051	232,064		6,831,575
University of Colorado Denver	7,390,244	4,927,750	997,705	273,593		13,589,292
University of Northern Colorado	5,605,233	235,527	1,196,335	279,886		7,316,981
Western State Colorado University	943,333		265,475	46,633		1,255,441
			0			0
<b>Public Two-Year Institutions</b>						
Arapahoe Community College	2,765,166		425,010	142,428	35,497	3,368,101
Colorado Northwestern Community College	327,788		82,735	14,635	2,536	427,694
Community College of Aurora	3,106,516		367,475	128,033	15,794	3,617,818
Community College of Denver	4,843,778		890,512	193,400	14,843	5,942,533
Front Range Community College	7,972,243		1,114,275	352,275	88,056	9,526,849
Lamar Community College	382,171		124,578	15,373	1,849	523,972
Morgan Community College	605,177		138,286	24,014	7,395	774,872
Northeastern Junior College	803,385		189,201	38,738	7,712	1,039,036
Otero Junior College	786,186		220,533	30,621	9,138	1,046,478
Pikes Peak Community College	8,014,181		1,070,107	307,050	50,657	9,441,995
Pueblo Community College	3,811,968		786,016	144,108	68,564	4,810,656
Red Rocks Community College	3,512,283		440,182	148,043	59,109	4,159,617
Trinidad State Junior College	1,079,450		363,035	38,599	8,927	1,490,011
			0			0
<b>Local District Colleges</b>						
Aims Community College	2,555,374		369,564	106,341	20,865	3,052,144
Colorado Mountain College	1,561,921		168,490	68,599	16,639	1,815,649
			0			0
<b>Non-Profit Private Institutions</b>						
Colorado Christian University	1,365,951		226,660	59,760		1,652,371
Colorado College	122,474		154,094	8,641		285,209
Naropa University	116,759		32,577	2,444		151,780
Regis University	1,917,981	1,183,031	514,971	91,019		3,707,002
University of Denver	1,095,896	83,519	518,726	63,638		1,761,779
			0			0
<b>Area Vocational Schools</b>						
Delta Montrose A.V.S.	106,577		4,080	4,370	9,719	124,746
Emily Griffith Technical College	452,484		55,026	16,531	12,096	536,137
Pickens Technical Center - Voc Tech	354,072		25,000	13,392	15,953	408,417
			0			0
<b>For-Profit Private Institutions</b>						
Art Inst of CO	463,454		253,655			717,109
Colorado Technical Univ	375,038		0			375,038
ConCorde Career Inst	210,035		0			210,035
Devry (Denver Technical)	295,558		0			295,558
Heritage College	56,155		0			56,155
Intellitec Coll--CS	117,060		0			117,060
Intellitec Coll--GJ	69,358		0			69,358
International Bty	49,581		0			49,581
IBMC	56,155		0			56,155
Rocky Mtn Col A&D	74,885		107,203			182,088
<b>TOTAL</b>	<b>114,525,728</b>	<b>8,778,325</b>	<b>21,369,194</b>	<b>4,999,741</b>	<b>449,997</b>	<b>150,122,983</b>

**Agenda Item V, A will be  
provided at the meeting.**

**TOPIC:** 2015 LEGISLATIVE REPORT ON REMEDIAL EDUCATION

**PREPARED BY:** MICHAEL VENDE, RESEARCH AND INFORMATION POLICY OFFICER

**I. SUMMARY**

This written report shares the 2015 Legislative Report on Remedial Education. The information in this report is presented to inform the ongoing dialogue regarding preparation for college and the effects of remedial education or developmental education in Colorado.

**II. BACKGROUND**

C.R.S. 23-1-113.3(4)(a) 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**

In order to reach the Commission's goal to close the attainment gap, a number of initiatives across the state are targeted at reducing students' need for, and lessening their time spent in, remedial classes. Remedial education can no longer hinder a student from progressing along the education to workforce pipeline and ultimately to their success.

The number of Colorado high school graduates needing remediation when entering college increased slightly in 2014-2015 over the previous year from 34.2 percent to 35.4 percent, according to this year's remediation report. That amounts to 7,472 students needing remediation. Historically, the state has seen a downward trend in the number of student needing remediation however; this year the state saw a slight increase.

Various changes over the past few years including the remedial redesign spearheaded by the Colorado Community College System and the addition of Supplemental Academic Instruction have impacted remediation in Colorado. Supplemental Academic Instruction policy allows institutions of higher education to offer credit-bearing labs and other learning opportunities to students who may be on the edge of needing a remedial course.

Report attached.

**IV. STAFF RECOMMENDATIONS**

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

**V. STATUTORY AUTHORITY**

C.R.S. §23-1-113(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.



# **2015 LEGISLATIVE REPORT ON REMEDIAL EDUCATION**

Submitted May 2016

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

JENNIFER SOBANET, ACTING EXECUTIVE DIRECTOR

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## OVERVIEW

This report was prepared by The Colorado Department of Higher Education (DHE) pursuant to 23-1-113.3 C.R.S.

The information in this report is presented to inform the ongoing dialogue regarding preparation for college and the effects of remedial education or developmental education\* in Colorado. This report documents data gathered by the Colorado Department of Higher Education (DHE) for academic year 2015 (Summer 2014 – Spring 2015) as required by statute. The report concerns students taking basic skills courses at Colorado's public higher education institutions. The report is submitted to the Education Committees of the Senate and House of Representatives, the Joint Budget Committee (JBC), the Colorado Department of Education (CDE), and each Colorado public school district superintendent.

C.R.S. 23-1-113.3 defines areas of responsibility for the Commission 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.

For more information please contact:

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\*Remedial education, remediation, not college ready and developmental education are used interchangeably throughout this report.

## HIGHLIGHTS

### Highlights from Academic Year 2014-15

- Overall, the percentage of the 2014 high school graduates placed into remediation in at least one subject was 35.4 %, a slight increase from the previous year of 34.2%.
- Of the 22,853 high school graduates who matriculated to college in Colorado, 7,472 students were not college ready and required at least one remedial course.
- About 38.6 percent of college female students were not college ready compared to 31.7 percent of college matriculated males.
- At two-year institutions, 82 percent of Black, non-Hispanic students required developmental education. At four-year institutions, 52.5 percent of Black, non-Hispanic students required developmental education.
- At two-year institutions, almost 70 percent of Hispanic students required developmental education. At four-year institutions, 39 percent of Hispanic students required developmental education.
- Of Free and Reduced Lunch program participants, 53.4 percent were not college ready compared to 31.4 percent of non-FRL students who were not college ready.
- When examining remediation by subject, most students required remediation in mathematics.
- For the second year, remedial students had higher first year retention rates than non-remedial students at community colleges.
- At the four-year level, the retention rate for students not assigned to remediation was 76.7 percent, compared to 61.4 percent for those needing remediation.
- More than 62 percent of all remedial courses were completed successfully, an increase from the previous year.
- Combined, the estimated cost to the state and estimated tuition cost to the student for remedial courses amount to approximately \$39.3 million in FY2014-15. This is a \$7.8 million dollar savings from last year due to fewer students taking remedial courses and fewer courses being offered.

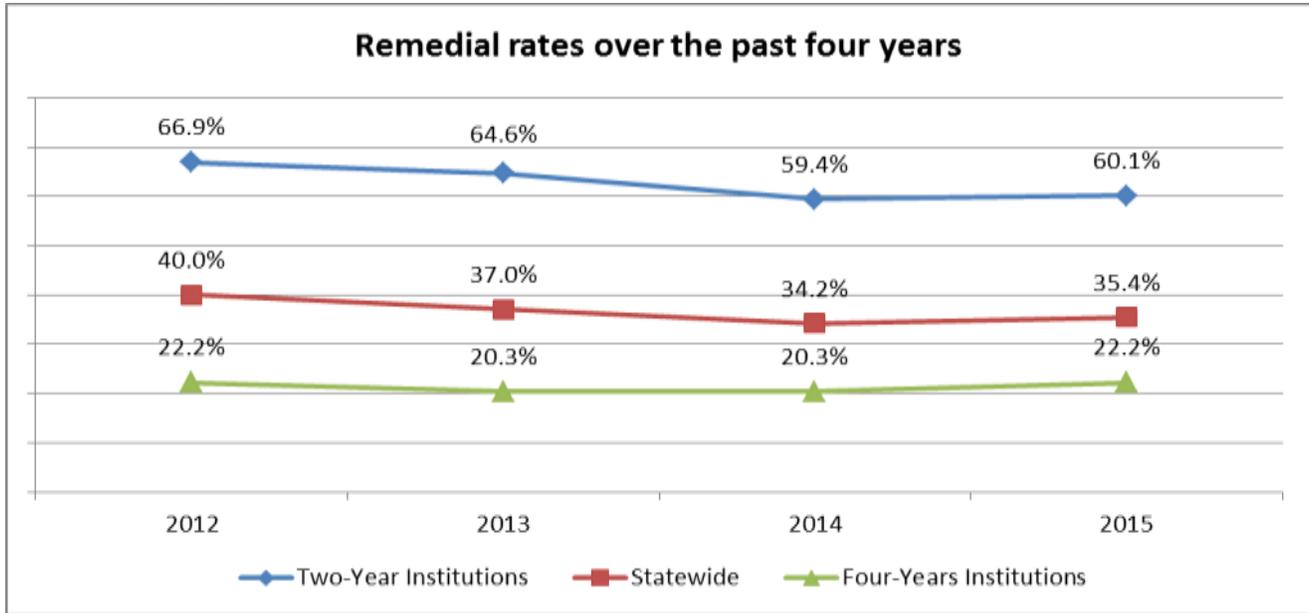
## REPORT SUMMARY

The Colorado Commission on Higher Education has set a statewide goal of closing the attainment gap in half and increasing the number of residents aged 25-34 who hold a high-quality, postsecondary credential to 66 percent.<sup>1</sup> In order to reach this goal, and for Colorado to have an educated workforce to fill the 74% of jobs that will require a college degree by 2020<sup>2</sup>, it is no longer enough to get students to college. Remedial education can no longer hinder a student from progressing along the education to workforce pipeline and ultimately to their 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.

Nationally, it is estimated that nearly two million or 42% of all first-year college students enrolled in at least one developmental course.<sup>3</sup> Statistics suggest that in 2012, around 70 % of all degree granting public and private postsecondary institutions in the country offered developmental courses and other forms of support to first-year students. Considering race and ethnic affiliation, first-year Hispanics/Latinos and Black/African American represented the largest portion of students enrolled in developmental education, 22.4% and 22.2%, respectively.<sup>3</sup> Tying these figures to institutional type shows that around 50% of students entering 2-year colleges and 20% enrolling in 4-year colleges take at least one developmental course.<sup>4</sup> Enrollment in developmental education does not always translate into course completion and credential attainment. Across the nation, at two-year colleges, only 62% of students who enroll in developmental education complete courses, compared to 74% at four-year institutions. Further, of those students who complete developmental courses, only 9.5% actually graduate within three years from a two-year college compared to 35.1% of students who graduate from 4-year institutions within six years.<sup>4</sup>

Colorado's remedial education rates are comparable with the nation and have historically shown statewide remediation to hover below 40 percent. In 2014-2015, the number of students requiring remediation increased by just over 1 percentage point. The 2014-2015 remedial rate is 35.4 percent compared to last year's remediation rate of 34.2 percent. In order to improve students success in remedial education, institutions of higher education have developed and/or redesigned ways they offer and structure developmental education. Colorado has adopted the co-requisite remediation model, known as Supplemental Academic Instruction (SAI), which allows students who are not college ready to enroll directly in college-level courses. These courses are then supplemented with required labs, support courses, workshops, and tutoring. Additionally, a faculty-led Math Pathways Task Force has been working on creating remedial pathways in math to increase success for students. Initial assessment of these efforts shows promise as more students are able to pass courses and continue on with a regular college curriculum.

**Figure 1. Longitudinal Trends in Remediation**



The percentage of 2014 high school graduates who enrolled in a two-year college and needed remediation was 60.1 percent, a slight increase from the previous year of 59.4 percent of students. This rate includes community colleges, local district colleges, and 2-year students at dual mission colleges (Adams State University and Colorado Mesa University). However, remediation continues to decline at the community colleges which saw a 57.9 percent remedial rate this year compared to a 58 percent remedial rate last year. The comparable rate for students who enrolled in a four-year institution was 22.2 percent, a slight increase from last year’s rate of 20 percent of students.

Despite the percentage increase in the remedial rate, the raw counts of students assessed as needing remediation decreased compared to last year (7,472 this year compared to 7,504 last year). Statewide, counts of students requiring remedial education have continued to decrease.

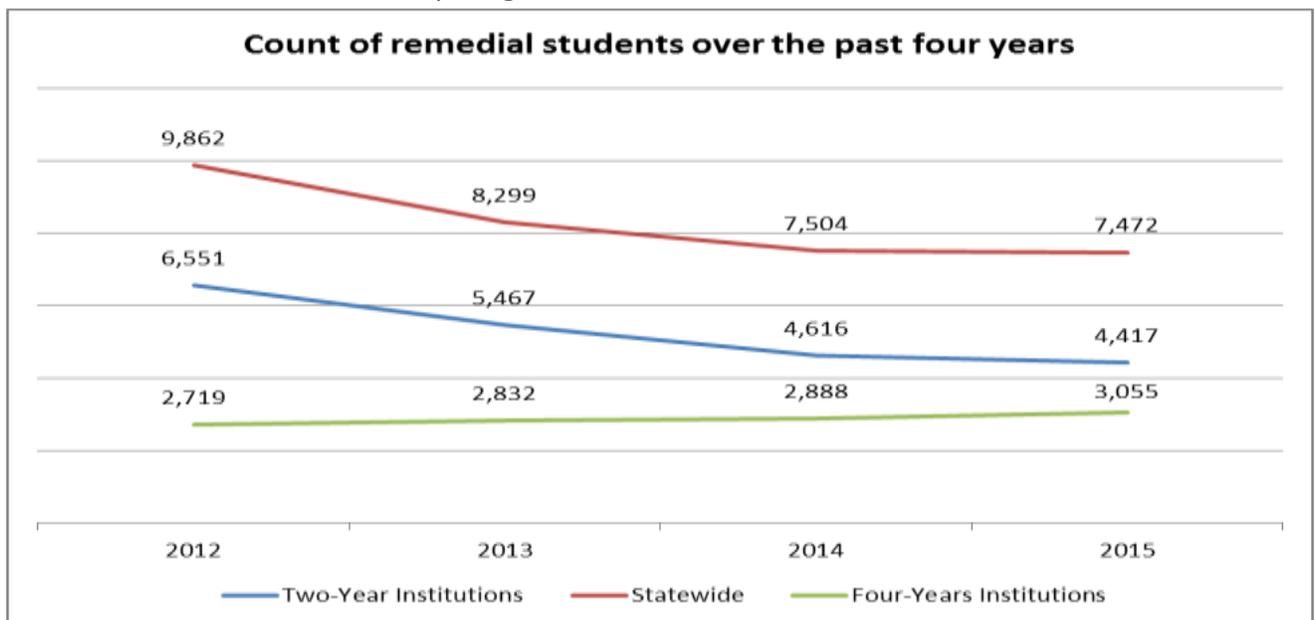


Figure 2. Progression Track of the 2014 High School Graduating Cohort

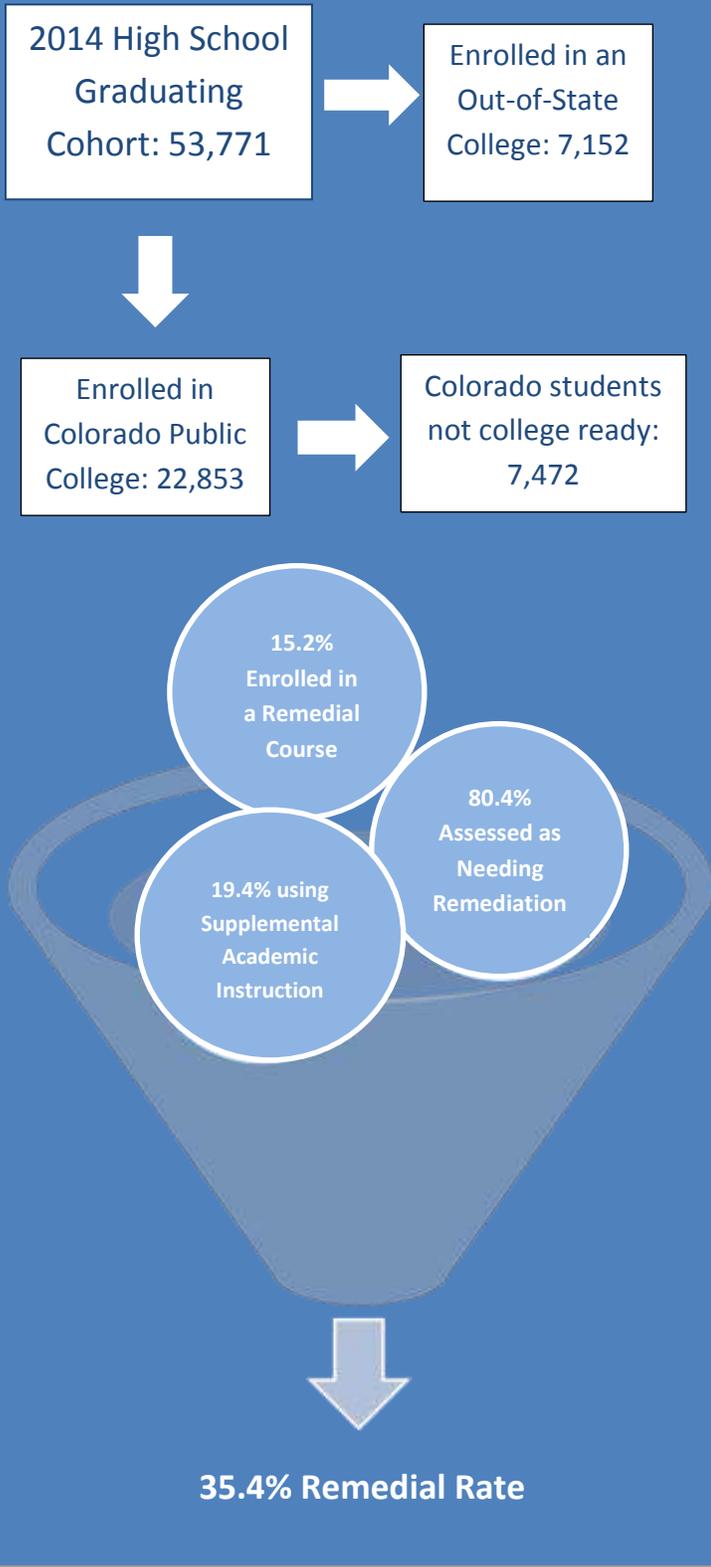


Figure 1 displays remedial rates from the past four academic years statewide and by educational sector. This year saw a slight increase in students needing remediation. This includes traditional remedial courses as well as Supplemental Academic Instruction (SAI), or co-requisite remediation.

**Assessment and Enrollment of Remedial Students**

In 2014, 53,771 high school students graduated. Of those high school graduates, 55.8% enrolled into a postsecondary institution. The majority or about 76% of the college enrollees remained in state, while about 24% of Colorado high school graduates enrolled into an out-of-state college. Of those high school graduates who matriculated to a Colorado public college, 35.4% were assessed as needing remediation. This 35.4% is comprised of 80.4 percent being assessed as not college ready, 15.2 percent enrolling in a remedial course and over 19 percent participating in Supplemental Academic Instruction (SAI).

**Remedial Rates by Public Institution of Higher Education in Colorado**

In 2014-15, the majority of community colleges experienced a decrease in the number of students needing remediation compared to the prior academic year and as a positive result of the remedial education redesign. The combined remedial rate for Colorado community colleges was 57.9, a slight decrease from last year’s 58 percent. The range of remedial rates included a low of 20% at Morgan Community College to a high of 79.7% at the Community College of Denver. The high rate at the Community College of Denver could be a reflection of the unique role the college plays as the only two-year member of the Auraria Campus.

**Table 1: Remedial Rates by Public Institution**

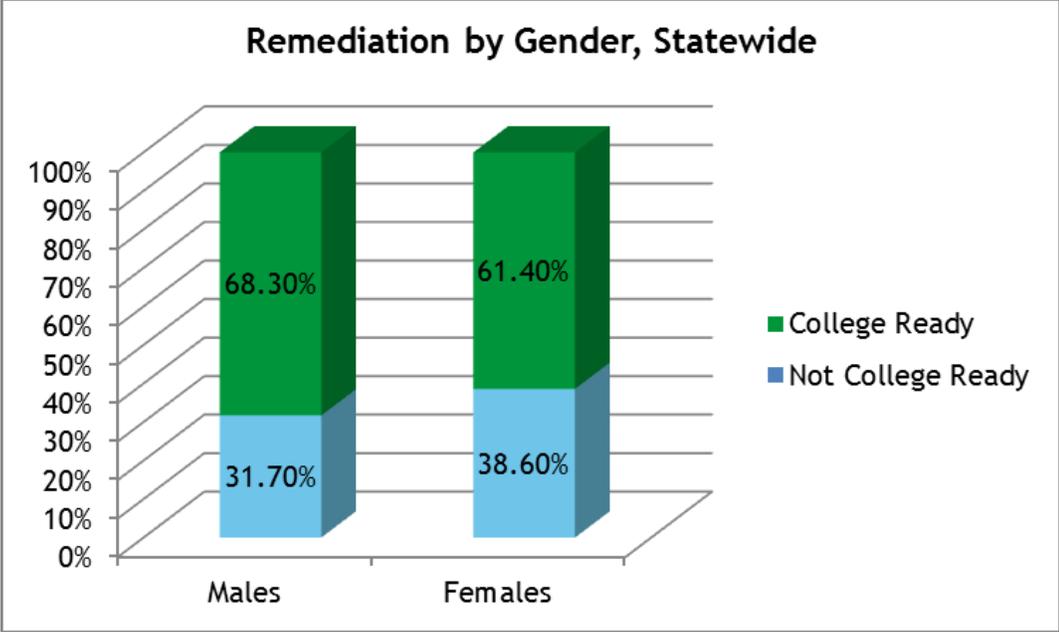
INSTITUTION NAME	COHORT	REMEDIAL	PERCENT REMEDIAL
Arapahoe Community College	736	383	52.0%
Colorado Northwestern Community College	76	39	51.3%
Community College of Aurora	450	261	58.0%
Community College of Denver	1054	840	79.7%
Front Range Community College	1534	865	56.4%
Lamar Community College	112	68	60.7%
Morgan Community College	85	17	20.0%
Northeastern Junior College	176	74	42.0%
Otero Junior College	147	80	54.4%
Pikes Peak Community College	737	392	53.2%
Pueblo Community College	331	182	55.0%
Red Rocks Community College	560	265	47.3%
Trinidad State Junior College	181	110	60.8%
<b>CC SubTotal</b>	<b>6179</b>	<b>3576</b>	<b>57.9%</b>
Aims Community College	492	330	67.1%
Colorado Mountain College	170	67	39.4%
<b>Local District Colleges</b>	<b>662</b>	<b>397</b>	<b>60.0%</b>
Adams State University - 2yr. students only	59	59	100.0%
Colorado Mesa University - 2yr. students only	451	385	85.4%
<b>Dual Mission Colleges - 2yr. Students only</b>	<b>510</b>	<b>444</b>	<b>87.1%</b>
<b>GRAND TOTAL FOR TWO YEAR INSTITUTIONS</b>	<b>7351</b>	<b>4417</b>	<b>60.1%</b>
Adams State University - 4 yr. students only	247	127	51.4%
Colorado Mesa University- 4 yr. students only	851	245	28.8%
Colorado School of Mines	527	0	0.0%
Colorado State University	2876	230	8.0%
Colorado State University - Pueblo	655	373	56.9%
Fort Lewis College	128	29	22.7%
Metro State University of Denver	1575	812	51.6%
University of Colorado Boulder	2740	9	0.3%
University of Colorado Colorado Springs	1183	338	28.6%
University of Colorado Denver	1102	212	19.2%
University of Northern Colorado	1563	537	34.4%
Western State Colorado University	287	143	49.8%
<b>GRAND TOTAL FOR FOUR YEAR INSTITUTIONS</b>	<b>13734</b>	<b>3055</b>	<b>22.2%</b>
<b>COMBINATION 2 AND 4 YEAR UNIVERSITIES</b>			
Total - Adams State University	306	186	60.8%
Total - Colorado Mesa University	1302	630	48.4%
<b>Total - Dual Mission Colleges</b>	<b>1608</b>	<b>816</b>	<b>50.7%</b>
<b>Grand Total</b>	<b>21085</b>	<b>7472</b>	<b>35.4%</b>

The local district colleges had a combined remedial rate of 60%, while the two year students enrolled at Colorado dual mission colleges showed a combined remedial rate of 87.1%. Among four-year institutions, Colorado State University - Pueblo, had the highest percent of four-year students needing remediation at 56.9%, an increase from last year. The University of Colorado Boulder and the Colorado School of Mines had 0.3 percent or less of the 2014 enrolled high school graduates needing developmental education. Please see Table 1. Please note college cohort size may vary year to year depending on the accuracy of matching the K12 State Assigned Student ID (SASID) to college records.

**PROFILE OF A REMEDIAL STUDENT: Demographics of the 2014 High School Graduates Assigned to Developmental Education**

Consistent with recent trends, a slightly higher proportion of females were assigned to remediation. When examining the students who were assessed as needing developmental education, 58.5% were females compared to 41.3% of males. These remedial rates are consistent with enrollment rates that have steadily shown a slight majority of female students matriculating compared to males. When examining remediation by gender, 38.6% of females needed remediation upon entrance to college and 31.7% of males needed remediation. At two-year institutions in the fall of 2014, 62 percent of females and 54.3 percent of males were assessed as needing remediation, compared to 27.6 percent of females and 21.5 percent of males who were enrolled at a four-year institution. (Please see Figure 3 and Table 4 [appendix]).

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

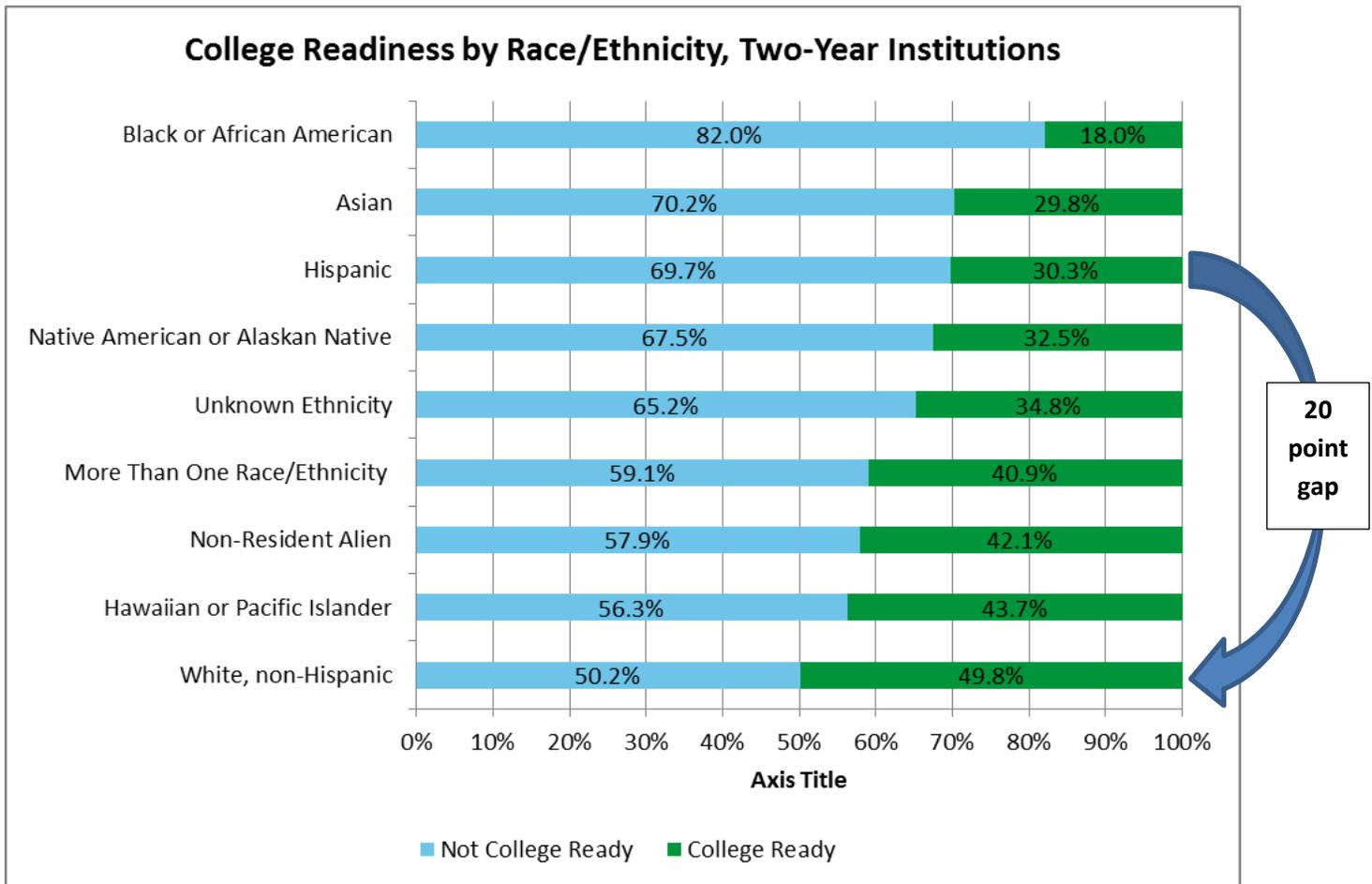


When examining developmental needs by race/ethnicity, minority students are more likely to not be college ready compared to White, non-Hispanic students. Among students from minority populations, Black, non-Hispanic high school graduates had the highest remedial placement rate. Eighty-two percent of Black, non-Hispanic students at two-year institutions and 52.5 percent of such students at four-year institutions were not ready for college level courses. This represents a 32 point gap in college readiness between White students and Black students, the largest gap at the two-year college level.

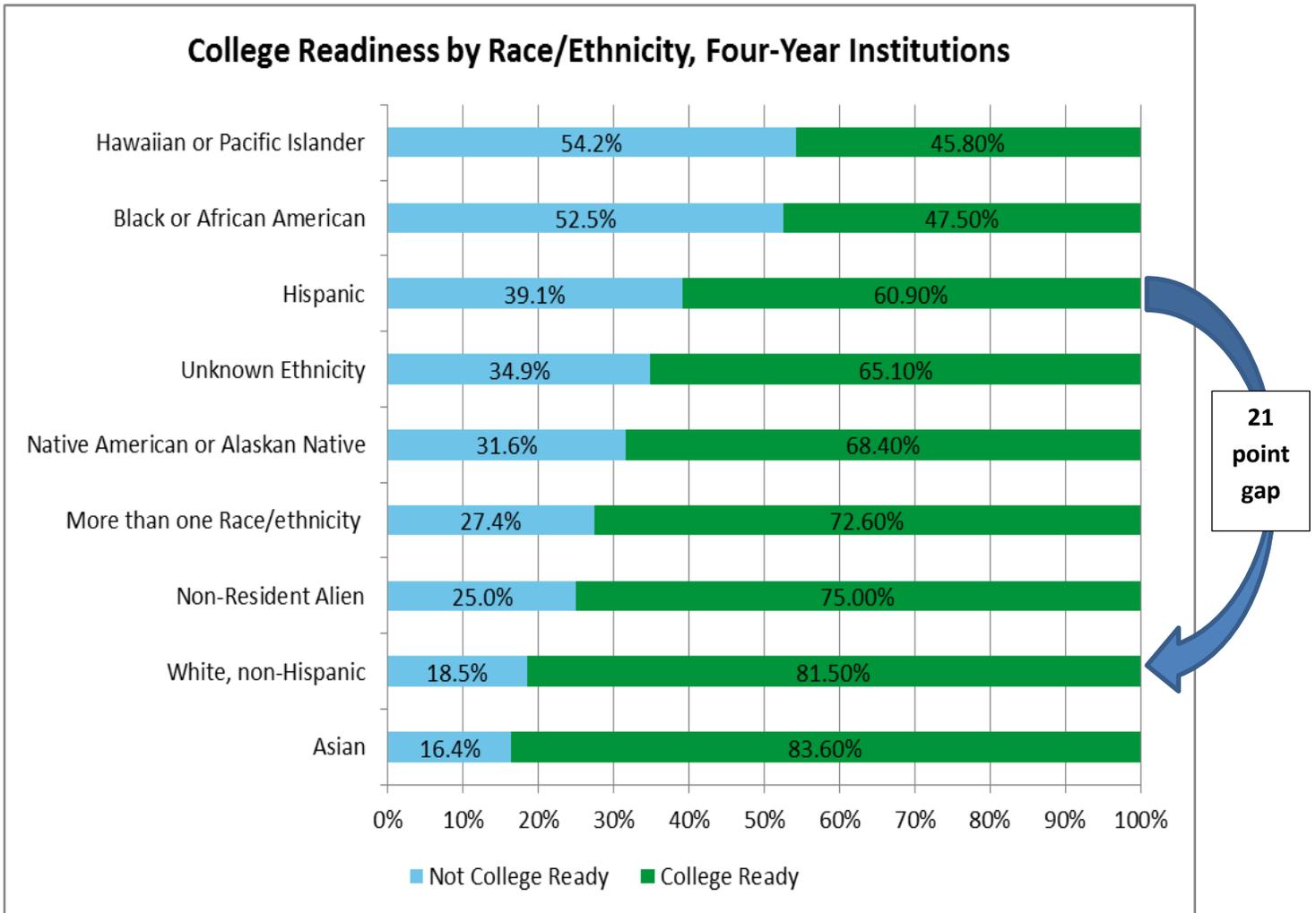
Thirty-nine percent of Hispanic students at four-year institutions required developmental education. Nearly 70 percent of Hispanic students enrolled at two-year institutions required developmental education. Increased attention on specific populations will help close the attainment gap, as being college ready is an important momentum point towards credential completion. As our diverse populations experience dramatic growth in Colorado, an analysis of best practices and success measures should be examined and potential expansion across the state explored.

(See Figures 4a and 4b and Table 3 [appendix]).

**Figure 4a. College Readiness by Race/Ethnicity (Two-Year Institutions)**



**Figure 4b. College Readiness by Race/Ethnicity (Four-Year Institutions)**

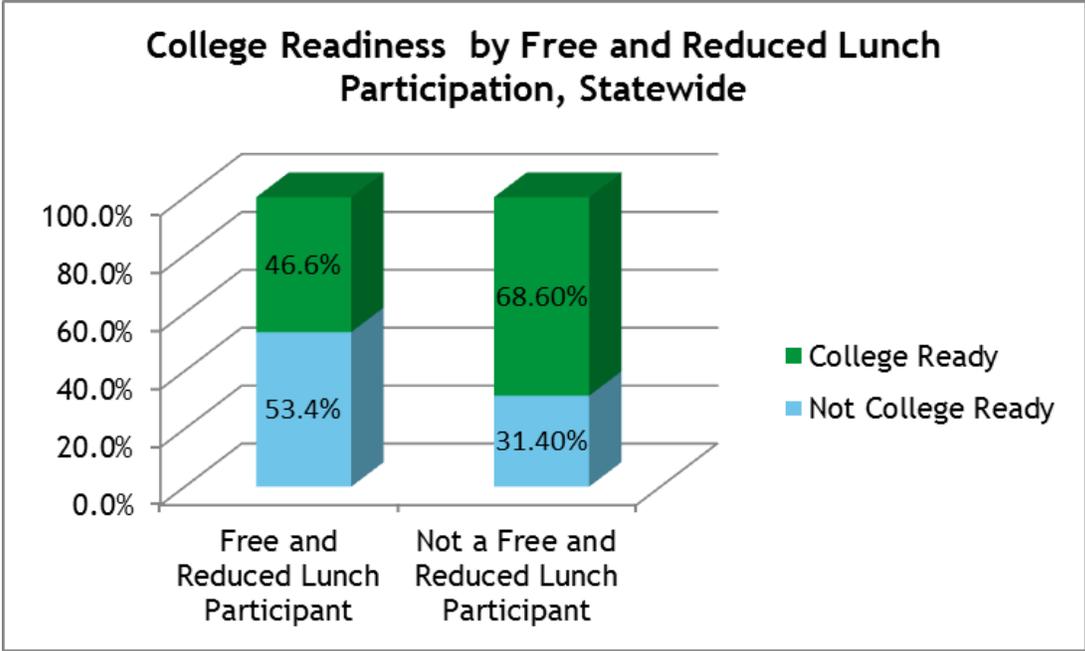


When examining developmental needs by free and reduced lunch (FRL) participation, students who had greater financial needs and participated in FRL were less likely to be college ready than their peers who were not participants in the FRL program. Specifically, 53.4% of FRL students needed remediation compared to 31.4% of non-FRL students who needed remediation. Please see Figure 5.

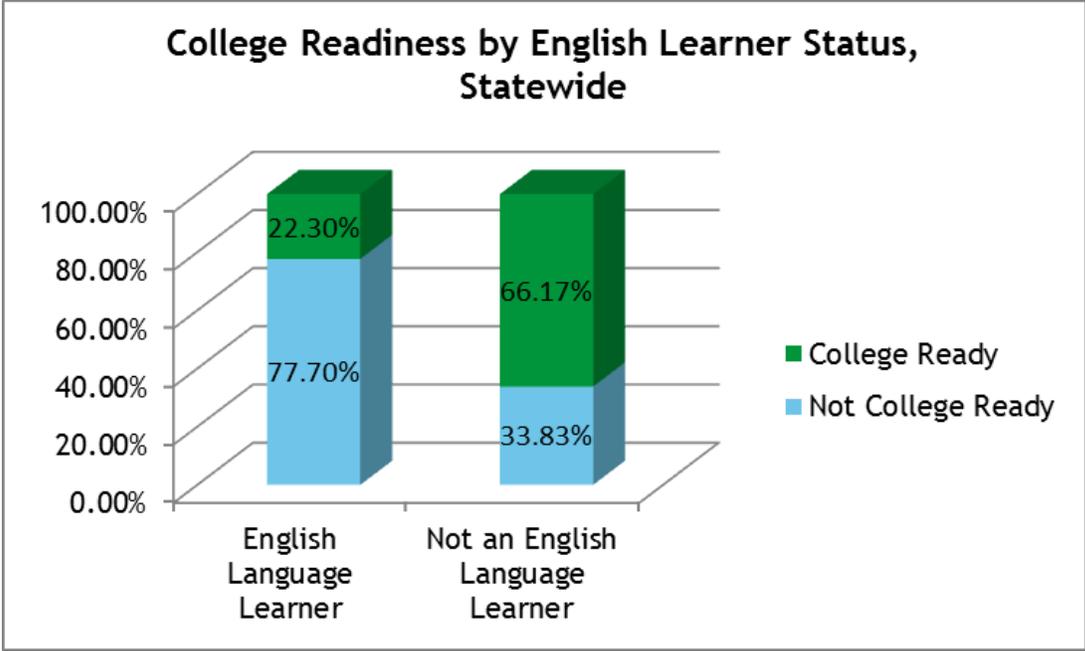
English Language Learner (ELL) participants were also more likely to need remediation than non-ELL high school graduates. Approximately, 77.73% of ELL students need remediation compared 33.83% of non-ELL students. Please see Figure 6.

Special Education participation in high school is also associated with a greater need for remediation. For those students who participated in special education in high school, 73.45% needed remediation compared to 33.98% of traditional education students. Please see Figure 7.

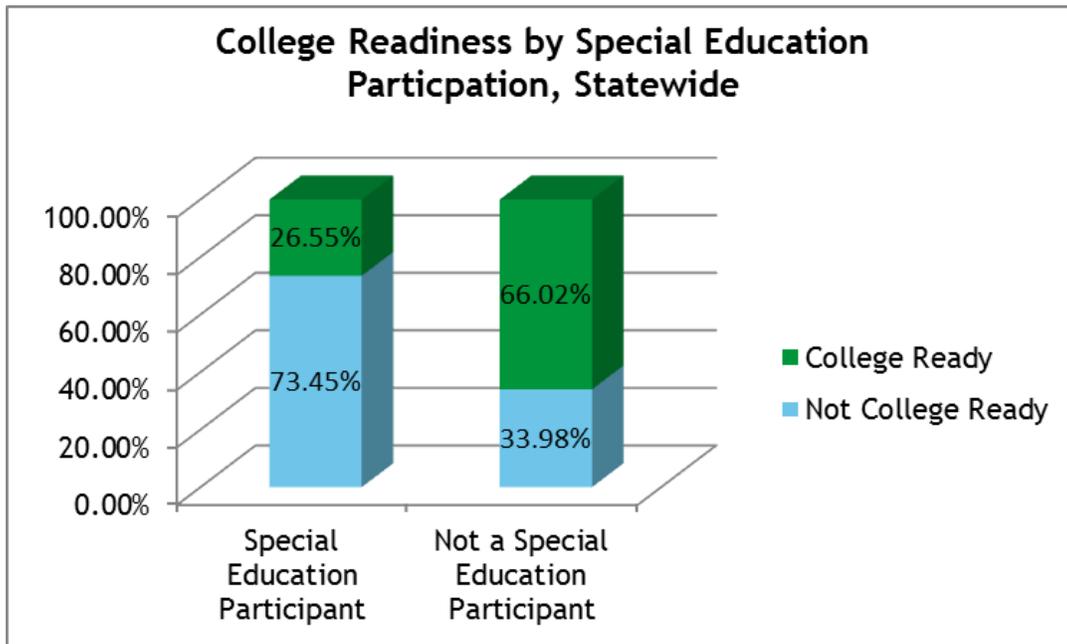
**Figure 5. College Readiness by Free and Reduced Lunch Participation in High School**



**Figure 6. College Readiness by English Language Learner Status in High School**



**Figure 7. College Readiness by Special Education Participation in High School**



### **Remedial Rates by Subject**

The largest number of students in need of remediation required additional help in math (51.5%), a finding consistent with previous state reports and national trends. This rate is followed in magnitude by writing (30%) and reading (18.4%). Figure 8 below illustrates the percentage of 2014 high school graduates assigned to remediation by subject.

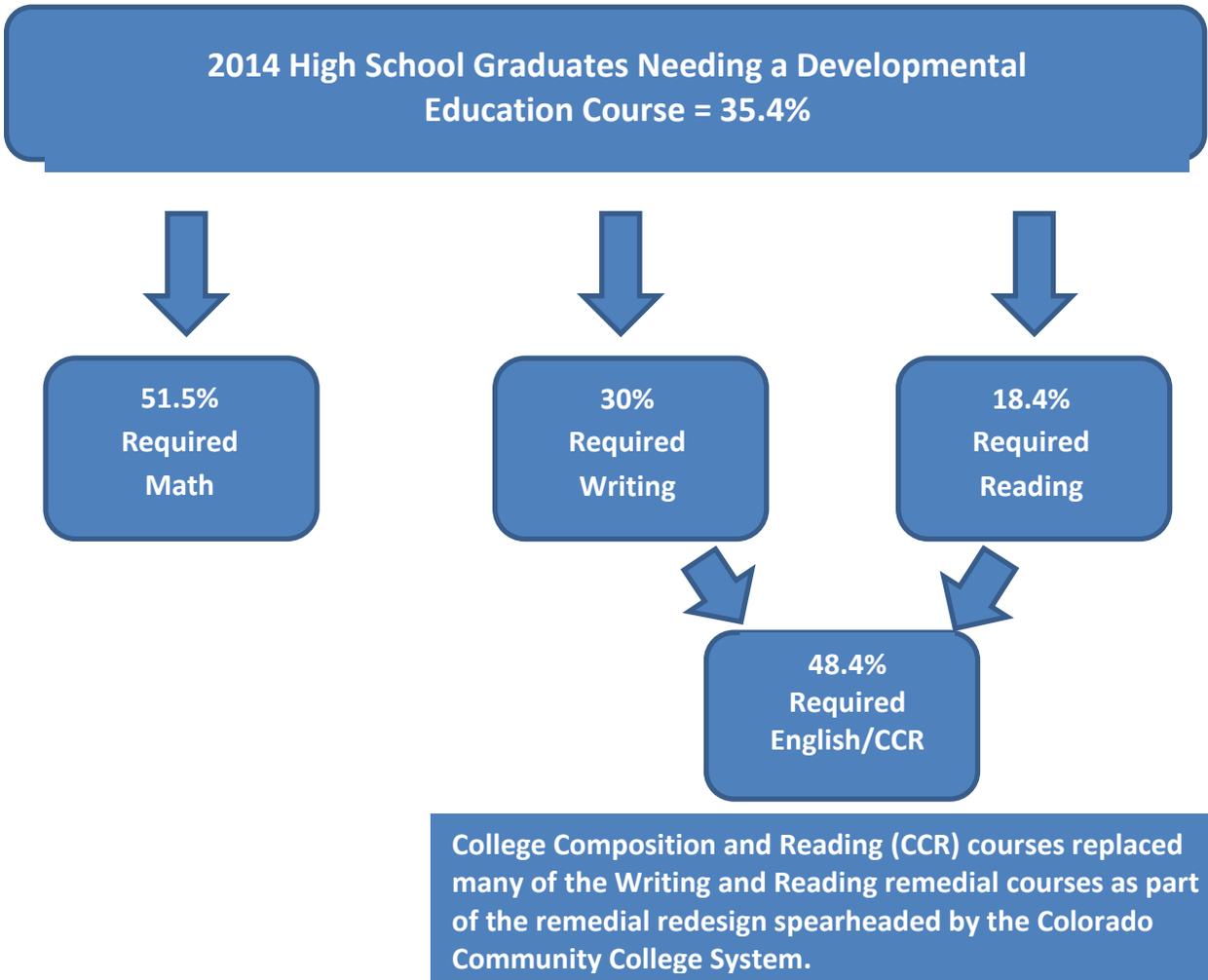
As Figure 8 shows, most remedial students required a course in math. Research has shown there is a negative relationship between the number of remedial classes needed and a student’s chance of academic success<sup>6</sup>. The Colorado Community College System has estimated that less than five percent of students assigned to a remedial course will eventually go on to earn a degree.

Since 2013, the Colorado Community College System (CCCS) has successfully implemented their developmental education redesign. The redesign involved a data-informed, evidence-based approach that reduced the costs, credits-required, and time-to-complete associated with Colorado’s developmental education programs. The goal was to provide students with a curriculum that would be driven by what students needed to learn to be successful in gateway college courses<sup>7</sup>.

Based upon initial research conducted by the CCCS, the redesign outcomes look promising. Early evidence suggests that students in redesigned remedial courses are performing equally and sometimes better than students in non-redesigned remedial courses. Additionally, the students are completing the necessary remedial courses in a shortened time period. Link to the CCCS report:

[https://www.cccs.edu/Docs/SBCCOE/Agenda/2014/11Nov/2\\_WS\\_IE\\_Update\\_DevEdRedesign.pdf](https://www.cccs.edu/Docs/SBCCOE/Agenda/2014/11Nov/2_WS_IE_Update_DevEdRedesign.pdf)

**Figure 8. Developmental Education by Subject**

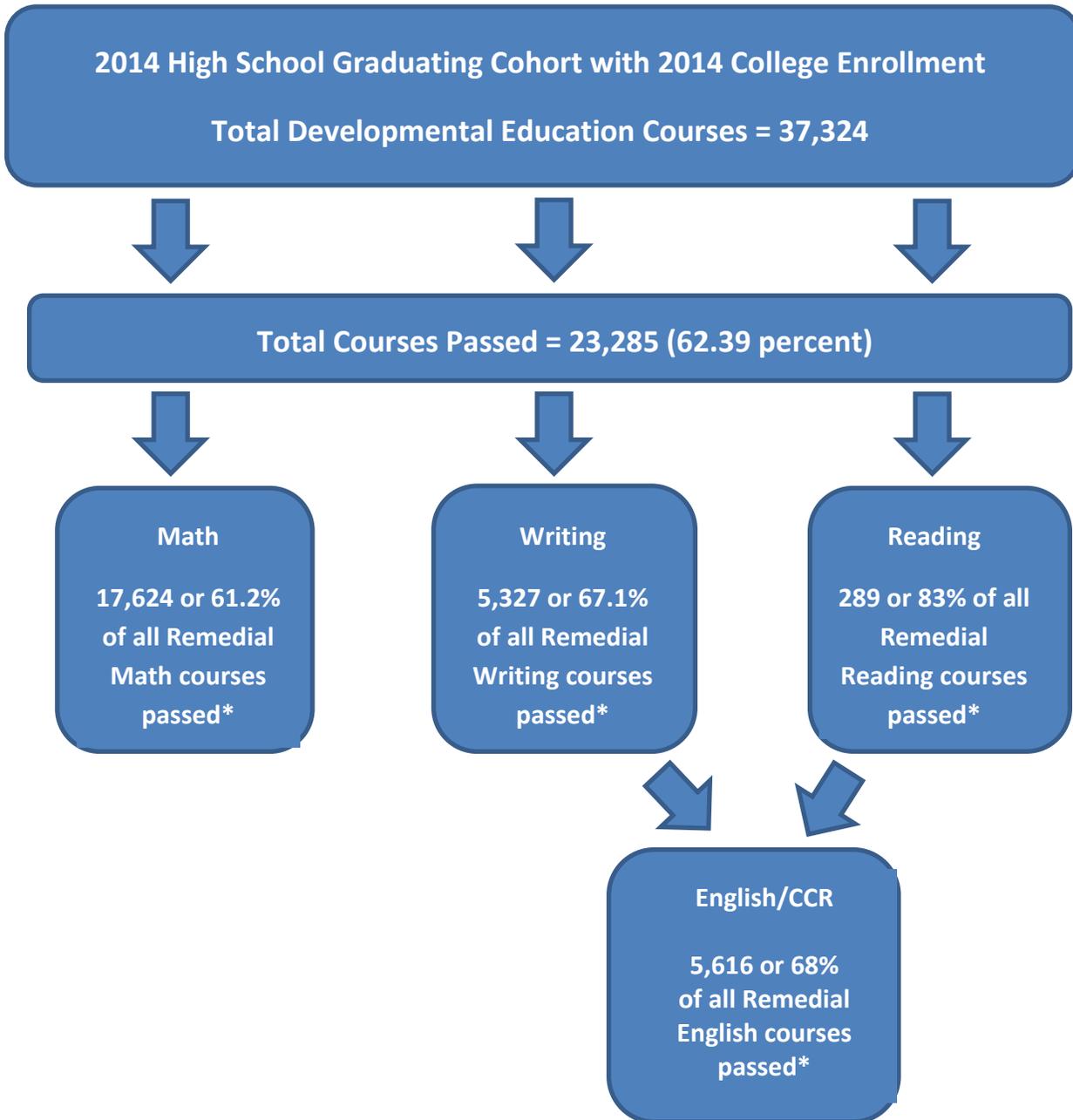


## REMEDIAL COURSE COMPLETION AND COSTS

### Remedial Summary by End of Term Completion

Figure 9 and Tables 6 and 7 in the appendix show developmental courses attempted and total credit hours passed, failed, withdrew or incomplete. At all institutions, students enrolled in 37,324 remedial courses. Of those, students passed 23,285 (62.39 percent), and failed, withdrew, took as incomplete or audited 14,039 (37.6 percent). While the number of courses dropped significantly from last year the rate for passage and failure remained similar. Figure 9 displays remedial pass rates by subject. The pass rates for Math (76.5 percent) and Reading (83 percent) are higher than the pass rates for Writing (67.1 percent). The overwhelming majority (approximately 77 percent) of remedial courses are in Math, far outpacing Reading and Writing.

**Figure 9: 2014 College Going Cohort Pass Rate for Developmental Education Courses**



College Composition and Reading courses replaced many of the Writing and Reading remedial courses as part of the remedial redesign spearheaded by the Colorado Community College System.

For the past two years, Supplemental Academic Instruction (SAI) has been available to students instead of traditional remedial courses. These SAI courses offer co-requisite instruction in writing or mathematics for students with limited academic deficiencies who are placed into college-level course work that is approved for statewide transfer (i.e., gtPathways). Analysis of the data available for the past two years (2014-2016) provides important insights into students who use SAI.

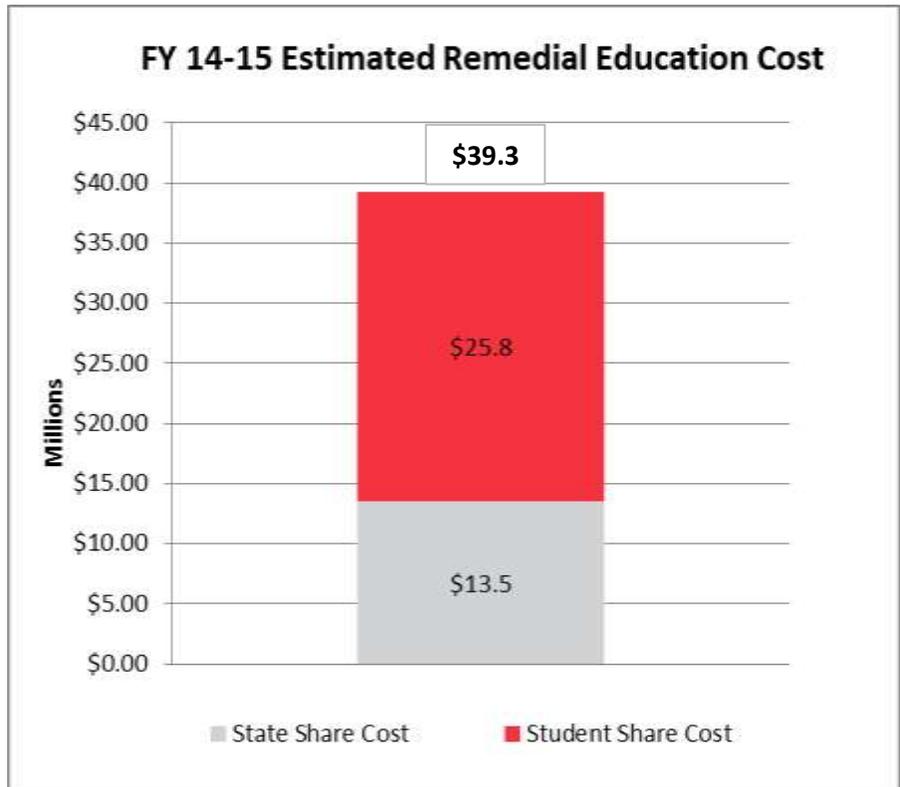
Of the students who took SAI courses during the past two years, roughly half were low-income (53.8% were Pell Eligible and 47.7% received a Pell Grant). Approximately one-third (32.6%) were Hispanic and just under half (43.5%) were White. A small percentage was African American or Black (6.9%), Asian (3.9%), Native American or Alaskan Native (0.5%), and Hawaiian or Pacific Islander (0.2%). The sample also included Non-Resident Alien (1.9%), "unknown ethnicity" (5.7%), and non-Hispanic/more than one race/ethnicity (4.8%). Additionally, 23.3% of SAI students took a SAI class in math while 76.7% of SAI students took a SAI class in writing.

The Department continues to research the characteristics and successes of students using SAI. An analysis which compares student success in SAI to student success in traditional developmental education courses will be released in fall 2016.

### **Remedial Credit Hour Costs**

The estimated cost for remediation is calculated by utilizing actual year data provided on total educational and general expenditures and revenue at the public institutions of higher education. Total revenues for educational and general expenditures are comprised of a combination of sources but are primarily comprised of 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 over the same fiscal year to generate an average cost per credit hour. This average cost per credit hour is then applied to the number of remedial credit hours which generates an estimated average cost for total remedial education, which is further divided into student share and state share. Table 8 and Figure 10 show the estimated state cost for Fall 2014 and Spring 2015. Two-year and four-year institutions that are authorized to offer remedial instruction reported that 37,324 remedial courses were taken in Fall 2014 and Spring 2015, a decrease from last year's figure of 51,874. The estimated *total* cost for remedial instruction associated with these enrollments is \$39.3 million. This total is comprised of an estimated state cost of \$13.5 million and an estimated student cost of \$25.8 million. These cost tables do not include cash funded courses or remedial coursework taken during the summer. The FY 2014-2015 remedial education cost is a decrease over last year's estimated cost of \$47.1 million and shows a savings of \$7.8 million due to fewer remedial courses being offered and fewer remedial credit hours taken by students. This is driven by the implementation of Supplemental Academic Instruction (SAI), a method of co-requisite remediation. Consistent with last year's estimated figures is the high portion of responsibility on the student to cover the cost.

**Figure 10. FY 2014-15 Estimated Remedial Education Cost**

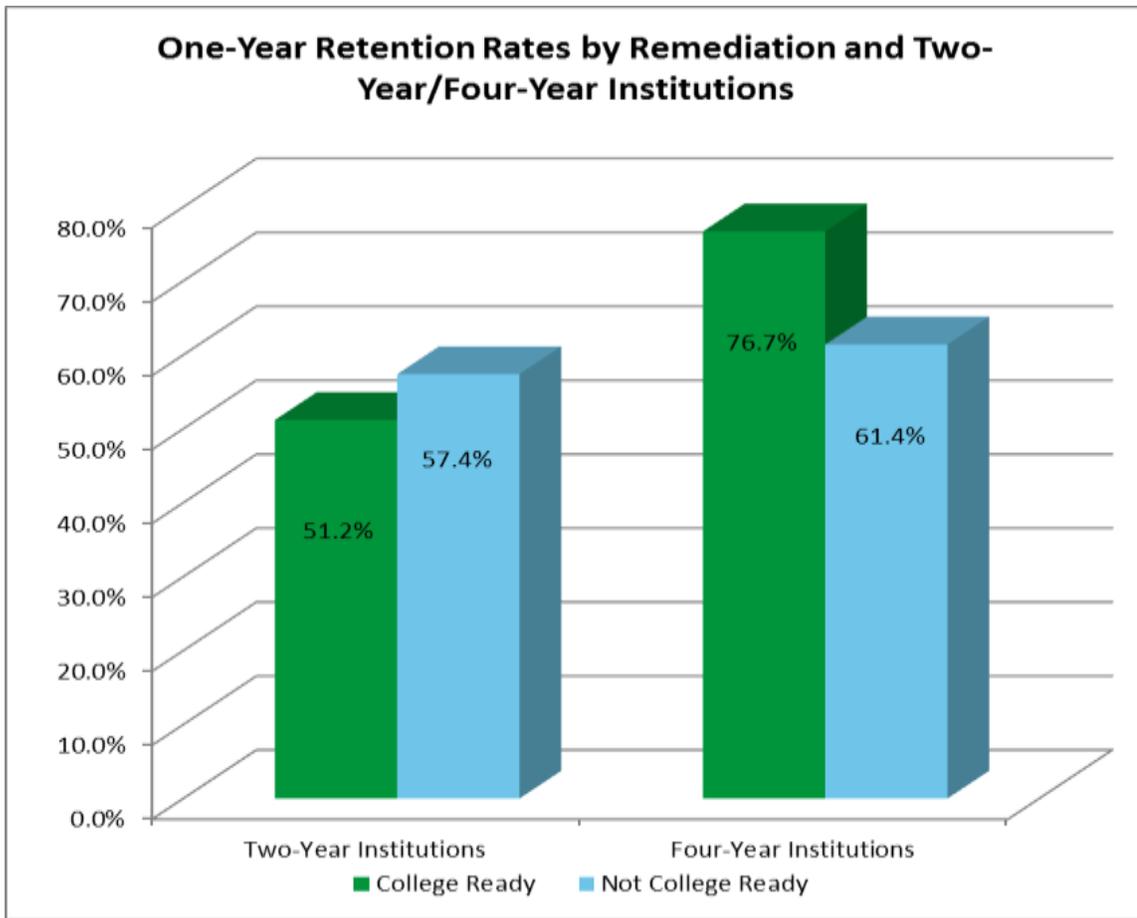


**FIRST YEAR RETENTION: Retention Rates of Remedial and Non-Remedial Students**

This section examines the retention rates of remedial and non-remedial students by institution. First year retention is an important momentum point on the way to earning a college credential. Measuring success is focused on the number of students who move through the remedial sequence into credit-bearing courses, into their second year of college and on to graduation.

Table 5 (in appendix) and Figure 11 compare overall retention rates of students assigned to remediation and those not assigned to remediation by type of institution. Looking at all Colorado students, those who required developmental education were less likely to be retained into their second year of college. However, this trend did not apply to students at two-year institutions in Colorado. At our public community colleges, 57.4% of students who needed remediation enrolled in their second year of college compared to 51.2% of two-year students who arrived on campus without developmental education needs. At four-year institutions, the difference between one-year retention rates and remediation was more pronounced. The retention rate for four-year students not assigned to remedial coursework was 76.7% compared to 61.4% for those assigned to remediation, an approximately 15 percentage point difference in retention.

**Figure 11. Remediation and One-Year Retention (Community Colleges and Four-Year Institutions)**



### REMEDICATION BY SCHOOL DISTRICT AND HIGH SCHOOL

Table 9 shows data on the number of students assigned to remediation by school district and high school. For confidentiality purposes, data from high schools with 16 or less graduates enrolled are not displayed, though these students are included in the overall remedial rate. Table 10 disaggregates the most current year of data by developmental education subject, district and high school.

Remedial rates by high school with 17 or more graduates range from a low of 0 percent at D’Evelyn High School in Jefferson County to a high of 88 percent at Jefferson High School in Greeley. A number of high schools have consistently had low remedial rates for their high school graduates. These schools include D’Evelyn High School and Evergreen High School in Jefferson County, Colorado Springs Early College, and Fairview High School in Boulder. Approximately 42 percent of high schools have a 2014 remedial rate of 25% or lower, while 40 percent of secondary schools have a remedial rate between 26 and 50 percent. Approximately 7.6 percent of high schools have a remedial rate greater than 75 percent of their graduates not being college ready.

## REFORMING THE SYSTEM OF REMEDIATION

The Colorado educational system is fully invested in graduating high school students who are college ready and do not require remediation. This shared goal is necessary for Colorado to meet our credential completion and closing the attainment gap goals, build equity and prepare our future workforce. This following section highlights the current remediation reform work occurring across the state and discusses future alignment and next steps.

- The Colorado Commission on Higher Education, as part of the 2012 Statewide Master Plan, includes “improving student success through better outcomes in basic skills education” as one of its top four goals. This vital 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”.<sup>1</sup> This is a major shift in accountability as institutions are committing to being responsible for getting students through the remedial sequence and completing their first college credit bearing courses within their first 30 credit semester hours. The first round of reporting related to this goal will occur in December 2016 as part of the performance funding initiative of Senate Bill 52 and will further be expanded with the recent passing of House Bill 1319.
- Colorado’s admission policy was revised to permit students to meet admission requirements by demonstrated proficiency versus seat time. The Commission’s Remedial Education policy is currently being revised to ensure students are 1) not inappropriately assessed and inaccurately placed into developmental education courses and 2) to align with State Board of Education’s Graduation Guidelines, thus providing transparent college-ready expectations to K12 students, counselors and parents. This will change the way students are assessed and placed into a remedial course and should decrease the number of students inaccurately identified as needing developmental education.
- In March 2013, the Colorado Commission on Higher Education approved a Supplemental Academic Instruction (SAI) policy. By way of this policy, institutions can place students with limited academic deficiencies directly into college-level, credit-bearing courses with corequisite academic support. This policy permits these students to enroll directly into college-level courses at their home institution rather than placing them into remedial coursework at a local community college. Institutions authorized to offer SAI include Aims Community College, Colorado Community College System, Metropolitan State University of Denver, University of Northern Colorado and Western State Colorado University. These institutions’ SAI data are currently being analyzed and will be available summer of 2016.
- Last, the Colorado Department of Higher Education is convening a faculty-led Math Pathways Task Force. The task force’s overall goal is to:
  - Develop expectations and processes that result in each institution of higher education in Colorado offering pathways in mathematics that yield (1) increased success for students in the study of mathematics; (2) a higher proportion of students completing in a timely manner the appropriate gateway

math course(s) for their intended degree program; and (3) effective transferability of credits for students moving from one institution to another.

The task force's final report and recommendations can be retrieved at:

<http://highered.colorado.gov/Academics/MathPathways/Default.html>. The task force's recommendations are currently being implemented and will augment the other remediation reforms listed above.

The alignment and revision work occurring in Colorado holds promising outcomes for students, our education and workforce systems, and our state. Colorado public secondary and postsecondary institutions are dedicated to improving and eventually eliminating remedial education. Despite a small increase in the percent of students requiring remediation, there have been pockets of positive and incremental movement in the right direction towards all college students being ready and successful, with the ultimate goal of earning a credential.

## ENDNOTES

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

<sup>2</sup>Carnevale, A. P., Smith, N. and Strohl, J. (2013). Recovery: Job growth and education requirements through 2020. Washington, D.C.: Center on Education and the Workforce, Georgetown University. Retrieved from <http://cew.georgetown.edu/recovery2020/>

<sup>3</sup>Snyder, Thomas D., and Sally A. Dillow. 2013. Digest of Education Statistics 2012 (NCES 2014-015). Washington, DC: National Center for Education Statistics, Institute of Education Sciences, U.S. Department of Education

<sup>4</sup>Complete College America. 2012. Remediation: Higher Education's Bridge to Nowhere. Washington, DC: Complete College America.

<sup>5</sup>National 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).

<sup>6</sup>Thomas Bailey, *Rethinking Remedial Education in Community College*, CCRC Brief No. 40 (New York: Community College Research Center, Teachers College, Columbia University, 2009).

<sup>7</sup> Colorado Community College System. *The Redesign of Colorado Community College Developmental Education*. <https://www.cccs.edu/wp-content/uploads/2014/09/CCCS-Developmental-Ed-Redesign-Brochure-8-2013.pdf>

## **APPENDIX A: ADDITIONAL TABLES**

**Table 2: Remedial Rates by public Colorado Institutions**

INSTITUTION NAME	2015			2014			2013				2012				2011			
	COHORT	REMEDIAL	ENT REME	COHORT	REMEDIAL	ENT REME	COHORT	REMEDIAL	Low Remed	ENT REME	COHORT	REMEDIAL	Low Remed	ENT REME	COHORT	REMEDIAL	Low Remed	ENT REME
Arapahoe Community College	736	383	52.0%	818	460	56.2%	778	436	436	56.0%	872	507	507	58.1%	769	469	477	61.0%
Colorado Northwestern Community College	76	39	51.3%	79	42	53.2%	77	47	47	61.0%	105	65	66	61.9%	101	64	64	63.4%
Community College of Aurora	450	261	58.0%	488	277	56.8%	383	247	247	64.5%	491	308	310	62.7%	476	331	336	69.5%
Community College of Denver	1054	840	79.7%	526	432	82.1%	1008	876	876	86.9%	1343	1169	1174	87.0%	1496	1323	1337	88.4%
Front Range Community College	1534	865	56.4%	1621	926	57.1%	1725	1039	1039	60.2%	1931	1234	1250	63.9%	2039	1305	1320	64.0%
Lamar Community College	112	68	60.7%	115	51	44.3%	106	56	56	52.8%	104	54	55	51.9%	112	50	50	44.6%
Morgan Community College	85	17	20.0%	124	51	41.1%	113	56	56	49.6%	123	49	49	39.8%	117	52	52	44.4%
Northeastern Junior College	176	74	42.0%	231	117	50.6%	338	224	224	66.3%	396	269	269	67.9%	443	307	308	69.3%
Otero Junior College	147	80	54.4%	191	102	53.4%	201	117	117	58.2%	183	108	108	59.0%	240	141	144	58.8%
Pikes Peak Community College	737	392	53.2%	950	547	57.6%	970	590	590	60.8%	1141	731	738	64.1%	1505	955	957	63.5%
Pueblo Community College	331	182	55.0%	505	311	61.6%	508	360	360	70.9%	565	416	418	73.6%	638	472	475	74.0%
Red Rocks Community College	560	265	47.3%	676	355	52.5%	619	298	298	48.1%	788	403	409	51.1%	914	501	507	54.8%
Trinidad State Junior College	181	110	60.8%	158	90	57.0%	175	119	119	68.0%	225	141	144	62.7%	209	139	140	66.5%
<b>CC SubTotal</b>	<b>6179</b>	<b>3576</b>	<b>57.9%</b>	<b>6482</b>	<b>3761</b>	<b>58.0%</b>	<b>7001</b>	<b>4465</b>	<b>4465</b>	<b>63.8%</b>	<b>8267</b>	<b>5454</b>	<b>5497</b>	<b>66.0%</b>	<b>9059</b>	<b>6109</b>	<b>6167</b>	<b>67.4%</b>
Aims Community College	492	330	67.1%	191	123	64.4%	557	374	374	67.1%	598	428	435	71.6%	579	380	384	65.6%
Colorado Mountain College	170	67	39.4%	369	173	46.9%	344	172	174	50.0%	380	224	225	58.9%	378	231	232	61.1%
<b>Local District Colleges</b>	<b>662</b>	<b>397</b>	<b>60.0%</b>	<b>560</b>	<b>296</b>	<b>52.9%</b>	<b>901</b>	<b>546</b>	<b>548</b>	<b>60.6%</b>	<b>978</b>	<b>652</b>	<b>660</b>	<b>66.7%</b>	<b>957</b>	<b>611</b>	<b>616</b>	<b>63.8%</b>
Adams State University	312	186	59.6%	350	216	61.7%	376	214	214	56.9%	381	233	234	61.2%	408	249	250	61.0%
Colorado Mesa University	1327	630	47.5%	1595	772	48.4%	1526	773	773	50.7%	1509	804	804	53.3%	1311	701	701	53.5%
Colorado School of Mines	527	0	0.0%	499	0	0.0%	524	5	5	1.0%	462	5	5	1.1%	507	6	6	1.2%
Colorado State University	2876	230	8.0%	3006	216	7.2%	3118	233	233	7.5%	3199	284	288	8.9%	3315	327	330	9.9%
Colorado State University - Pueblo	655	373	56.9%	598	325	54.3%	237	117	117	49.4%	765	375	376	49.0%	767	407	408	53.1%
Fort Lewis College	128	29	22.7%	100	27	27.0%	81	25	25	30.9%	418	132	132	31.6%	505	154	154	30.5%
Metro State University of Denver	1575	812	51.6%	1758	782	44.5%	1784	724	725	40.6%	1772	703	709	39.7%	1878	801	807	42.7%
University of Colorado Boulder	2740	9	0.3%	2898	11	0.4%	2743	11	11	0.4%	2831	20	23	0.7%	2648	13	18	0.5%
University of Colorado Colorado Springs	1183	338	28.6%	1250	318	25.4%	1162	295	295	25.4%	1123	274	276	24.4%	934	208	213	22.3%
University of Colorado Denver	1102	212	19.2%	962	157	16.3%	824	147	147	17.8%	774	151	159	19.5%	930	179	185	19.2%
University of Northern Colorado	1563	537	34.4%	1608	515	32.0%	1843	636	636	34.5%	1890	662	664	35.0%	1924	640	642	33.3%
Western State Colorado University	287	143	49.8%	298	108	36.2%	293	108	108	36.9%	290	113	113	39.0%	313	122	123	39.0%
<b>Four-Year Total</b>	<b>14275</b>	<b>3499</b>	<b>24.5%</b>	<b>14922</b>	<b>3447</b>	<b>23.1%</b>	<b>14511</b>	<b>3288</b>	<b>3289</b>	<b>22.7%</b>	<b>15414</b>	<b>3756</b>	<b>3783</b>	<b>24.4%</b>	<b>15440</b>	<b>3807</b>	<b>3837</b>	<b>24.7%</b>
<b>Grand Total</b>	<b>21085</b>	<b>7472</b>	<b>35.4%</b>	<b>21964</b>	<b>7504</b>	<b>34.2%</b>	<b>22413</b>	<b>8299</b>	<b>8302</b>	<b>37.0%</b>	<b>24659</b>	<b>9862</b>	<b>9940</b>	<b>40.0%</b>	<b>25456</b>	<b>10527</b>	<b>10620</b>	<b>41.4%</b>

\*College cohort size may vary year to year dependent upon the SASID match rate.

\*Two-year students at Adams State and Colorado Mesa included in four-year counts which may differ from Table 1.

**Table 3: Remediation by Race/Ethnicity**

<b>TWO YEAR SCHOOLS</b>			
ETHNICITY_DESC	COHORT COUNT	REMEDIAL IN AT LEAST ONE SUBJECT	% REMEDIAL
Asian	191	134	70.2%
Black or African American, non-Hispanic	278	228	82.0%
Hawaiian or Pacific Islander	16	9	56.3%
Hispanic	1684	1173	69.7%
Native American or Alaskan Native	40	27	67.5%
Unknown Ethnicity	417	272	65.2%
White, non-Hispanic	3633	1822	50.2%
More than one race/ethnicity (non-hispanic)	269	159	59.1%
Non-Resident Alien	143	82	57.3%
<b>SUBTOTAL TWO YEAR SCHOOLS</b>	<b>6671</b>	<b>3906</b>	<b>58.6%</b>
<b>FOUR YEAR SCHOOLS</b>			
ETHNICITY_DESC	COHORT COUNT	REMEDIAL IN AT LEAST ONE SUBJECT	% REMEDIAL
Asian	754	124	16.4%
Black or African American, non-Hispanic	535	281	52.5%
Hawaiian or Pacific Islander	24	13	54.2%
Hispanic	2748	1075	39.1%
Native American or Alaskan Native	57	18	31.6%
Unknown Ethnicity	590	206	34.9%
White, non-Hispanic	9117	1688	18.5%
More than one race/ethnicity (non-hispanic)	569	156	27.4%
Non-Resident Alien	20	5	25.0%
<b>SUBTOTAL FOUR YEAR SCHOOLS</b>	<b>14414</b>	<b>3566</b>	<b>24.7%</b>
<b>TOTAL</b>	<b>21085</b>	<b>7472</b>	<b>35.4%</b>

\*Two-year students at Adams State and Colorado Mesa included in four-year counts which may differ from Table 1.

Table 4: Remediation by Gender

<b>GENDER - TWO YEAR SCHOOLS</b>			
Female	3639	2256	62.0%
Male	3021	1640	54.3%
No Gender Data	11	10	90.9%
	<b>6671</b>	<b>3906</b>	<b>58.6%</b>
<b>GENDER - FOUR YEAR SCHOOLS</b>			
Female	7676	2116	27.6%
Male	6720	1447	21.5%
No Gender Data	18	3	16.7%
	<b>14414</b>	<b>3566</b>	<b>24.7%</b>
<b>TOTAL STATE WIDE</b>			
Female	11315	4372	38.6%
Male	9741	3087	31.7%
No Gender Data	29	13	44.8%
Total Statewide	<b>21085</b>	<b>7472</b>	<b>35.4%</b>

\*Two-year students at Adams State and Colorado Mesa included in four-year counts which may differ from Table 1.

**Table 5: Remediation and One-Year Retention**

INSTITUTION NAME	TOTAL STUDENTS			NON REMEDIAL			REMEDIAL			REMEDIAL VS
	COUNT	RETAINED	RETAINED PERCENT	COUNT	RETAINED	RETAINED PERCENT	COUNT	RETAINED	RETAINED PERCENT	NON REMEDIAL
Arapahoe Community College	439	234	53.3%	301	157	52.2%	138	77	55.8%	3.6%
Colorado Northwestern Community College	133	65	48.9%	104	54	51.9%	29	11	37.9%	-14.0%
Community College of Aurora	358	198	55.3%	284	152	53.5%	74	46	62.2%	8.6%
Community College of Denver	407	215	52.8%	384	204	53.1%	23	11	47.8%	-5.3%
Front Range Community College	1090	608	55.8%	769	417	54.2%	321	191	59.5%	5.3%
Lamar Community College	143	74	51.7%	107	50	46.7%	36	24	66.7%	19.9%
Morgan Community College	54	37	68.5%	33	20	60.6%	21	17	81.0%	20.3%
Northeastern Junior College	267	131	49.1%	207	96	46.4%	60	35	58.3%	12.0%
Otero Junior College	211	109	51.7%	151	83	55.0%	60	26	43.3%	-11.6%
Pikes Peak Community College	1206	586	48.6%	1002	473	47.2%	204	113	55.4%	8.2%
Pueblo Community College	394	167	42.4%	302	117	38.7%	92	50	54.3%	15.6%
Red Rocks Community College	539	301	55.8%	422	231	54.7%	117	70	59.8%	5.1%
Trinidad State Junior College	266	169	63.5%	207	132	63.8%	59	37	62.7%	-1.1%
<b>CC SubTotal</b>	5507	2894	52.6%	4273	2186	51.2%	1234	708	57.4%	6.2%
Aims Community College	378	208	55.0%	364	203	55.8%	14	5	35.7%	-20.1%
Colorado Mountain College	389	200	51.4%	315	163	51.7%	74	37	50.0%	-1.7%
<b>Local District Colleges</b>	767	408	53.2%	679	366	53.9%	88	42	47.7%	-6.2%
Adams State University	518	295	56.9%	320	186	58.1%	198	109	55.1%	-3.1%
Colorado Mesa University	2081	1225	58.9%	1402	879	62.7%	679	346	51.0%	-11.7%
Colorado School of Mines	954	894	93.7%	954	894	93.7%	0	0	0.0%	0.0%
Colorado State University	4325	3653	84.5%	4124	3499	84.8%	201	154	76.6%	-8.2%
Colorado State University - Pueblo	765	483	63.1%	473	298	63.0%	292	185	63.4%	0.4%
Fort Lewis College	862	520	60.3%	841	509	60.5%	21	11	52.4%	-8.1%
Metropolitan State University of Denver	1726	1060	61.4%	1168	694	59.4%	558	366	65.6%	6.2%
University of Colorado Boulder	5790	4852	83.8%	5784	4852	83.9%	6		0.0%	-83.9%
University of Colorado Colorado Springs	1497	1004	67.1%	1215	829	68.2%	282	175	62.1%	-6.2%
University of Colorado Denver	1081	775	71.7%	962	693	72.0%	119	82	68.9%	-3.1%
University of Northern Colorado	1969	1366	69.4%	1474	1046	71.0%	495	320	64.6%	-6.3%
Western State Colorado University	466	324	69.5%	363	259	71.3%	103	65	63.1%	-8.2%
<b>Four-Year Total</b>	22034	16451	74.7%	19080	14638	76.7%	2954	1813	61.4%	-15.3%
<b>GRAND TOTAL</b>	28308	19753	69.8%	24032	17190	71.5%	4276	2563	59.9%	-11.6%

**Table 6: FY2014-15 Remedial Course Summary by End of Term Completion**

Institution Offering Remedial Courses	# Courses	Total Credit Hours	Passed	%	Failed**	%	Audit/ Incomplete/ In Progress	%
<b>Community Colleges</b>								
Arapahoe Community College	1810	6867	1113	61.5%	697	38.5%	0	0.0%
Colorado Northwestern Community College	295	1205	220	74.6%	64	21.7%	11	3.7%
Community College of Aurora	2909	10153	1958	67.3%	929	31.9%	22	0.8%
Community College of Denver	6489	25899	3855	59.4%	2631	40.5%	3	0.0%
Front Range Community College	4891	19329	2999	61.3%	1890	38.6%	2	0.0%
Lamar Community College	173	657	114	65.9%	59	34.1%	0	0.0%
Morgan Community College	190	721	123	64.7%	62	32.6%	5	2.6%
Northeastern Junior College	543	2208	300	55.2%	242	44.6%	1	0.2%
Otero Junior College	435	1716	298	68.5%	137	31.5%	0	0.0%
Pikes Peak Community College	4039	15835	2205	54.6%	1832	45.4%	2	0.0%
Pueblo Community College	1821	7495	1037	56.9%	774	42.5%	10	0.5%
Red Rocks Community College	1936	7996	964	49.8%	970	50.1%	2	0.1%
Trinidad State Junior College	389	1449	241	62.0%	145	37.3%	3	0.8%
<b>COMMUNITY COLLEGE SUBTOTAL</b>	<b>25,920</b>	<b>101,530</b>	<b>15,427</b>	<b>59.5%</b>	<b>10,432</b>	<b>40.2%</b>	<b>61</b>	<b>0.2%</b>
<b>Local District Colleges</b>								
Aims Community College	2291	8542	1446	63.1%	832	36.3%	13	0.6%
Colorado Mountain College	1573	4936	1176	74.8%	390	24.8%	7	0.4%
<b>LOCAL DISTRICT SUBTOTAL</b>	<b>3,864</b>	<b>13,478</b>	<b>2,622</b>	<b>67.9%</b>	<b>1,222</b>	<b>31.6%</b>	<b>20</b>	<b>0.5%</b>
<b>TWO YEAR TOTAL</b>	<b>29,784</b>	<b>115,008</b>	<b>18,049</b>	<b>60.6%</b>	<b>11,654</b>	<b>39.1%</b>	<b>81</b>	<b>0.3%</b>
<b>Four Year Public</b>								
Adams State University	713	2202	385	54.0%	298	41.8%	30	4.2%
Colorado Mesa University	3288	10354	2286	69.5%	889	27.0%	113	3.4%
Colorado State University - Pueblo	1165	4243	815	70.0%	347	29.8%	3	0.3%
Fort Lewis College	472	1416	399	84.5%	73	15.5%	0	0.0%
Metropolitan State University of Denver	1291	4741	887	68.7%	404	31.3%	0	0.0%
University of Colorado Colorado Springs	210	840	142	67.6%	68	32.4%	0	0.0%
Western State Colorado University	401	1203	322	80.3%	78	19.5%	1	0.2%
<b>FOUR YEAR TOTAL</b>	<b>7,540</b>	<b>24,999</b>	<b>5,236</b>	<b>69.4%</b>	<b>2,157</b>	<b>28.6%</b>	<b>147</b>	<b>1.9%</b>
<b>GRAND TOTAL</b>	<b>37,324</b>	<b>140,007</b>	<b>23,285</b>	<b>62.4%</b>	<b>13,811</b>	<b>37.0%</b>	<b>228</b>	<b>0.6%</b>

Source: SURDS Student Course file (Fall 14 & Spring 15), 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 3/23/16  
 \*\* 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 7: FY2014-15 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
<b>Community Colleges</b>																	
Arapahoe Community College	1369	1810	6867	927	61.5%	581	38.5%	0		0		186	61.6%	116	38.4%	0	0.0%
Colorado Northwestern Community College	209	295	1205	166	77.9%	47	22.1%	0		0		54	76.1%	17	23.9%	11	0.0%
Community College of Aurora	1804	2909	10153	1630	68.9%	736	31.1%	0		0		328	63.0%	193	37.0%	22	0.1%
Community College of Denver	4522	6489	25899	3014	59.7%	2033	40.3%	0		0		841	58.4%	598	41.6%	3	0.0%
Front Range Community College	3617	4891	19329	2385	59.8%	1606	40.2%	0		0		614	68.4%	284	31.6%	2	0.0%
Lamar Community College	115	173	657	75	60.0%	50	40.0%	0		0		39	81.3%	9	18.8%	0	0.0%
Morgan Community College	144	190	721	94	70.7%	39	29.3%	0		0		29	55.8%	23	44.2%	5	0.0%
Northeastern Junior College	360	543	2208	191	53.7%	165	46.3%	0		0		109	58.6%	77	41.4%	1	0.0%
Otero Junior College	323	435	1716	253	68.6%	116	31.4%	0		0		45	68.2%	21	31.8%	0	0.0%
Pikes Peak Community College	3029	4039	15835	1767	53.4%	1539	46.6%	0		0		438	59.9%	293	40.1%	2	0.0%
Pueblo Community College	1392	1821	7495	817	57.5%	603	42.5%	0		0		220	56.3%	171	43.7%	10	0.0%
Red Rocks Community College	1534	1936	7996	821	48.9%	858	51.1%	0		0		143	56.1%	112	43.9%	2	0.0%
Trinidad State Junior College	259	389	1449	182	60.7%	118	39.3%	0		0		59	68.6%	27	31.4%	3	0.0%
<b>COMMUNITY COLLEGE SUBTOTAL</b>	<b>18,677</b>	<b>25,920</b>	<b>101,530</b>	<b>12,322</b>	<b>59.2%</b>	<b>8,491</b>	<b>40.8%</b>	<b>0</b>		<b>0</b>		<b>3,105</b>	<b>61.5%</b>	<b>1,941</b>	<b>38.5%</b>	<b>61</b>	<b>0.2%</b>
<b>Local District Colleges</b>																	
Aims Community College	1604	2291	8542	975	62.4%	587	37.6%	0		0		471	65.8%	245	34.2%	13	11.1%
Colorado Mountain College	859	1573	4936	750	73.5%	270	26.5%	0		0		426	78.0%	120	22.0%	7	10.9%
<b>LOCAL DISTRICT SUBTOTAL</b>	<b>2,463</b>	<b>3,864</b>	<b>13,478</b>	<b>1,725</b>	<b>66.8%</b>	<b>857</b>	<b>33.2%</b>	<b>0</b>		<b>0</b>		<b>897</b>	<b>71.1%</b>	<b>365</b>	<b>28.9%</b>	<b>20</b>	<b>0.1%</b>
<b>TWO YEAR TOTAL</b>	<b>21,140</b>	<b>29,784</b>	<b>115,008</b>	<b>14,047</b>	<b>60.0%</b>	<b>9,348</b>	<b>40.0%</b>	<b>0</b>		<b>0</b>		<b>4,002</b>	<b>63.4%</b>	<b>2,306</b>	<b>36.6%</b>	<b>81</b>	<b>0.3%</b>
<b>Four Year Public</b>																	
Adams State University	446	713	2,202	254	50.9%	245	49.1%	57	69.5%	25	30.5%	74	72.5%	28	27.5%	30	13.7%
Colorado Mesa University	1,807	3,288	10,354	1,291	65.9%	667	34.1%	135	84.4%	25	15.6%	860	81.4%	197	18.6%	113	14.0%
Colorado State University - Pueblo	685	1,165	4,243	504	63.2%	293	36.8%	97		9		214	82.6%	45	17.4%	3	9.5%
Fort Lewis College	350	472	1,416	307	82.5%	65	17.5%	0		0		92	92.0%	8	8.0%	0	13.8%
Metropolitan State University of Denver	1,047	1,291	4,741	887	68.7%	404	31.3%	0		0		0	0.0%	0		0	
University of Colorado Colorado Springs	178	210	840	142	67.6%	68	32.4%	0		0		0	0.0%	0		0	
Western State Colorado University	294	401	1,203	192	75.6%	62	24.4%	0		0		130	89.0%	16	11.0%	1	5.4%
<b>4 YEAR SUBTOTAL</b>	<b>4,807</b>	<b>7,540</b>	<b>24,999</b>	<b>3,577</b>	<b>66.5%</b>	<b>1,804</b>	<b>33.5%</b>	<b>289</b>	<b>83.0%</b>	<b>59</b>	<b>17.0%</b>	<b>1,370</b>	<b>82.3%</b>	<b>294</b>	<b>17.7%</b>	<b>147</b>	<b>1.9%</b>
<b>GRAND TOTAL</b>	<b>25,947</b>	<b>37,324</b>	<b>140,007</b>	<b>17,624</b>	<b>61.2%</b>	<b>11,152</b>	<b>38.8%</b>	<b>289</b>	<b>83.0%</b>	<b>59</b>	<b>17.0%</b>	<b>5,372</b>	<b>67.4%</b>	<b>2,600</b>	<b>32.6%</b>	<b>228</b>	<b>0.6%</b>

Cohort:

Source: SURDS Student Course file (Fall 14 & Spring 15), 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 4/30/2016

Table 8: Estimated Cost of Remedial Course Work at Public Two-Year and Four-Year Institutions - Fall 2014 & Spring 2015								Calculation 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
<b>Community Colleges</b>													
Arapahoe Community College	2	1810	6867	229	\$657,519	\$1,216,535	\$1,874,053	149,078.00		\$272.91	\$1,874,053.36	\$657,518.66	\$1,216,534.70
Colorado Northwestern Community College	2	295	1205	40	\$115,379	\$213,474	\$328,853	22,596.50		\$272.91	\$328,853.11	\$115,379.35	\$213,473.76
Community College of Aurora	2	2909	10153	338	\$972,155	\$1,798,671	\$2,770,826	112,870.00		\$272.91	\$2,770,826.24	\$972,154.79	\$1,798,671.44
Community College of Denver	2	6489	25899	863	\$2,479,842	\$4,588,180	\$7,068,022	161,432.50		\$272.91	\$7,068,022.14	\$2,479,842.12	\$4,588,180.02
Front Range Community College	2	4891	19329	644	\$1,850,761	\$3,424,261	\$5,275,022	317,326.00		\$272.91	\$5,275,022.20	\$1,850,761.35	\$3,424,260.84
Lamar Community College	2	173	657	22	\$62,908	\$116,392	\$179,300	17,821.50		\$272.91	\$179,299.99	\$62,908.08	\$116,391.92
Morgan Community College	2	190	721	24	\$69,036	\$127,730	\$196,766	25,830.50		\$272.91	\$196,766.05	\$69,036.11	\$127,729.94
Northeastern Junior College	2	543	2208	74	\$211,417	\$391,162	\$602,579	37,646.00		\$272.91	\$602,578.98	\$211,417.10	\$391,161.88
Otero Junior College	2	435	1716	57	\$164,308	\$304,001	\$468,309	29,255.00		\$272.91	\$468,308.66	\$164,307.85	\$304,000.81
Pikes Peak Community College	2	4039	15835	528	\$1,516,209	\$2,805,276	\$4,321,485	249,758.50		\$272.91	\$4,321,484.63	\$1,516,209.12	\$2,805,275.52
Pueblo Community College	2	1821	7495	250	\$717,650	\$1,327,789	\$2,045,439	124,687.50		\$272.91	\$2,045,439.05	\$717,649.97	\$1,327,789.07
Red Rocks Community College	2	1936	7996	267	\$765,621	\$1,416,545	\$2,182,166	151,043.50		\$272.91	\$2,182,165.53	\$765,620.97	\$1,416,544.56
Trinidad State Junior College	2	389	1449	48	\$138,742	\$256,700	\$395,442	36,322.50		\$272.91	\$395,442.45	\$138,742.47	\$256,699.98
<b>COMMUNITY COLLEGE SUBTOTAL</b>		25,920	101,530	3,384	\$9,721,548	\$17,986,714	\$27,708,262	1,435,668.00	\$391,804,054.47	\$272.91	\$27,708,262.39	\$9,721,547.95	\$17,986,714.44
<b>Local District Colleges</b>													
Aims Community College	2	2291	8542	285	\$757,856	\$828,740	\$1,586,596	85,766.50	\$15,930,322.00	\$185.74	\$1,586,596.29	\$757,856.31	\$828,739.98
Colorado Mountain College	2	1573	4936	165	\$370,757	\$736,737	\$1,107,494	85,675.00	\$19,222,961.48	\$224.37	\$1,107,493.88	\$370,756.58	\$736,737.29
<b>LOCAL DISTRICT SUBTOTAL</b>		3,864	13,478	449	\$1,128,613	\$1,565,477	\$2,694,090	171,441.50	\$35,153,283.48	\$205.05	\$2,694,090.16	\$1,128,612.89	\$1,565,477.27
<b>TWO YEAR TOTAL</b>		29,784	115,008	3,834	\$10,850,161	\$19,552,192	\$30,402,353	1,607,109.50	\$426,957,337.95	\$265.67	\$30,402,352.56	\$10,850,160.84	\$19,552,191.71
<b>Four Year Public</b>													
Adams State University	4	713	2202	73	\$310,942	\$469,774	\$780,716	90,910.00	\$32,232,003.17	\$354.55	\$780,715.77	\$310,941.68	\$469,774.09
Colorado Mesa University	4	3288	10354	345	\$1,065,340	\$2,716,424	\$3,781,764	214,082.00	\$78,192,741.00	\$365.25	\$3,781,764.19	\$1,065,340.18	\$2,716,424.00
Colorado State University - Pueblo	4	1165	4243	141	\$420,736	\$871,656	\$1,292,392	142,207.00	\$43,315,397.02	\$304.59	\$1,292,392.28	\$420,736.17	\$871,656.11
Fort Lewis College	4	472	1416	47	\$147,350	\$538,118	\$685,468	101,812.00	\$49,285,913.00	\$484.09	\$685,467.85	\$147,349.62	\$538,118.23
Metropolitan State University of Denver	4	1291	4741	158	\$445,576	\$1,019,699	\$1,465,275	464,775.00	\$143,645,424.49	\$309.06	\$1,465,274.50	\$445,575.89	\$1,019,698.61
University of Colorado Colorado Springs	4	210	840	28	\$65,585	\$299,795	\$365,381	261,962.50	\$113,947,672.00	\$434.98	\$365,380.71	\$65,585.23	\$299,795.48
Western State Colorado University	4	401	1203	40	\$211,566	\$311,856	\$523,422	60,190.50	\$26,188,741.00	\$435.10	\$523,422.39	\$211,566.49	\$311,855.90
<b>FOUR YEAR TOTAL</b>		7,540	24,999	833	\$2,667,095	\$6,227,322	\$8,894,418	1,335,939.00	\$486,807,891.68	\$364.39	\$8,894,417.70	\$2,667,095.27	\$6,227,322.43
<b>GRAND TOTAL</b>		37,324	140,007	4,667	\$13,517,256	\$25,779,514	\$39,296,770	2,943,048.50	\$913,765,229.63	\$310.48	\$39,296,770.25	\$13,517,256.11	\$25,779,514.14
<b>Cohort:</b>													
SURDS Remedial Course file (Fall 14 & Spring 15)													
Only includes math, english, and reading remediation (determined by course prefix)													
Cost per credit hour is based upon FY 14-15 actual total education and general expenditures (from Budget Data Books), divided by total credit hours offered (from SURDS).													

TABLE 9: REMEDIATION BY HIGH SCHOOL NAME AND DISTRICT									
DISTRICT NAME	HIGH SCHOOL NAME	COHORT 2014	REMEDIAL	CLASS 2014 PERCENT REMEDIAL	CLASS 2013 PERCENT REMEDIAL	CLASS 2012 PERCENT REMEDIAL	ON TIME	ON TIME REMEDIAL	ON TIME PERCENT REMEDIAL
ACADEMY 20	ACADEMY ONLINE HIGH SCHOOL	*	*	*	*	*	*	*	*
ACADEMY 20	AIR ACADEMY HIGH SCHOOL	131	31	23.66%	21.26%	27.34%	25.36%	129	29
ACADEMY 20	ASPEN VALLEY HIGH SCHOOL	*	*	*	*	*	*	*	*
ACADEMY 20	DISCOVERY CANYON CAMPUS SCHOOL	94	22	23.40%	24.24%	17.50%	23.81%	92	21
ACADEMY 20	LIBERTY HIGH SCHOOL	139	38	27.34%	26.54%	36.57%	31.18%	138	38
ACADEMY 20	PINE CREEK HIGH SCHOOL	145	31	21.38%	28.31%	25.93%	24.18%	144	31
ACADEMY 20	RAMPART HIGH SCHOOL	140	29	20.71%	28.57%	22.75%	26.59%	138	28
ACADEMY 20	TCA COLLEGE PATHWAYS	21	1	4.76%	9.09%	0.00%	25.00%	17	1
ACADEMY 20	THE CLASSICAL ACADEMY HIGH SCHOOL	46	7	15.22%	7.02%	13.46%	10.20%	46	7
ADAMS 12 FIVE STAR SCHOOLS	ACADEMY OF CHARTER SCHOOLS	41	18	43.90%	26.67%	35.90%	48.72%	40	17
ADAMS 12 FIVE STAR SCHOOLS	COLORADO VIRTUAL ACADEMY (COVA)	34	16	47.06%	47.06%	37.04%	53.33%	29	14
ADAMS 12 FIVE STAR SCHOOLS	HORIZON HIGH SCHOOL	171	72	42.11%	39.39%	44.32%	42.69%	170	72
ADAMS 12 FIVE STAR SCHOOLS	LEGACY HIGH SCHOOL	239	58	24.27%	21.51%	21.12%	32.41%	238	57
ADAMS 12 FIVE STAR SCHOOLS	MOUNTAIN RANGE HIGH SCHOOL	191	73	38.22%	37.37%	43.64%	41.26%	191	73
ADAMS 12 FIVE STAR SCHOOLS	NORTHGLENN HIGH SCHOOL	109	60	55.05%	60.18%	63.25%	72.39%	108	59
ADAMS 12 FIVE STAR SCHOOLS	PATHWAYS FUTURE CENTER	*	*	*	*	*	*	*	*
ADAMS 12 FIVE STAR SCHOOLS	THORNTON HIGH SCHOOL	139	58	41.73%	40.00%	40.71%	44.34%	137	56
ADAMS 12 FIVE STAR SCHOOLS	VANTAGE POINT	*	*	*	*	*	*	*	*
ADAMS COUNTY 14	ADAMS CITY HIGH SCHOOL	78	50	64.10%	62.34%	69.23%	80.43%	76	50
ADAMS COUNTY 14	LESTER R ARNOLD HIGH SCHOOL	*	*	*	*	*	*	*	*

**TABLE 9: REMEDIATION BY HIGH SCHOOL NAME AND DISTRICT**

DISTRICT NAME	HIGH SCHOOL NAME	COHORT 2014	REMEDIAL	CLASS 2014 PERCENT REMEDIAL	CLASS 2013 PERCENT REMEDIAL	CLASS 2012 PERCENT REMEDIAL	ON TIME	ON TIME REMEDIAL	ON TIME PERCENT REMEDIAL
ADAMS-ARAPAHOE 28J	APS ONLINE SCHOOL	*	*	*	*	*	*	*	*
ADAMS-ARAPAHOE 28J	AURORA CENTRAL HIGH SCHOOL	101	64	63.37%	60.98%	68.13%	58.41%	77	53
ADAMS-ARAPAHOE 28J	GATEWAY HIGH SCHOOL	87	45	51.72%	56.00%	57.80%	60.50%	82	43
ADAMS-ARAPAHOE 28J	HINKLEY HIGH SCHOOL	144	73	50.69%	33.79%	56.83%	55.40%	123	64
ADAMS-ARAPAHOE 28J	LOTUS SCHOOL FOR EXCELLENCE	*	*	*	*	*	*	*	*
ADAMS-ARAPAHOE 28J	NEW AMERICA SCHOOL	*	*	*	*	*	*	*	*
ADAMS-ARAPAHOE 28J	RANGEVIEW HIGH SCHOOL	208	80	38.46%	43.88%	45.15%	44.23%	184	75
ADAMS-ARAPAHOE 28J	VISTA PEAK 9-12 PREPARATORY	44	27	61.36%	-	-	-	43	27
ADAMS-ARAPAHOE 28J	WEST MIDDLE SCHOOL	*	*	*	*	*	*	*	*
ADAMS-ARAPAHOE 28J	WILLIAM SMITH HIGH SCHOOL	23	14	60.87%	41.67%	42.11%	56.25%	18	12
AGUILAR REORGANIZED 6	AGUILAR JUNIOR-SENIOR HIGH SCHOOL	*	*	*	*	*	*	*	*
AKRON R-1	AKRON HIGH SCHOOL	*	*	*	*	*	*	*	*
ALAMOSA RE-11J	ALAMOSA HIGH SCHOOL	56	25	44.64%	58.73%	60.66%	61.29%	56	25
ALAMOSA RE-11J	ALAMOSA OMBUDSMAN SCHOOL OF EXCELLENCE	*	*	*	*	*	*	*	*
ARCHULETA COUNTY 50 JT	PAGOSA SPRINGS HIGH SCHOOL	23	7	30.43%	31.82%	40.00%	63.89%	23	7
ARICKAREE R-2	ARICKAREE UNDIVIDED HIGH SCHOOL	*	*	*	*	*	*	*	*
ARRIBA-FLAGLER C-20	FLAGLER SENIOR HIGH SCHOOL	*	*	*	*	*	*	*	*
ASPEN 1	ASPEN HIGH SCHOOL	30	3	10.00%	11.11%	13.04%	22.22%	30	3
AULT-HIGHLAND RE-9	HIGHLAND HIGH SCHOOL	21	13	61.90%	54.55%	64.29%	57.14%	21	13
BAYFIELD 10 JT-R	BAYFIELD HIGH SCHOOL	*	*	*	*	*	*	*	*

**TABLE 9: REMEDIATION BY HIGH SCHOOL NAME AND DISTRICT**

DISTRICT NAME	HIGH SCHOOL NAME	COHORT 2014	REMEDIAL	CLASS 2014 PERCENT REMEDIAL	CLASS 2013 PERCENT REMEDIAL	CLASS 2012 PERCENT REMEDIAL	ON TIME	ON TIME REMEDIAL	ON TIME PERCENT REMEDIAL
BENNETT 29J	BENNETT HIGH SCHOOL	27	5	18.52%	21.88%	26.09%	18.60%	27	5
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	176	27	15.34%	14.18%	16.67%	22.49%	171	25
BOULDER VALLEY RE 2	BOULDER PREP CHARTER HIGH SCHOOL	*	*	*	*	*	*	*	*
BOULDER VALLEY RE 2	BOULDER UNIVERSAL	*	*	*	*	*	*	*	*
BOULDER VALLEY RE 2	BROOMFIELD HIGH SCHOOL	168	53	31.55%	24.48%	21.57%	24.00%	167	53
BOULDER VALLEY RE 2	CENTAURUS HIGH SCHOOL	95	28	29.47%	22.03%	25.21%	27.84%	94	28
BOULDER VALLEY RE 2	FAIRVIEW HIGH SCHOOL	187	19	10.16%	9.47%	9.50%	14.43%	187	19
BOULDER VALLEY RE 2	JUSTICE HIGH CHARTER SCHOOL	*	*	*	*	*	*	*	*
BOULDER VALLEY RE 2	MONARCH HIGH SCHOOL	186	28	15.05%	14.22%	17.19%	16.82%	185	28
BOULDER VALLEY RE 2	NEDERLAND MIDDLE-SENIOR HIGH SCHOOL	18	3	16.67%	33.33%	25.00%	35.71%	18	3
BOULDER VALLEY RE 2	NEW VISTA HIGH SCHOOL	*	*	*	*	*	*	*	*
BOULDER VALLEY RE 2	PEAK TO PEAK CHARTER SCHOOL	47	13	27.66%	16.33%	14.29%	19.57%	47	13
BRANSON REORGANIZED 82	BRANSON ALTERNATIVE SCHOOL	*	*	*	*	*	*	*	*
BRANSON REORGANIZED 82	BRANSON UNDIVIDED HIGH SCHOOL	*	*	*	*	*	*	*	*
BRIGGSDALE RE-10	BRIGGSDALE UNDIVIDED HIGH SCHOOL	*	*	*	*	*	*	*	*
BRUSH RE-2(J)	BRUSH HIGH SCHOOL	34	5	14.71%	33.33%	54.76%	34.00%	33	5

**TABLE 9: REMEDIATION BY HIGH SCHOOL NAME AND DISTRICT**

DISTRICT NAME	HIGH SCHOOL NAME	COHORT 2014	REMEDIAL	CLASS 2014 PERCENT REMEDIAL	CLASS 2013 PERCENT REMEDIAL	CLASS 2012 PERCENT REMEDIAL	ON TIME	ON TIME REMEDIAL	ON TIME PERCENT REMEDIAL
BUENA VISTA R-31	BUENA VISTA HIGH SCHOOL	21	6	28.57%	31.25%	38.64%	24.32%	19	6
BUFFALO RE-4J	MERINO JUNIOR SENIOR HIGH SCHOOL	*	*	*	*	*	*	*	*
BURLINGTON RE-6J	BURLINGTON HIGH SCHOOL	*	*	*	*	*	*	*	*
BYERS 32J	BYERS JUNIOR-SENIOR HIGH SCHOOL	*	*	*	*	*	*	*	*
CALHAN RJ-1	CALHAN HIGH SCHOOL	*	*	*	*	*	*	*	*
CANON CITY RE-1	CANON CITY HIGH SCHOOL	79	43	54.43%	39.77%	39.51%	42.06%	76	41
CANON CITY RE-1	CANON ONLINE ACADEMY	*	*	*	*	*	*	*	*
CENTENNIAL BOCES	CENTENNIAL BOCES HIGH SCHOOL	*	*	*	*	*	*	*	*
CENTENNIAL R-1	CENTENNIAL HIGH SCHOOL	*	*	*	*	*	*	*	*
CENTER 26 JT	CENTER HIGH SCHOOL	20	13	65.00%	57.89%	73.33%	63.64%	20	13
CENTER 26 JT	THE ACADEMIC RECOVERY CENTER OF SAN LUIS VALLEY	*	*	*	*	*	*	*	*
CHARTER SCHOOL INSTITUTE	21ST CENTURY CHARTER SCHOOL	*	*	*	*	*	*	*	*
CHARTER SCHOOL INSTITUTE	ANIMAS HIGH SCHOOL	*	*	*	*	*	*	*	*
CHARTER SCHOOL INSTITUTE	CAPROCK ACADEMY	*	*	*	*	*	*	*	*
CHARTER SCHOOL INSTITUTE	COLORADO PROVOST ACADEMY	*	*	*	*	*	*	*	*
CHARTER SCHOOL INSTITUTE	COLORADO SPRINGS EARLY COLLEGES	49	4	8.16%	14.06%	10.91%	13.56%	33	2
CHARTER SCHOOL INSTITUTE	EARLY COLLEGE HIGH SCHOOL AT ARVADA	*	*	*	*	*	*	*	*
CHARTER SCHOOL INSTITUTE	GOAL ACADEMY	*	*	*	*	*	*	*	*
CHARTER SCHOOL INSTITUTE	THE NEW AMERICA SCHOOL	*	*	*	*	*	*	*	*

TABLE 9: REMEDIATION BY HIGH SCHOOL NAME AND DISTRICT									
DISTRICT NAME	HIGH SCHOOL NAME	COHORT 2014	REMEDIAL	CLASS 2014 PERCENT REMEDIAL	CLASS 2013 PERCENT REMEDIAL	CLASS 2012 PERCENT REMEDIAL	ON TIME	ON TIME REMEDIAL	ON TIME PERCENT REMEDIAL
CHARTER SCHOOL INSTITUTE	THE PINNACLE CHARTER SCHOOL (HIGH)	49	33	67.35%	38.71%	51.85%	26.32%	49	33
CHARTER SCHOOL INSTITUTE	THOMAS MACLAREN STATE CHARTER SCHOOL	*	*	*	*	*	*	*	*
CHERAW 31	CHERAW HIGH SCHOOL	*	*	*	*	*	*	*	*
CHERRY CREEK 5	CHEROKEE TRAIL HIGH SCHOOL	272	83	30.51%	32.89%	31.25%	38.43%	268	83
CHERRY CREEK 5	CHERRY CREEK HIGH SCHOOL	323	60	18.58%	10.14%	14.97%	18.51%	313	56
CHERRY CREEK 5	EAGLECREST HIGH SCHOOL	230	82	35.65%	26.74%	28.25%	38.52%	222	79
CHERRY CREEK 5	GRANDVIEW HIGH SCHOOL	253	55	21.74%	25.62%	26.35%	26.01%	239	48
CHERRY CREEK 5	OVERLAND HIGH SCHOOL	219	109	49.77%	43.72%	52.23%	59.57%	212	104
CHERRY CREEK 5	SMOKY HILL HIGH SCHOOL	198	68	34.34%	33.52%	31.63%	34.14%	194	67
CHEYENNE COUNTY RE-5	CHEYENNE WELLS HIGH SCHOOL	*	*	*	*	*	*	*	*
CHEYENNE MOUNTAIN 12	CHEYENNE MOUNTAIN HIGH SCHOOL	126	17	13.49%	17.65%	16.31%	14.84%	124	16
CHEYENNE MOUNTAIN 12	THE VANGUARD SCHOOL (HIGH)	17	2	11.76%	-	-	-	17	2
CLEAR CREEK RE-1	CLEAR CREEK HIGH SCHOOL	*	*	*	*	*	*	*	*
Colorado School for the Deaf and Blind	COLORADO SCHOOL FOR THE DEAF AND BLIND	*	*	*	*	*	*	*	*
COLORADO SPRINGS 11	ACHIEVEK12	*	*	*	*	*	*	*	*
COLORADO SPRINGS 11	BIJOU SCHOOL	*	*	*	*	*	*	*	*
COLORADO SPRINGS 11	CIVA CHARTER SCHOOL	*	*	*	*	*	*	*	*
COLORADO SPRINGS 11	COMMUNITY PREP CHARTER SCHOOL	*	*	*	*	*	*	*	*
COLORADO SPRINGS 11	CORONADO HIGH SCHOOL	96	26	27.08%	22.83%	27.20%	36.73%	92	23

**TABLE 9: REMEDIATION BY HIGH SCHOOL NAME AND DISTRICT**

DISTRICT NAME	HIGH SCHOOL NAME	COHORT 2014	REMEDIAL	CLASS 2014 PERCENT REMEDIAL	CLASS 2013 PERCENT REMEDIAL	CLASS 2012 PERCENT REMEDIAL	ON TIME	ON TIME REMEDIAL	ON TIME PERCENT REMEDIAL
COLORADO SPRINGS 11	DOHERTY HIGH SCHOOL	164	45	27.44%	25.50%	38.69%	37.67%	157	43
COLORADO SPRINGS 11	EARLY COLLEGES HIGH SCHOOL	*	*	*	*	*	*	*	*
COLORADO SPRINGS 11	LIFE SKILLS CENTER OF COLORADO SPRINGS	*	*	*	*	*	*	*	*
COLORADO SPRINGS 11	MITCHELL HIGH SCHOOL	68	33	48.53%	57.69%	60.42%	74.14%	60	28
COLORADO SPRINGS 11	NIKOLA TESLA EDUCATION OPPORTUNITY CENTER	*	*	*	*	*	*	*	*
COLORADO SPRINGS 11	PALMER HIGH SCHOOL	141	49	34.75%	33.53%	38.86%	26.96%	137	48
COTOPAXI RE-3	COTOPAXI JUNIOR-SENIOR HIGH SCHOOL	*	*	*	*	*	*	*	*
CREEDE SCHOOL DISTRICT	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	*	*	*	*	*	*	*	*
CUSTER COUNTY SCHOOL DISTRICT C-1	CUSTER COUNTY HIGH SCHOOL	*	*	*	*	*	*	*	*
DEER TRAIL 26J	DEER TRAIL JUNIOR-SENIOR HIGH SCHOOL	*	*	*	*	*	*	*	*
DEL NORTE C-7	DEL NORTE HIGH SCHOOL	*	*	*	*	*	*	*	*
DELTA COUNTY 50(J)	CEDAREdge HIGH SCHOOL	24	9	37.50%	30.00%	40.91%	50.00%	24	9
DELTA COUNTY 50(J)	DELTA COUNTY RECOVERY SCHOOL	*	*	*	*	*	*	*	*
DELTA COUNTY 50(J)	DELTA HIGH SCHOOL	48	20	41.67%	38.46%	32.69%	50.94%	45	19
DELTA COUNTY 50(J)	DELTA VISION SCHOOL	*	*	*	*	*	*	*	*
DELTA COUNTY 50(J)	HOTCHKISS HIGH SCHOOL	18	4	22.22%	60.00%	24.00%	55.56%	18	4

**TABLE 9: REMEDIATION BY HIGH SCHOOL NAME AND DISTRICT**

DISTRICT NAME	HIGH SCHOOL NAME	COHORT 2014	REMEDIAL	CLASS 2014 PERCENT REMEDIAL	CLASS 2013 PERCENT REMEDIAL	CLASS 2012 PERCENT REMEDIAL	ON TIME	ON TIME REMEDIAL	ON TIME PERCENT REMEDIAL
DELTA COUNTY 50(J)	PAONIA HIGH SCHOOL	*	*	*	*	*	*	*	*
DENVER COUNTY 1	[PREP] PREP ASSESSMENT CENTER	*	*	*	*	*	*	*	*
DENVER COUNTY 1	ABRAHAM LINCOLN HIGH SCHOOL	83	48	57.83%	63.16%	65.06%	85.59%	78	47
DENVER COUNTY 1	ACADEMY OF URBAN LEARNING	*	*	*	*	*	*	*	*
DENVER COUNTY 1	BRUCE RANDOLPH SCHOOL	20	15	75.00%	59.26%	62.50%	87.50%	16	13
DENVER COUNTY 1	COLORADO HIGH SCHOOL	*	*	*	*	*	*	*	*
DENVER COUNTY 1	COMPASSION ROAD ACADEMY	*	*	*	*	*	*	*	*
DENVER COUNTY 1	CONTEMPORARY LEARNING ACADEMY HIGH SCHOOL	*	*	*	*	*	*	*	*
DENVER COUNTY 1	DENVER CENTER FOR INTERNATIONAL STUDIES	32	17	53.13%	42.42%	43.75%	65.22%	32	17
DENVER COUNTY 1	DENVER SCHOOL OF SCIENCE AND TECHNOLOGY	41	6	14.63%	7.55%	10.91%	12.50%	38	4
DENVER COUNTY 1	DENVER SCHOOL OF THE ARTS	46	9	19.57%	18.42%	25.00%	26.47%	46	9
DENVER COUNTY 1	EAST HIGH SCHOOL	204	81	39.71%	36.92%	26.86%	36.48%	198	80
DENVER COUNTY 1	EMILY GRIFFITH OPPORTUNITY SCHOOL	23	14	60.87%	100.00%	90.00%	95.12%	5	3
DENVER COUNTY 1	ESCUELA TLATELOLCO CHARTER SCHOOL	*	*	*	*	*	*	*	*
DENVER COUNTY 1	EXCEL ACADEMY	*	*	*	*	*	*	*	*
DENVER COUNTY 1	FLORENCE CRITTENTON HIGH SCHOOL	*	*	*	*	*	*	*	*
DENVER COUNTY 1	FRED N THOMAS CAREER EDUCATION CENTER	52	14	26.92%	49.21%	54.17%	42.59%	47	12
DENVER COUNTY 1	GEORGE WASHINGTON HIGH SCHOOL	133	49	36.84%	39.60%	49.02%	51.03%	132	48

**TABLE 9: REMEDIATION BY HIGH SCHOOL NAME AND DISTRICT**

DISTRICT NAME	HIGH SCHOOL NAME	COHORT 2014	REMEDIAL	CLASS 2014 PERCENT REMEDIAL	CLASS 2013 PERCENT REMEDIAL	CLASS 2012 PERCENT REMEDIAL	ON TIME	ON TIME REMEDIAL	ON TIME PERCENT REMEDIAL
DENVER COUNTY 1	JOHN F KENNEDY HIGH SCHOOL	83	44	53.01%	43.75%	61.54%	60.00%	78	42
DENVER COUNTY 1	JUSTICE HIGH SCHOOL DENVER	*	*	*	*	*	*	*	*
DENVER COUNTY 1	KIPP DENVER COLLEGIATE HIGH SCHOOL	30	21	70.00%	45.00%	-	-	29	20
DENVER COUNTY 1	MANUAL HIGH SCHOOL	21	16	76.19%	53.85%	58.62%	75.86%	21	16
DENVER COUNTY 1	MARTIN LUTHER KING MIDDLE COLLEGE	61	30	49.18%	48.89%	63.64%	67.44%	57	29
DENVER COUNTY 1	MONTBELLO HIGH SCHOOL	52	36	69.23%	62.50%	71.91%	70.41%	49	35
DENVER COUNTY 1	NORTH HIGH SCHOOL	58	33	56.90%	81.40%	73.68%	89.66%	58	33
DENVER COUNTY 1	NORTH HIGH SCHOOL ENGAGEMENT CENTER	*	*	*	*	*	*	*	*
DENVER COUNTY 1	ONLINE HIGH SCHOOL	20	14	70.00%	50.00%	27.27%	85.71%	9	8
DENVER COUNTY 1	P.U.S.H. ACADEMY	*	*	*	*	*	*	*	*
DENVER COUNTY 1	RESPECT ACADEMY AT LINCOLN	*	*	*	*	*	*	*	*
DENVER COUNTY 1	RIDGE VIEW ACADEMY CHARTER SCHOOL	*	*	*	*	*	*	*	*
DENVER COUNTY 1	SOUTH HIGH SCHOOL	97	67	69.07%	64.49%	66.98%	77.45%	90	64
DENVER COUNTY 1	SOUTHWEST EARLY COLLEGE CHARTER SCHOOL	*	*	*	*	*	*	*	*
DENVER COUNTY 1	SUMMIT ACADEMY	*	*	*	*	*	*	*	*
DENVER COUNTY 1	THOMAS JEFFERSON HIGH SCHOOL	99	60	60.61%	42.05%	47.27%	57.58%	97	59
DENVER COUNTY 1	VENTURE PREP	*	*	*	*	*	*	*	*
DENVER COUNTY 1	VISTA ACADEMY	*	*	*	*	*	*	*	*

TABLE 9: REMEDIATION BY HIGH SCHOOL NAME AND DISTRICT									
DISTRICT NAME	HIGH SCHOOL NAME	COHORT 2014	REMEDIAL	CLASS 2014 PERCENT REMEDIAL	CLASS 2013 PERCENT REMEDIAL	CLASS 2012 PERCENT REMEDIAL	ON TIME	ON TIME REMEDIAL	ON TIME PERCENT REMEDIAL
DENVER COUNTY 1	WEST CAREER ACADEMY	*	*	*	*	*	*	*	*
DENVER COUNTY 1	WEST HIGH SCHOOL	34	25	73.53%	88.89%	84.44%	85.71%	31	24
DOLORES COUNTY RE NO.2	DOLORES COUNTY HIGH SCHOOL	*	*	*	*	*	*	*	*
DOLORES RE-4A	DOLORES HIGH SCHOOL	*	*	*	*	*	*	*	*
DOUGLAS COUNTY RE 1	CASTLE VIEW HIGH SCHOOL	182	61	33.52%	38.42%	34.97%	32.58%	178	60
DOUGLAS COUNTY RE 1	CHAPARRAL HIGH SCHOOL	213	65	30.52%	24.77%	29.31%	24.65%	212	64
DOUGLAS COUNTY RE 1	DANIEL C OAKES HIGH SCHOOL--CASTLE ROCK	*	*	*	*	*	*	*	*
DOUGLAS COUNTY RE 1	DOUGLAS COUNTY HIGH SCHOOL	185	50	27.03%	30.43%	24.29%	24.75%	185	50
DOUGLAS COUNTY RE 1	EAGLE ACADEMY	*	*	*	*	*	*	*	*
DOUGLAS COUNTY RE 1	EDCSD: COLORADO CYBER SCHOOL	*	*	*	*	*	*	*	*
DOUGLAS COUNTY RE 1	HIGHLANDS RANCH HIGH SCHOOL	194	46	23.71%	19.12%	22.77%	23.56%	193	45
DOUGLAS COUNTY RE 1	HOPE ON-LINE	*	*	*	*	*	*	*	*
DOUGLAS COUNTY RE 1	LEGEND HIGH SCHOOL	230	76	33.04%	29.26%	33.33%	-	229	75
DOUGLAS COUNTY RE 1	MOUNTAIN VISTA HIGH SCHOOL	275	51	18.55%	16.31%	20.00%	19.59%	272	49
DOUGLAS COUNTY RE 1	PONDEROSA HIGH SCHOOL	141	32	22.70%	27.44%	27.52%	29.64%	141	32
DOUGLAS COUNTY RE 1	ROCK CANYON HIGH SCHOOL	256	41	16.02%	17.79%	13.33%	15.47%	256	41
DOUGLAS COUNTY RE 1	STEM MIDDLE & HIGH SCHOOL	*	*	*	*	*	*	*	*
DOUGLAS COUNTY RE 1	THUNDERRIDGE HIGH SCHOOL	220	53	24.09%	23.53%	27.27%	22.05%	219	53
DURANGO 9-R	DURANGO BIG PICTURE HIGH SCHOOL	*	*	*	*	*	*	*	*
DURANGO 9-R	DURANGO HIGH SCHOOL	102	25	24.51%	41.54%	34.78%	30.94%	100	25

TABLE 9: REMEDIATION BY HIGH SCHOOL NAME AND DISTRICT									
DISTRICT NAME	HIGH SCHOOL NAME	COHORT 2014	REMEDIAL	CLASS 2014 PERCENT REMEDIAL	CLASS 2013 PERCENT REMEDIAL	CLASS 2012 PERCENT REMEDIAL	ON TIME	ON TIME REMEDIAL	ON TIME PERCENT REMEDIAL
EADS RE-1	EADS HIGH SCHOOL	*	*	*	*	*	*	*	*
EAGLE COUNTY RE 50	BATTLE MOUNTAIN HIGH SCHOOL	48	14	29.17%	29.82%	26.92%	34.48%	46	14
EAGLE COUNTY RE 50	EAGLE VALLEY HIGH SCHOOL	51	13	25.49%	25.40%	32.39%	38.36%	50	13
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	22	3	13.64%	39.29%	24.14%	21.43%	21	3
EAST OTERO R-1	LA JUNTA JR/SR HIGH SCHOOL	37	16	43.24%	34.78%	38.30%	48.94%	37	16
EATON RE-2	EATON HIGH SCHOOL	46	15	32.61%	25.64%	38.64%	34.48%	46	15
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	83	15	18.07%	28.57%	28.57%	29.79%	79	15
ELLCOTT 22	ELLCOTT SENIOR HIGH SCHOOL	*	*	*	*	*	*	*	*
ENGLEWOOD 1	COLORADO'S FINEST ALTERNATIVE HIGH SCHOOL	*	*	*	*	*	*	*	*
ENGLEWOOD 1	ENGLEWOOD HIGH SCHOOL	39	23	58.97%	30.43%	45.71%	48.00%	38	22
ESTES PARK R-3	ESTES PARK HIGH SCHOOL	34	5	14.71%	-	-	-	34	5
EXPEDITIONARY BOCES	EXPEDITIONARY LEARNING SCHOOL	*	*	*	*	*	*	*	*
FALCON 49	FALCON HIGH SCHOOL	102	50	49.02%	33.80%	31.68%	43.31%	102	50
FALCON 49	FALCON VIRTUAL ACADEMY	*	*	*	*	*	*	*	*

TABLE 9: REMEDIATION BY HIGH SCHOOL NAME AND DISTRICT									
DISTRICT NAME	HIGH SCHOOL NAME	COHORT 2014	REMEDIAL	CLASS 2014 PERCENT REMEDIAL	CLASS 2013 PERCENT REMEDIAL	CLASS 2012 PERCENT REMEDIAL	ON TIME	ON TIME REMEDIAL	ON TIME PERCENT REMEDIAL
FALCON 49	GOAL ACADEMY	71	38	53.52%	-	-	-	34	24
FALCON 49	PATRIOT LEARNING CENTER	*	*	*	*	*	*	*	*
FALCON 49	SAND CREEK HIGH SCHOOL	110	45	40.91%	42.22%	43.69%	54.55%	110	45
FALCON 49	VISTA RIDGE HIGH SCHOOL	83	34	40.96%	44.74%	39.82%	48.65%	83	34
FORT MORGAN RE-3	FORT MORGAN HIGH SCHOOL	56	16	28.57%	51.90%	54.43%	55.26%	56	16
FOUNTAIN 8	FOUNTAIN-FORT CARSON HIGH SCHOOL	84	36	42.86%	42.97%	48.94%	48.92%	83	36
FOUNTAIN 8	LORRAINE ALTERNATIVE HIGH SCHOOL	*	*	*	*	*	*	*	*
FOWLER R-4J	FOWLER HIGH SCHOOL	22	8	36.36%	54.55%	50.00%	56.25%	22	8
FREMONT RE-2	FLORENCE HIGH SCHOOL	34	22	64.71%	-	-	-	34	22
FRENCHMAN RE-3	FLEMING HIGH SCHOOL	*	*	*	*	*	*	*	*
GARFIELD 16	GRAND VALLEY HIGH SCHOOL	19	8	42.11%	48.00%	61.90%	76.00%	18	7
GARFIELD RE-2	COAL RIDGE HIGH SCHOOL	39	19	48.72%	46.34%	50.00%	43.24%	39	19
GARFIELD RE-2	RIFLE HIGH SCHOOL	29	10	34.48%	37.74%	54.00%	52.08%	28	10
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	CAMERON SCHOOL	*	*	*	*	*	*	*	*
GREELEY 6	ENGAGE ONLINE ACADEMY	*	*	*	*	*	*	*	*
GREELEY 6	FRONTIER CHARTER ACADEMY	45	13	28.89%	20.69%	27.50%	36.67%	45	13

TABLE 9: REMEDIATION BY HIGH SCHOOL NAME AND DISTRICT									
DISTRICT NAME	HIGH SCHOOL NAME	COHORT 2014	REMEDIAL	CLASS 2014 PERCENT REMEDIAL	CLASS 2013 PERCENT REMEDIAL	CLASS 2012 PERCENT REMEDIAL	ON TIME	ON TIME REMEDIAL	ON TIME PERCENT REMEDIAL
GREELEY 6	GREELEY CENTRAL HIGH SCHOOL	104	51	49.04%	50.54%	48.08%	59.49%	102	49
GREELEY 6	GREELEY WEST HIGH SCHOOL	94	48	51.06%	51.22%	49.29%	62.09%	90	45
GREELEY 6	JEFFERSON HIGH SCHOOL	25	22	88.00%	100.00%	100.00%	90.63%	17	15
GREELEY 6	NORTHRIDGE HIGH SCHOOL	76	46	60.53%	47.76%	61.63%	70.64%	73	45
GREELEY 6	UNION COLONY PREPATORY SCHOOL	19	5	26.32%	37.50%	27.78%	22.22%	19	5
GREELEY 6	UNIVERSITY SCHOOLS	57	20	35.09%	23.81%	51.79%	43.14%	55	19
GUNNISON WATERSHED RE1J	CRESTED BUTTE COMMUNITY SCHOOL	25	7	28.00%	44.44%	15.38%	8.33%	24	6
GUNNISON WATERSHED RE1J	GUNNISON HIGH SCHOOL	29	12	41.38%	51.85%	44.12%	43.48%	29	12
HANOVER 28	HANOVER JUNIOR-SENIOR HIGH SCHOOL	*	*	*	*	*	*	*	*
HARRISON 2	HARRISON HIGH SCHOOL	39	20	51.28%	42.86%	50.00%	72.00%	39	20
HARRISON 2	HIGH SCHOOL PREPARATORY ACADEMY	*	*	*	*	*	*	*	*
HARRISON 2	JAMES IRWIN CHARTER HIGH SCHOOL	31	7	22.58%	12.20%	3.57%	22.86%	31	7
HARRISON 2	SIERRA HIGH SCHOOL	30	20	66.67%	60.00%	64.06%	71.43%	29	20
HAXTUN RE-2J	HAXTUN HIGH SCHOOL	*	*	*	*	*	*	*	*
HAYDEN RE-1	HAYDEN HIGH SCHOOL	*	*	*	*	*	*	*	*
HI-PLAINS R-23	HI PLAINS UNDIVIDED HIGH SCHOOL	*	*	*	*	*	*	*	*
HOEHNE REORGANIZED 3	HOEHNE HIGH SCHOOL	23	6	26.09%	45.45%	58.33%	46.67%	23	6
HOLLY RE-3	HOLLY JUNIOR-SENIOR HIGH SCHOOL	*	*	*	*	*	*	*	*
HOLYOKE RE-1J	HOLYOKE JUNIOR-SENIOR HIGH SCHOOL	*	*	*	*	*	*	*	*

TABLE 9: REMEDIATION BY HIGH SCHOOL NAME AND DISTRICT									
DISTRICT NAME	HIGH SCHOOL NAME	COHORT 2014	REMEDIAL	CLASS 2014 PERCENT REMEDIAL	CLASS 2013 PERCENT REMEDIAL	CLASS 2012 PERCENT REMEDIAL	ON TIME	ON TIME REMEDIAL	ON TIME PERCENT REMEDIAL
HUERFANO RE-1	JOHN MALL HIGH SCHOOL	*	*	*	*	*	*	*	*
IDALIA RJ-3	IDALIA JUNIOR-SENIOR HIGH SCHOOL	*	*	*	*	*	*	*	*
IGNACIO 11 JT	IGNACIO HIGH SCHOOL	*	*	*	*	*	*	*	*
JEFFERSON COUNTY R-1	ADDENBROOKE CLASSICAL ACADEMY	*	*	*	*	*	*	*	*
JEFFERSON COUNTY R-1	ALAMEDA HIGH SCHOOL	56	40	71.43%	73.17%	61.40%	69.09%	54	38
JEFFERSON COUNTY R-1	ARVADA HIGH SCHOOL	66	27	40.91%	42.86%	41.79%	48.61%	60	25
JEFFERSON COUNTY R-1	ARVADA WEST HIGH SCHOOL	189	60	31.75%	29.38%	32.58%	37.62%	186	59
JEFFERSON COUNTY R-1	BEAR CREEK HIGH SCHOOL	183	64	34.97%	30.37%	39.38%	30.52%	180	64
JEFFERSON COUNTY R-1	BRADY EXPLORATION SCHOOL	*	*	*	*	*	*	*	*
JEFFERSON COUNTY R-1	CHATFIELD HIGH SCHOOL	200	43	21.50%	18.36%	24.70%	23.41%	196	40
JEFFERSON COUNTY R-1	COLLEGIATE CHARTER ACADEMY	*	*	*	*	*	*	*	*
JEFFERSON COUNTY R-1	COLUMBINE HIGH SCHOOL	170	38	22.35%	28.71%	30.89%	29.90%	169	38
JEFFERSON COUNTY R-1	COMPASS SECONDARY MONTESSORI CHARTER SCHOOL	*	*	*	*	*	*	*	*
JEFFERSON COUNTY R-1	CONIFER SENIOR HIGH SCHOOL	103	24	23.30%	23.42%	16.51%	18.57%	101	24
JEFFERSON COUNTY R-1	D'EVELYN SENIOR HIGH SCHOOL	80	0	0.00%	1.43%	2.44%	2.25%	80	0
JEFFERSON COUNTY R-1	DAKOTA RIDGE SENIOR HIGH SCHOOL	201	47	23.38%	25.13%	22.80%	25.47%	197	46
JEFFERSON COUNTY R-1	EVERGREEN HIGH SCHOOL	87	12	13.79%	6.45%	15.00%	19.09%	84	11
JEFFERSON COUNTY R-1	GOLDEN HIGH SCHOOL	134	31	23.13%	25.64%	21.76%	22.89%	132	30
JEFFERSON COUNTY R-1	GREEN MOUNTAIN HIGH SCHOOL	116	29	25.00%	25.93%	34.57%	28.43%	116	29
JEFFERSON COUNTY R-1	JEFFCO'S 21ST CENTURY VIRTUAL	*	*	*	*	*	*	*	*

TABLE 9: REMEDIATION BY HIGH SCHOOL NAME AND DISTRICT									
DISTRICT NAME	HIGH SCHOOL NAME	COHORT 2014	REMEDIAL	CLASS 2014 PERCENT REMEDIAL	CLASS 2013 PERCENT REMEDIAL	CLASS 2012 PERCENT REMEDIAL	ON TIME	ON TIME REMEDIAL	ON TIME PERCENT REMEDIAL
	ACADEMY								
JEFFERSON COUNTY R-1	JEFFERSON CHARTER ACADEMY SENIOR HIGH SCHOOL	47	9	19.15%	15.00%	20.00%	32.00%	47	9
JEFFERSON COUNTY R-1	JEFFERSON COUNTY OPEN HIGH SCHOOL	*	*	*	*	*	*	*	*
JEFFERSON COUNTY R-1	JEFFERSON HIGH SCHOOL	34	20	58.82%	69.70%	60.87%	70.97%	28	17
JEFFERSON COUNTY R-1	LAKEWOOD HIGH SCHOOL	184	39	21.20%	20.70%	21.24%	24.73%	181	39
JEFFERSON COUNTY R-1	LONGVIEW HIGH SCHOOL	*	*	*	*	*	*	*	*
JEFFERSON COUNTY R-1	MC LAIN COMMUNITY HIGH SCHOOL	*	*	*	*	*	*	*	*
JEFFERSON COUNTY R-1	MC LAIN HIGH SCHOOL	24	15	62.50%	57.14%	76.47%	64.86%	20	12
JEFFERSON COUNTY R-1	NEW AMERICA SCHOOL	*	*	*	*	*	*	*	*
JEFFERSON COUNTY R-1	POMONA HIGH SCHOOL	146	48	32.88%	33.77%	30.87%	32.60%	145	47
JEFFERSON COUNTY R-1	RALSTON VALLEY SENIOR HIGH SCHOOL	206	37	17.96%	20.67%	12.61%	19.48%	205	37
JEFFERSON COUNTY R-1	STANDLEY LAKE HIGH SCHOOL	156	52	33.33%	28.24%	22.75%	30.39%	152	49
JEFFERSON COUNTY R-1	TWO ROADS CHARTER SCHOOL	*	*	*	*	*	*	*	*
JEFFERSON COUNTY R-1	WHEAT RIDGE HIGH SCHOOL	120	37	30.83%	26.67%	26.02%	39.85%	117	35
JOHNSTOWN-MILLIKEN RE-5J	ROOSEVELT HIGH SCHOOL	63	18	28.57%	34.00%	49.40%	51.56%	59	18
JULESBURG RE-1	INSIGHT SCHOOL OF COLORADO AT JULESBURG	*	*	*	*	*	*	*	*
JULESBURG RE-1	JULESBURG HIGH SCHOOL	*	*	*	*	*	*	*	*
KARVAL RE-23	KARVAL ONLINE EDUCATION	*	*	*	*	*	*	*	*
KIOWA C-2	KIOWA HIGH SCHOOL	*	*	*	*	*	*	*	*

TABLE 9: REMEDIATION BY HIGH SCHOOL NAME AND DISTRICT									
DISTRICT NAME	HIGH SCHOOL NAME	COHORT 2014	REMEDIAL	CLASS 2014 PERCENT REMEDIAL	CLASS 2013 PERCENT REMEDIAL	CLASS 2012 PERCENT REMEDIAL	ON TIME	ON TIME REMEDIAL	ON TIME PERCENT REMEDIAL
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	20	12	60.00%	47.37%	15.79%	46.15%	20	12
LAMAR RE-2	LAMAR HIGH SCHOOL	32	9	28.13%	23.91%	47.06%	35.59%	29	9
LAS ANIMAS RE-1	LAS ANIMAS HIGH SCHOOL	*	*	*	*	*	*	*	*
LEWIS-PALMER 38	LEWIS-PALMER HIGH SCHOOL	115	18	15.65%	23.71%	14.77%	25.38%	115	18
LEWIS-PALMER 38	PALMER RIDGE HIGH SCHOOL	107	18	16.82%	17.86%	19.01%	28.69%	106	18
LIBERTY J-4	LIBERTY JUNIOR-SENIOR HIGH SCHOOL	*	*	*	*	*	*	*	*
LIMON RE-4J	LIMON JUNIOR-SENIOR HIGH SCHOOL	18	1	5.56%	18.18%	11.76%	15.79%	18	1
LITTLETON 6	ARAPAHOE HIGH SCHOOL	254	48	18.90%	16.06%	20.73%	19.70%	253	48
LITTLETON 6	HERITAGE HIGH SCHOOL	168	48	28.57%	25.43%	28.06%	26.07%	166	47
LITTLETON 6	LITTLETON HIGH SCHOOL	128	50	39.06%	37.21%	39.42%	35.26%	127	49
LONE STAR 101	LONE STAR UNDIVIDED HIGH SCHOOL	*	*	*	*	*	*	*	*
MANCOS RE-6	MANCOS HIGH SCHOOL	*	*	*	*	*	*	*	*
MANITOU SPRINGS 14	MANITOU SPRINGS HIGH SCHOOL	49	10	20.41%	39.13%	30.00%	29.85%	48	9
MANZANOLA 3J	MANZANOLA JUNIOR-SENIOR HIGH SCHOOL	*	*	*	*	*	*	*	*
MAPLETON 1	COLORADO CONNECTIONS ACADEMY	21	8	38.10%	-	57.14%	52.94%	17	7
MAPLETON 1	FRONT RANGE EARLY COLLEGE	*	*	*	*	*	*	*	*
MAPLETON 1	GLOBAL LEADERSHIP ACADEMY	*	*	*	*	*	*	*	*

**TABLE 9: REMEDIATION BY HIGH SCHOOL NAME AND DISTRICT**

DISTRICT NAME	HIGH SCHOOL NAME	COHORT 2014	REMEDIAL	CLASS 2014 PERCENT REMEDIAL	CLASS 2013 PERCENT REMEDIAL	CLASS 2012 PERCENT REMEDIAL	ON TIME	ON TIME REMEDIAL	ON TIME PERCENT REMEDIAL
MAPLETON 1	MAPLETON EXPEDITIONARY SCHOOL OF THE ARTS	*	*	*	*	*	*	*	*
MAPLETON 1	NORTH VALLEY SCHOOL FOR YOUNG ADULTS	*	*	*	*	*	*	*	*
MAPLETON 1	SKYVIEW ACADEMY HIGH SCHOOL	26	17	65.38%	40.00%	58.33%	68.57%	26	17
MAPLETON 1	YORK INTERNATIONAL	18	4	22.22%	30.00%	28.57%	54.55%	17	4
MC CLAVE RE-2	MC CLAVE UNDIVIDED HIGH SCHOOL	17	10	58.82%	44.44%	6.25%	37.50%	17	10
MEEKER RE1	MEEKER HIGH SCHOOL	27	14	51.85%	47.62%	47.06%	58.33%	26	14
MESA COUNTY VALLEY 51	CENTRAL HIGH SCHOOL	106	49	46.23%	49.66%	52.05%	57.80%	101	46
MESA COUNTY VALLEY 51	FRUITA MONUMENT HIGH SCHOOL	193	78	40.41%	38.67%	37.00%	43.84%	181	76
MESA COUNTY VALLEY 51	GATEWAY SCHOOL	*	*	*	*	*	*	*	*
MESA COUNTY VALLEY 51	GRAND JUNCTION HIGH SCHOOL	179	79	44.13%	38.89%	40.88%	37.81%	172	76
MESA COUNTY VALLEY 51	GRANDE RIVER VIRTUAL ACADEMY	*	*	*	*	*	*	*	*
MESA COUNTY VALLEY 51	MESA VALLEY VISION HOME AND COMMUNITY PROGRAM	*	*	*	*	*	*	*	*
MESA COUNTY VALLEY 51	PALISADE HIGH SCHOOL	94	42	44.68%	25.88%	38.68%	46.00%	94	42
MESA COUNTY VALLEY 51	R-5 HIGH SCHOOL	*	*	*	*	*	*	*	*
MIAMI/YODER 60 JT	MIAMI/YODER JUNIOR-SENIOR HIGH SCHOOL	*	*	*	*	*	*	*	*
MOFFAT 2	MOFFAT SENIOR HIGH SCHOOL	*	*	*	*	*	*	*	*
MOFFAT COUNTY RE:NO 1	MOFFAT COUNTY HIGH SCHOOL	35	18	51.43%	27.91%	41.51%	36.96%	33	18
MONTE VISTA C-8	BYRON SYRING DELTA CENTER	*	*	*	*	*	*	*	*

**TABLE 9: REMEDIATION BY HIGH SCHOOL NAME AND DISTRICT**

DISTRICT NAME	HIGH SCHOOL NAME	COHORT 2014	REMEDIAL	CLASS 2014 PERCENT REMEDIAL	CLASS 2013 PERCENT REMEDIAL	CLASS 2012 PERCENT REMEDIAL	ON TIME	ON TIME REMEDIAL	ON TIME PERCENT REMEDIAL
MONTE VISTA C-8	MONTE VISTA ON-LINE ACADEMY	*	*	*	*	*	*	*	*
MONTE VISTA C-8	MONTE VISTA SENIOR HIGH SCHOOL	30	18	60.00%	78.57%	44.83%	60.00%	30	18
MONTEZUMA-CORTEZ RE-1	MONTEZUMA-CORTEZ HIGH SCHOOL	29	10	34.48%	29.73%	35.56%	55.38%	29	10
MONTEZUMA-CORTEZ RE-1	SOUTHWEST OPEN CHARTER SCHOOL	*	*	*	*	*	*	*	*
MONTROSE COUNTY RE-1J	MONTROSE HIGH SCHOOL	75	27	36.00%	40.74%	46.36%	41.28%	75	27
MONTROSE COUNTY RE-1J	OLATHE HIGH SCHOOL	24	11	45.83%	36.00%	48.39%	47.62%	24	11
MONTROSE COUNTY RE-1J	VISTA CHARTER SCHOOL	*	*	*	*	*	*	*	*
MOUNTAIN BOCES	YAMPAH MOUNTAIN SCHOOL	*	*	*	*	*	*	*	*
MOUNTAIN VALLEY RE 1	MOUNTAIN VALLEY SENIOR HIGH SCHOOL	*	*	*	*	*	*	*	*
NORTH CONEJOS RE-1J	CENTAURI HIGH SCHOOL	31	14	45.16%	45.16%	55.17%	53.85%	31	14
NORTH PARK R-1	NORTH PARK JUNIOR-SENIOR HIGH SCHOOL	*	*	*	*	*	*	*	*
NORWOOD R-2J	NORWOOD HIGH SCHOOL	*	*	*	*	*	*	*	*
OTIS R-3	OTIS JUNIOR-SENIOR HIGH SCHOOL	*	*	*	*	*	*	*	*
OURAY R-1	OURAY SENIOR HIGH SCHOOL	*	*	*	*	*	*	*	*
PARK COUNTY RE-2	SOUTH PARK HIGH SCHOOL	*	*	*	*	*	*	*	*
PEYTON 23 JT	PEYTON HIGH SCHOOL	*	*	*	*	*	*	*	*
PLAINVIEW RE-2	PLAINVIEW JUNIOR-SENIOR HIGH SCHOOL	*	*	*	*	*	*	*	*
PLATEAU RE-5	PEETZ JUNIOR-SENIOR HIGH SCHOOL	*	*	*	*	*	*	*	*
PLATEAU VALLEY 50	GRAND MESA HIGH SCHOOL	*	*	*	*	*	*	*	*

**TABLE 9: REMEDIATION BY HIGH SCHOOL NAME AND DISTRICT**

DISTRICT NAME	HIGH SCHOOL NAME	COHORT 2014	REMEDIAL	CLASS 2014 PERCENT REMEDIAL	CLASS 2013 PERCENT REMEDIAL	CLASS 2012 PERCENT REMEDIAL	ON TIME	ON TIME REMEDIAL	ON TIME PERCENT REMEDIAL
PLATEAU VALLEY 50	PLATEAU VALLEY HIGH SCHOOL	*	*	*	*	*	*	*	*
PLATTE CANYON 1	PLATTE CANYON HIGH SCHOOL	25	7	28.00%	25.00%	30.77%	34.92%	23	7
PLATTE VALLEY RE-7	PLATTE VALLEY HIGH SCHOOL	23	10	43.48%	25.81%	51.02%	66.67%	21	10
POUDRE R-1	CENTENNIAL HIGH SCHOOL	*	*	*	*	*	*	*	*
POUDRE R-1	FORT COLLINS HIGH SCHOOL	157	38	24.20%	20.25%	25.13%	33.71%	152	36
POUDRE R-1	FOSSIL RIDGE HIGH SCHOOL	235	38	16.17%	22.27%	30.30%	29.22%	231	37
POUDRE R-1	LIBERTY COMMON CHARTER SCHOOL	*	*	*	*	*	*	*	*
POUDRE R-1	POLARIS EXPEDITIONARY LEARNING SCHOOL	*	*	*	*	*	*	*	*
POUDRE R-1	POUDRE HIGH SCHOOL	147	38	25.85%	26.42%	28.48%	19.35%	140	35
POUDRE R-1	POUDRE TRANSITION CENTER	*	*	*	*	*	*	*	*
POUDRE R-1	PSD ONLINE ACADEMY	*	*	*	*	*	*	*	*
POUDRE R-1	RIDGEVIEW CLASSICAL CHARTER SCHOOLS	19	4	21.05%	16.67%	20.00%	12.00%	19	4
POUDRE R-1	ROCKY MOUNTAIN HIGH SCHOOL	203	47	23.15%	23.96%	27.97%	31.99%	197	44
PRAIRIE RE-11	PRAIRIE JUNIOR-SENIOR HIGH SCHOOL	*	*	*	*	*	*	*	*
PRIMERO REORGANIZED 2	PRIMERO JUNIOR-SENIOR HIGH SCHOOL	*	*	*	*	*	*	*	*
PUEBLO CITY 60	CENTENNIAL HIGH SCHOOL	102	51	50.00%	49.63%	47.06%	44.44%	97	48
PUEBLO CITY 60	CENTRAL HIGH SCHOOL	69	43	62.32%	65.85%	73.68%	68.70%	64	40
PUEBLO CITY 60	CESAR CHAVEZ ACADEMY	20	14	70.00%	67.57%	-	-	20	14
PUEBLO CITY 60	EAST HIGH SCHOOL	77	47	61.04%	60.24%	65.75%	61.11%	74	45

**TABLE 9: REMEDIATION BY HIGH SCHOOL NAME AND DISTRICT**

DISTRICT NAME	HIGH SCHOOL NAME	COHORT 2014	REMEDIAL	CLASS 2014 PERCENT REMEDIAL	CLASS 2013 PERCENT REMEDIAL	CLASS 2012 PERCENT REMEDIAL	ON TIME	ON TIME REMEDIAL	ON TIME PERCENT REMEDIAL
PUEBLO CITY 60	SOUTH HIGH SCHOOL	131	62	47.33%	42.14%	54.40%	52.00%	123	60
PUEBLO COUNTY 70	70 ONLINE	*	*	*	*	*	*	*	*
PUEBLO COUNTY 70	PUEBLO COUNTY HIGH SCHOOL	81	39	48.15%	52.43%	56.96%	50.96%	81	39
PUEBLO COUNTY 70	PUEBLO WEST HIGH SCHOOL	122	40	32.79%	44.79%	58.18%	51.85%	121	40
PUEBLO COUNTY 70	RYE HIGH SCHOOL	22	14	63.64%	45.45%	26.32%	75.86%	22	14
PUEBLO COUNTY 70	SOUTHERN COLORADO EARLY COLLEGE	18	3	16.67%	7.69%	12.90%	20.00%	17	3
RANGELY RE-4	RANGELY HIGH SCHOOL	*	*	*	*	*	*	*	*
REVERE SCHOOL DISTRICT	REVERE JUNIOR-SENIOR HIGH SCHOOL	*	*	*	*	*	*	*	*
RIDGWAY R-2	RIDGWAY HIGH SCHOOL	*	*	*	*	*	*	*	*
ROARING FORK RE-1	BASALT HIGH SCHOOL	24	8	33.33%	42.86%	30.23%	30.23%	24	8
ROARING FORK RE-1	BRIDGES	*	*	*	*	*	*	*	*
ROARING FORK RE-1	GLENWOOD SPRINGS HIGH SCHOOL	51	14	27.45%	24.05%	27.14%	37.10%	49	13
ROARING FORK RE-1	ROARING FORK HIGH SCHOOL	27	12	44.44%	58.33%	66.67%	42.86%	26	12
ROCKY FORD R-2	ROCKY FORD HIGH SCHOOL	25	15	60.00%	33.33%	52.00%	25.93%	25	15
SALIDA R-32	HORIZONS EXPLORATORY ACADEMY	*	*	*	*	*	*	*	*
SALIDA R-32	SALIDA HIGH SCHOOL	24	5	20.83%	22.22%	35.00%	41.86%	24	5
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	*	*	*	*	*	*	*	*

**TABLE 9: REMEDIATION BY HIGH SCHOOL NAME AND DISTRICT**

DISTRICT NAME	HIGH SCHOOL NAME	COHORT 2014	REMEDIAL	CLASS 2014 PERCENT REMEDIAL	CLASS 2013 PERCENT REMEDIAL	CLASS 2012 PERCENT REMEDIAL	ON TIME	ON TIME REMEDIAL	ON TIME PERCENT REMEDIAL
SCHOOL DISTRICT 27J	BRIGHTON HERITAGE ACADEMY	*	*	*	*	*	*	*	*
SCHOOL DISTRICT 27J	BRIGHTON HIGH SCHOOL	169	82	48.52%	39.85%	38.30%	54.48%	169	82
SCHOOL DISTRICT 27J	EAGLE RIDGE ACADEMY	17	5	29.41%	50.00%	42.86%	45.83%	16	5
SCHOOL DISTRICT 27J	PRAIRIE VIEW	135	80	59.26%	46.32%	47.01%	54.89%	130	78
SHERIDAN 2	SHERIDAN HIGH SCHOOL	47	21	44.68%	47.37%	42.11%	53.57%	25	14
SHERIDAN 2	SOAR ACADEMY	*	*	*	*	*	*	*	*
SIERRA GRANDE R-30	SIERRA GRANDE SENIOR HIGH SCHOOL	17	8	47.06%	62.50%	66.67%	44.44%	17	8
SILVERTON 1	SILVERTON 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	ERIE HIGH SCHOOL	82	23	28.05%	27.06%	29.87%	37.08%	82	23
ST VRAIN VALLEY RE 1J	FREDERICK SENIOR HIGH SCHOOL	63	30	47.62%	40.85%	56.94%	54.43%	61	29
ST VRAIN VALLEY RE 1J	LONGMONT HIGH SCHOOL	110	33	30.00%	29.63%	31.68%	33.98%	108	32
ST VRAIN VALLEY RE 1J	LYONS MIDDLE/SENIOR HIGH SCHOOL	27	7	25.93%	20.69%	25.00%	16.67%	27	7
ST VRAIN VALLEY RE 1J	MEAD HIGH SCHOOL	63	20	31.75%	34.33%	30.23%	-	61	18
ST VRAIN VALLEY RE 1J	NIWOT HIGH SCHOOL	121	18	14.88%	22.00%	13.89%	24.36%	120	18
ST VRAIN VALLEY RE 1J	OLDE COLUMBINE HIGH SCHOOL	*	*	*	*	*	*	*	*
ST VRAIN VALLEY RE 1J	SILVER CREEK SCHOOL	104	29	27.88%	26.67%	34.85%	26.14%	102	28
ST VRAIN VALLEY RE 1J	SKYLINE HIGH SCHOOL	94	40	42.55%	33.94%	44.44%	47.45%	93	40

TABLE 9: REMEDIATION BY HIGH SCHOOL NAME AND DISTRICT									
DISTRICT NAME	HIGH SCHOOL NAME	COHORT 2014	REMEDIAL	CLASS 2014 PERCENT REMEDIAL	CLASS 2013 PERCENT REMEDIAL	CLASS 2012 PERCENT REMEDIAL	ON TIME	ON TIME REMEDIAL	ON TIME PERCENT REMEDIAL
ST VRAIN VALLEY RE 1J	ST. VRAIN GLOBAL ONLINE ACADEMY	*	*	*	*	*	*	*	*
ST VRAIN VALLEY RE 1J	TWIN PEAKS CHARTER ACADEMY	*	*	*	*	*	*	*	*
STEAMBOAT SPRINGS RE-2	STEAMBOAT SPRINGS HIGH SCHOOL	48	10	20.83%	32.76%	21.31%	31.33%	48	10
STEAMBOAT SPRINGS RE-2	YAMPA VALLEY SCHOOL	*	*	*	*	*	*	*	*
STRASBURG 31J	STRASBURG HIGH SCHOOL	25	4	16.00%	19.05%	12.82%	16.13%	21	4
STRATTON R-4	STRATTON SENIOR HIGH SCHOOL	*	*	*	*	*	*	*	*
SUMMIT RE-1	SUMMIT ALTERNATIVE HIGH SCHOOL	*	*	*	*	*	*	*	*
SUMMIT RE-1	SUMMIT HIGH SCHOOL	71	11	15.49%	18.92%	22.22%	23.71%	70	11
SWINK 33	SWINK JUNIOR-SENIOR HIGH SCHOOL	19	7	36.84%	29.41%	31.58%	45.00%	19	7
TELLURIDE R-1	TELLURIDE HIGH SCHOOL	22	2	9.09%	7.14%	37.50%	14.29%	21	2
THOMPSON R2-J	BERTHOUD HIGH SCHOOL	81	21	25.93%	33.93%	28.57%	32.18%	78	21
THOMPSON R2-J	HAROLD FERGUSON HIGH SCHOOL	*	*	*	*	*	*	*	*
THOMPSON R2-J	LOVELAND HIGH SCHOOL	127	45	35.43%	26.28%	39.46%	32.95%	119	42
THOMPSON R2-J	MOUNTAIN VIEW HIGH SCHOOL	91	39	42.86%	43.68%	54.46%	46.36%	86	38
THOMPSON R2-J	THOMPSON ONLINE	*	*	*	*	*	*	*	*
THOMPSON R2-J	THOMPSON VALLEY HIGH SCHOOL	104	18	17.31%	26.89%	33.77%	33.85%	99	17
TRINIDAD 1	TRINIDAD HIGH SCHOOL	36	25	69.44%	52.50%	60.61%	46.67%	36	25
VALLEY RE-1	CALICHE JUNIOR-SENIOR HIGH SCHOOL	15	1	6.67%	30.00%	25.00%	40.00%	15	1
VALLEY RE-1	STERLING HIGH SCHOOL	44	8	18.18%	25.37%	24.19%	33.80%	44	8
VILAS RE-5	VILAS UNDIVIDED HIGH SCHOOL	*	*	*	*	*	*	*	*

**TABLE 9: REMEDIATION BY HIGH SCHOOL NAME AND DISTRICT**

DISTRICT NAME	HIGH SCHOOL NAME	COHORT 2014	REMEDIAL	CLASS 2014 PERCENT REMEDIAL	CLASS 2013 PERCENT REMEDIAL	CLASS 2012 PERCENT REMEDIAL	ON TIME	ON TIME REMEDIAL	ON TIME PERCENT REMEDIAL
WALSH RE-1	WALSH HIGH SCHOOL	*	*	*	*	*	*	*	*
WELD COUNTY RE-1	VALLEY HIGH SCHOOL	45	31	68.89%	25.00%	46.00%	61.29%	44	31
WELD COUNTY S/D RE-8	FORT LUPTON HIGH SCHOOL	41	24	58.54%	48.72%	81.25%	68.42%	39	23
WELD COUNTY SCHOOL DISTRICT RE-3J	WELD CENTRAL SENIOR HIGH SCHOOL	51	23	45.10%	-	-	-	49	23
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	136	89	65.44%	52.34%	55.36%	59.09%	129	85
WIDEFIELD 3	DISCOVERY HIGH SCHOOL	*	*	*	*	*	*	*	*
WIDEFIELD 3	MESA RIDGE HIGH SCHOOL	73	29	39.73%	42.47%	51.25%	52.54%	72	29
WIDEFIELD 3	WIDEFIELD HIGH SCHOOL	80	40	50.00%	47.62%	45.71%	57.26%	79	40
WIGGINS RE-50(J)	WIGGINS JUNIOR-SENIOR HIGH SCHOOL	*	*	*	*	*	*	*	*
WILEY RE-13 JT	WILEY JUNIOR-SENIOR HIGH SCHOOL	*	*	*	*	*	*	*	*
WINDSOR RE-4	WINDSOR HIGH SCHOOL	99	31	31.31%	30.00%	37.88%	44.96%	98	31
WOODLAND PARK RE-2	WOODLAND PARK HIGH SCHOOL	54	20	37.04%	34.78%	27.14%	34.83%	53	19
WOODLIN R-104	WOODLIN UNDIVIDED HIGH SCHOOL	*	*	*	*	*	*	*	*
WRAY RD-2	WRAY HIGH SCHOOL	*	*	*	*	*	*	*	*
YUMA 1	YUMA HIGH SCHOOL	22	7	31.82%	33.33%	28.57%	10.53%	22	7

**TABLE 10: REMEDIAL RATES BY HIGH SCHOOL AND SUBJECT**

DISTRICT NAME	HIGH SCHOOL NAME	COHORT	ASSESSED		ASSESSED OR COURSE OR SAI		ASSESSED			ASSESSED OR COURSE OR SAI		
			COUNT	PERCENT	COUNT	PERCENT	MATH	READING	WRITING	MATH	READING	WRITING
ACADEMY 20	ACADEMY ONLINE HIGH SCHOOL	*	*	*	*	*	*	*	*	*	*	*
ACADEMY 20	AIR ACADEMY HIGH SCHOOL	131	25	19.08%	31	23.66%	18	11	14	22	11	15
ACADEMY 20	ASPEN VALLEY HIGH SCHOOL	*	*	*	*	*	*	*	*	*	*	*
ACADEMY 20	DISCOVERY CANYON CAMPUS SCHOOL	94	18	19.15%	22	23.40%	16	6	11	19	6	12
ACADEMY 20	LIBERTY HIGH SCHOOL	139	27	19.42%	38	27.34%	22	6	11	29	6	14
ACADEMY 20	PINE CREEK HIGH SCHOOL	145	26	17.93%	31	21.38%	26	7	12	29	7	12
ACADEMY 20	RAMPART HIGH SCHOOL	140	22	15.71%	29	20.71%	16	9	13	20	9	14
ACADEMY 20	TCA COLLEGE PATHWAYS	21	0	0.00%	1	4.76%	0	0	0	1	0	0
ACADEMY 20	THE CLASSICAL ACADEMY HIGH SCHOOL	46	7	15.22%	7	15.22%	7	2	3	7	2	3
ADAMS 12 FIVE STAR SCHOOLS	ACADEMY OF CHARTER SCHOOLS	41	11	26.83%	18	43.90%	9	3	7	15	3	9
ADAMS 12 FIVE STAR SCHOOLS	COLORADO VIRTUAL ACADEMY (COVA)	34	12	35.29%	16	47.06%	10	2	5	15	2	5
ADAMS 12 FIVE STAR SCHOOLS	HORIZON HIGH SCHOOL	171	56	32.75%	72	42.11%	35	17	38	50	17	40
ADAMS 12 FIVE STAR SCHOOLS	LEGACY HIGH SCHOOL	239	48	20.08%	58	24.27%	39	11	26	44	12	26
ADAMS 12 FIVE STAR SCHOOLS	MOUNTAIN RANGE HIGH SCHOOL	191	62	32.46%	73	38.22%	47	21	30	50	21	30
ADAMS 12 FIVE STAR SCHOOLS	NORTHGLENN HIGH SCHOOL	109	53	48.62%	60	55.05%	47	18	32	53	18	34
ADAMS 12 FIVE STAR SCHOOLS	PATHWAYS FUTURE CENTER	*	*	*	*	*	*	*	*	*	*	*
ADAMS 12 FIVE STAR SCHOOLS	THORNTON HIGH SCHOOL	139	51	36.69%	58	41.73%	39	28	36	47	28	39
ADAMS 12 FIVE STAR SCHOOLS	VANTAGE POINT	12	9	75.00%	12	100.00%	8	3	8	10	3	10
ADAMS COUNTY 14	ADAMS CITY HIGH SCHOOL	78	43	55.13%	50	64.10%	38	19	27	44	19	29
ADAMS COUNTY 14	LESTER R ARNOLD HIGH SCHOOL	*	*	*	*	*	*	*	*	*	*	*
ADAMS-ARAPAHOE 28J	APS ONLINE SCHOOL	*	*	*	*	*	*	*	*	*	*	*
ADAMS-ARAPAHOE 28J	AURORA CENTRAL HIGH SCHOOL	101	52	51.49%	64	63.37%	48	36	40	61	36	47
ADAMS-ARAPAHOE 28J	GATEWAY HIGH SCHOOL	87	34	39.08%	45	51.72%	29	18	23	38	18	26

TABLE 10: REMEDIAL RATES BY HIGH SCHOOL AND SUBJECT												
DISTRICT NAME	HIGH SCHOOL NAME	COHORT	ASSESSED		ASSESSED OR COURSE OR SAI		ASSESSED			ASSESSED OR COURSE OR SAI		
			COUNT	PERCENT	COUNT	PERCENT	MATH	READING	WRITING	MATH	READING	WRITING
ADAMS-ARAPAHOE 28J	HINKLEY HIGH SCHOOL	144	48	33.33%	73	50.69%	33	28	31	49	28	35
ADAMS-ARAPAHOE 28J	LOTUS SCHOOL FOR EXCELLENCE	*	*	*	*	*	*	*	*	*	*	*
ADAMS-ARAPAHOE 28J	NEW AMERICA SCHOOL	*	*	*	*	*	*	*	*	*	*	*
ADAMS-ARAPAHOE 28J	RANGEVIEW HIGH SCHOOL	208	58	27.88%	80	38.46%	50	28	31	67	28	37
ADAMS-ARAPAHOE 28J	VISTA PEAK 9-12 PREPARATORY	44	25	56.82%	27	61.36%	21	13	22	23	13	23
ADAMS-ARAPAHOE 28J	WEST MIDDLE SCHOOL	*	*	*	*	*	*	*	*	*	*	*
ADAMS-ARAPAHOE 28J	WILLIAM SMITH HIGH SCHOOL	23	10	43.48%	14	60.87%	9	5	6	12	5	6
AGUILAR REORGANIZED 6	AGUILAR JUNIOR-SENIOR HIGH SCHOOL	*	*	*	*	*	*	*	*	*	*	*
AKRON R-1	AKRON HIGH SCHOOL	*	*	*	*	*	*	*	*	*	*	*
ALAMOSA RE-11J	ALAMOSA HIGH SCHOOL	56	22	39.29%	25	44.64%	20	3	12	23	4	13
ALAMOSA RE-11J	ALAMOSA OMBUDSMAN SCHOOL OF EXCELLENCE	*	*	*	*	*	*	*	*	*	*	*
ARCHULETA COUNTY 50 JT	PAGOSA SPRINGS HIGH SCHOOL	23	7	30.43%	7	30.43%	6	4	3	6	4	4
ARICKAREE R-2	ARICKAREE UNDIVIDED HIGH SCHOOL	*	*	*	*	*	*	*	*	*	*	*
ARRIBA-FLAGLER C-20	FLAGLER SENIOR HIGH SCHOOL	*	*	*	*	*	*	*	*	*	*	*
ASPEN 1	ASPEN HIGH SCHOOL	30	2	6.67%	3	10.00%	2	0	2	3	0	2
AULT-HIGHLAND RE-9	HIGHLAND HIGH SCHOOL	21	12	57.14%	13	61.90%	8	10	10	10	10	12
BAYFIELD 10 JT-R	BAYFIELD HIGH SCHOOL	*	*	*	*	*	*	*	*	*	*	*
BENNETT 29J	BENNETT HIGH SCHOOL	27	5	18.52%	5	18.52%	4	1	2	4	1	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	176	19	10.80%	27	15.34%	16	6	11	22	6	15
BOULDER VALLEY RE 2	BOULDER PREP CHARTER HIGH SCHOOL	*	*	*	*	*	*	*	*	*	*	*
BOULDER VALLEY RE 2	BOULDER UNIVERSAL	*	*	*	*	*	*	*	*	*	*	*
BOULDER VALLEY RE 2	BROOMFIELD HIGH SCHOOL	168	46	27.38%	53	31.55%	38	10	23	41	10	25
BOULDER VALLEY RE 2	CENTAURUS HIGH SCHOOL	95	26	27.37%	28	29.47%	22	5	12	24	5	13
BOULDER VALLEY RE 2	FAIRVIEW HIGH SCHOOL	187	15	8.02%	19	10.16%	13	2	7	14	2	9
BOULDER VALLEY RE 2	JUSTICE HIGH CHARTER SCHOOL	*	*	*	*	*	*	*	*	*	*	*

TABLE 10: REMEDIAL RATES BY HIGH SCHOOL AND SUBJECT												
DISTRICT NAME	HIGH SCHOOL NAME	COHORT	ASSESSED		ASSESSED OR COURSE OR SAI		ASSESSED			ASSESSED OR COURSE OR SAI		
			COUNT	PERCENT	COUNT	PERCENT	MATH	READING	WRITING	MATH	READING	WRITING
BOULDER VALLEY RE 2	MONARCH HIGH SCHOOL	186	23	12.37%	28	15.05%	19	6	11	24	6	11
BOULDER VALLEY RE 2	NEDERLAND MIDDLE-SENIOR HIGH SCHOOL	18	1	5.56%	3	16.67%	0	1	1	2	1	1
BOULDER VALLEY RE 2	NEW VISTA HIGH SCHOOL	*	*	*	*	*	*	*	*	*	*	*
BOULDER VALLEY RE 2	PEAK TO PEAK CHARTER SCHOOL	47	9	19.15%	13	27.66%	8	1	3	11	1	3
BRANSON REORGANIZED 82	BRANSON ALTERNATIVE SCHOOL	*	*	*	*	*	*	*	*	*	*	*
BRANSON REORGANIZED 82	BRANSON UNDIVIDED HIGH SCHOOL	*	*	*	*	*	*	*	*	*	*	*
BRIGGSDALE RE-10	BRIGGSDALE UNDIVIDED HIGH SCHOOL	*	*	*	*	*	*	*	*	*	*	*
BRUSH RE-2(J)	BRUSH HIGH SCHOOL	34	4	11.76%	5	14.71%	2	3	3	3	3	3
BUENA VISTA R-31	BUENA VISTA HIGH SCHOOL	21	6	28.57%	6	28.57%	5	1	2	5	1	2
BUFFALO RE-4J	MERINO JUNIOR SENIOR HIGH SCHOOL	*	*	*	*	*	*	*	*	*	*	*
BURLINGTON RE-6J	BURLINGTON HIGH SCHOOL	*	*	*	*	*	*	*	*	*	*	*
BYERS 32J	BYERS JUNIOR-SENIOR HIGH SCHOOL	*	*	*	*	*	*	*	*	*	*	*
CALHAN RJ-1	CALHAN HIGH SCHOOL	*	*	*	*	*	*	*	*	*	*	*
CANON CITY RE-1	CANON CITY HIGH SCHOOL	79	27	34.18%	43	54.43%	25	8	14	37	8	17
CANON CITY RE-1	CANON ONLINE ACADEMY	*	*	*	*	*	*	*	*	*	*	*
CENTENNIAL BOCES	CENTENNIAL BOCES HIGH SCHOOL	*	*	*	*	*	*	*	*	*	*	*
CENTENNIAL R-1	CENTENNIAL HIGH SCHOOL	*	*	*	*	*	*	*	*	*	*	*
CENTER 26 JT	CENTER HIGH SCHOOL	20	12	60.00%	13	65.00%	9	7	8	11	7	8
CENTER 26 JT	THE ACADEMIC RECOVERY CENTER OF SAN LUIS VALLEY	*	*	*	*	*	*	*	*	*	*	*
CHARTER SCHOOL INSTITUTE	21ST CENTURY CHARTER SCHOOL	*	*	*	*	*	*	*	*	*	*	*
CHARTER SCHOOL INSTITUTE	ANIMAS HIGH SCHOOL	*	*	*	*	*	*	*	*	*	*	*
CHARTER SCHOOL INSTITUTE	CAPROCK ACADEMY	*	*	*	*	*	*	*	*	*	*	*
CHARTER SCHOOL INSTITUTE	COLORADO PROVOST ACADEMY	*	*	*	*	*	*	*	*	*	*	*
CHARTER SCHOOL INSTITUTE	COLORADO SPRINGS EARLY COLLEGES	49	2	4.08%	4	8.16%	2	0	0	3	0	1
CHARTER SCHOOL INSTITUTE	EARLY COLLEGE HIGH SCHOOL AT ARVADA	*	*	*	*	*	*	*	*	*	*	*
CHARTER SCHOOL INSTITUTE	GOAL ACADEMY	*	*	*	*	*	*	*	*	*	*	*
CHARTER SCHOOL INSTITUTE	THE NEW AMERICA SCHOOL	*	*	*	*	*	*	*	*	*	*	*

TABLE 10: REMEDIAL RATES BY HIGH SCHOOL AND SUBJECT												
DISTRICT NAME	HIGH SCHOOL NAME	COHORT	ASSESSED		ASSESSED OR COURSE OR SAI		ASSESSED			ASSESSED OR COURSE OR SAI		
			COUNT	PERCENT	COUNT	PERCENT	MATH	READING	WRITING	MATH	READING	WRITING
CHARTER SCHOOL INSTITUTE	THE PINNACLE CHARTER SCHOOL (HIGH)	49	30	61.22%	33	67.35%	25	11	18	27	11	18
CHARTER SCHOOL INSTITUTE	THOMAS MACLAREN STATE CHARTER SCHOOL	*	*	*	*	*	*	*	*	*	*	*
CHERAW 31	CHERAW HIGH SCHOOL	*	*	*	*	*	*	*	*	*	*	*
CHERRY CREEK 5	CHEROKEE TRAIL HIGH SCHOOL	272	71	26.10%	83	30.51%	61	25	40	69	25	42
CHERRY CREEK 5	CHERRY CREEK HIGH SCHOOL	323	47	14.55%	60	18.58%	37	19	21	41	19	25
CHERRY CREEK 5	EAGLECREST HIGH SCHOOL	230	68	29.57%	82	35.65%	52	25	35	62	26	37
CHERRY CREEK 5	GRANDVIEW HIGH SCHOOL	253	43	17.00%	55	21.74%	36	16	19	44	16	20
CHERRY CREEK 5	OVERLAND HIGH SCHOOL	219	97	44.29%	109	49.77%	73	40	66	83	41	68
CHERRY CREEK 5	SMOKY HILL HIGH SCHOOL	198	57	28.79%	68	34.34%	48	17	32	53	17	36
CHEYENNE COUNTY RE-5	CHEYENNE WELLS HIGH SCHOOL	*	*	*	*	*	*	*	*	*	*	*
CHEYENNE MOUNTAIN 12	CHEYENNE MOUNTAIN HIGH SCHOOL	126	14	11.11%	17	13.49%	14	5	5	17	5	7
CHEYENNE MOUNTAIN 12	THE VANGUARD SCHOOL (HIGH)	17	2	11.76%	2	11.76%	2	0	0	2	0	0
CLEAR CREEK RE-1	CLEAR CREEK HIGH SCHOOL	*	*	*	*	*	*	*	*	*	*	*
Colorado School for the Deaf and Blind	COLORADO SCHOOL FOR THE DEAF AND BLIND	*	*	*	*	*	*	*	*	*	*	*
COLORADO SPRINGS 11	ACHIEVEK12	*	*	*	*	*	*	*	*	*	*	*
COLORADO SPRINGS 11	BIJOU SCHOOL	*	*	*	*	*	*	*	*	*	*	*
COLORADO SPRINGS 11	CIVA CHARTER SCHOOL	*	*	*	*	*	*	*	*	*	*	*
COLORADO SPRINGS 11	COMMUNITY PREP CHARTER SCHOOL	*	*	*	*	*	*	*	*	*	*	*
COLORADO SPRINGS 11	CORONADO HIGH SCHOOL	96	21	21.88%	26	27.08%	19	10	11	23	10	11
COLORADO SPRINGS 11	DOHERTY HIGH SCHOOL	164	41	25.00%	45	27.44%	35	18	28	39	18	29
COLORADO SPRINGS 11	EARLY COLLEGES HIGH SCHOOL	*	*	*	*	*	*	*	*	*	*	*
COLORADO SPRINGS 11	LIFE SKILLS CENTER OF COLORADO SPRINGS	*	*	*	*	*	*	*	*	*	*	*
COLORADO SPRINGS 11	MITCHELL HIGH SCHOOL	68	32	47.06%	33	48.53%	27	16	22	27	16	23
COLORADO SPRINGS 11	NIKOLA TESLA EDUCATION OPPORTUNITY CENTER	*	*	*	*	*	*	*	*	*	*	*
COLORADO SPRINGS 11	PALMER HIGH SCHOOL	141	40	28.37%	49	34.75%	32	13	19	40	13	20
COTOPAXI RE-3	COTOPAXI JUNIOR-SENIOR HIGH SCHOOL	*	*	*	*	*	*	*	*	*	*	*
CREEDE SCHOOL DISTRICT	CREEDE JUNIOR-SENIOR HIGH SCHOOL	*	*	*	*	*	*	*	*	*	*	*
CRIPPLE CREEK-VICTOR RE-1	CRIPPLE CREEK-VICTOR JUNIOR-SENIOR HIGH SCHOOL	*	*	*	*	*	*	*	*	*	*	*

TABLE 10: REMEDIAL RATES BY HIGH SCHOOL AND SUBJECT												
DISTRICT NAME	HIGH SCHOOL NAME	COHORT	ASSESSED		ASSESSED OR COURSE OR SAI		ASSESSED			ASSESSED OR COURSE OR SAI		
			COUNT	PERCENT	COUNT	PERCENT	MATH	READING	WRITING	MATH	READING	WRITING
CROWLEY COUNTY RE-1-J	CROWLEY COUNTY HIGH SCHOOL	*	*	*	*	*	*	*	*	*	*	*
CUSTER COUNTY SCHOOL DISTRICT C-1	CUSTER COUNTY HIGH SCHOOL	*	*	*	*	*	*	*	*	*	*	*
DEER TRAIL 26J	DEER TRAIL JUNIOR-SENIOR HIGH SCHOOL	*	*	*	*	*	*	*	*	*	*	*
DEL NORTE C-7	DEL NORTE HIGH SCHOOL	*	*	*	*	*	*	*	*	*	*	*
DELTA COUNTY 50(J)	CEDAREdge HIGH SCHOOL	24	9	37.50%	9	37.50%	8	1	2	8	1	2
DELTA COUNTY 50(J)	DELTA COUNTY RECOVERY SCHOOL	*	*	*	*	*	*	*	*	*	*	*
DELTA COUNTY 50(J)	DELTA HIGH SCHOOL	48	19	39.58%	20	41.67%	17	9	13	17	9	14
DELTA COUNTY 50(J)	DELTA VISION SCHOOL	*	*	*	*	*	*	*	*	*	*	*
DELTA COUNTY 50(J)	HOTCHKISS HIGH SCHOOL	18	4	22.22%	4	22.22%	2	2	3	2	2	3
DELTA COUNTY 50(J)	PAONIA HIGH SCHOOL	*	*	*	*	*	*	*	*	*	*	*
DENVER COUNTY 1	[PREP] PREP ASSESSMENT CENTER	*	*	*	*	*	*	*	*	*	*	*
DENVER COUNTY 1	ABRAHAM LINCOLN HIGH SCHOOL	83	30	36.14%	48	57.83%	23	19	20	35	19	26
DENVER COUNTY 1	ACADEMY OF URBAN LEARNING	*	*	*	*	*	*	*	*	*	*	*
DENVER COUNTY 1	BRUCE RANDOLPH SCHOOL	20	9	45.00%	15	75.00%	7	5	6	13	5	8
DENVER COUNTY 1	COLORADO HIGH SCHOOL	*	*	*	*	*	*	*	*	*	*	*
DENVER COUNTY 1	COMPASSION ROAD ACADEMY	*	*	*	*	*	*	*	*	*	*	*
DENVER COUNTY 1	CONTEMPORARY LEARNING ACADEMY HIGH SCHOOL	*	*	*	*	*	*	*	*	*	*	*
DENVER COUNTY 1	DENVER CENTER FOR INTERNATIONAL STUDIES	32	16	50.00%	17	53.13%	15	6	5	16	6	5
DENVER COUNTY 1	DENVER SCHOOL OF SCIENCE AND TECHNOLOGY	41	4	9.76%	6	14.63%	2	1	2	2	1	2
DENVER COUNTY 1	DENVER SCHOOL OF THE ARTS	46	9	19.57%	9	19.57%	9	1	2	9	1	2
DENVER COUNTY 1	EAST HIGH SCHOOL	204	74	36.27%	81	39.71%	69	21	43	73	21	44
DENVER COUNTY 1	EMILY GRIFFITH OPPORTUNITY SCHOOL	23	9	39.13%	14	60.87%	9	4	5	13	4	6
DENVER COUNTY 1	ESCUELA TLATELOLCO CHARTER SCHOOL	*	*	*	*	*	*	*	*	*	*	*
DENVER COUNTY 1	EXCEL ACADEMY	*	*	*	*	*	*	*	*	*	*	*
DENVER COUNTY 1	FLORENCE CRITTENTON HIGH SCHOOL	*	*	*	*	*	*	*	*	*	*	*
DENVER COUNTY 1	FRED N THOMAS CAREER EDUCATION CENTER	52	7	13.46%	14	26.92%	6	4	2	12	4	2
DENVER COUNTY 1	GEORGE WASHINGTON HIGH SCHOOL	133	42	31.58%	49	36.84%	35	19	24	38	20	26

TABLE 10: REMEDIAL RATES BY HIGH SCHOOL AND SUBJECT												
DISTRICT NAME	HIGH SCHOOL NAME	COHORT	ASSESSED		ASSESSED OR COURSE OR SAI		ASSESSED			ASSESSED OR COURSE OR SAI		
			COUNT	PERCENT	COUNT	PERCENT	MATH	READING	WRITING	MATH	READING	WRITING
DENVER COUNTY 1	JOHN F KENNEDY HIGH SCHOOL	83	38	45.78%	44	53.01%	30	19	25	35	19	26
DENVER COUNTY 1	JUSTICE HIGH SCHOOL DENVER	*	*	*	*	*	*	*	*	*	*	*
DENVER COUNTY 1	KIPP DENVER COLLEGIATE HIGH SCHOOL	30	21	70.00%	21	70.00%	12	11	10	13	11	10
DENVER COUNTY 1	MANUAL HIGH SCHOOL	21	11	52.38%	16	76.19%	9	7	7	12	7	8
DENVER COUNTY 1	MARTIN LUTHER KING MIDDLE COLLEGE	61	24	39.34%	30	49.18%	18	11	18	24	11	19
DENVER COUNTY 1	MONTBELLO HIGH SCHOOL	52	31	59.62%	36	69.23%	27	10	15	31	10	17
DENVER COUNTY 1	NORTH HIGH SCHOOL	58	23	39.66%	33	56.90%	21	7	7	29	7	9
DENVER COUNTY 1	NORTH HIGH SCHOOL ENGAGEMENT CENTER	*	*	*	*	*	*	*	*	*	*	*
DENVER COUNTY 1	ONLINE HIGH SCHOOL	20	11	55.00%	14	70.00%	11	2	3	13	2	4
DENVER COUNTY 1	P.U.S.H. ACADEMY	*	*	*	*	*	*	*	*	*	*	*
DENVER COUNTY 1	RESPECT ACADEMY AT LINCOLN	*	*	*	*	*	*	*	*	*	*	*
DENVER COUNTY 1	RIDGE VIEW ACADEMY CHARTER SCHOOL	*	*	*	*	*	*	*	*	*	*	*
DENVER COUNTY 1	SOUTH HIGH SCHOOL	97	51	52.58%	67	69.07%	45	26	36	56	26	40
DENVER COUNTY 1	SOUTHWEST EARLY COLLEGE CHARTER SCHOOL	*	*	*	*	*	*	*	*	*	*	*
DENVER COUNTY 1	SUMMIT ACADEMY	*	*	*	*	*	*	*	*	*	*	*
DENVER COUNTY 1	THOMAS JEFFERSON HIGH SCHOOL	99	46	46.46%	60	60.61%	38	18	25	47	18	28
DENVER COUNTY 1	VENTURE PREP	*	*	*	*	*	*	*	*	*	*	*
DENVER COUNTY 1	VISTA ACADEMY	*	*	*	*	*	*	*	*	*	*	*
DENVER COUNTY 1	WEST CAREER ACADEMY	*	*	*	*	*	*	*	*	*	*	*
DENVER COUNTY 1	WEST HIGH SCHOOL	34	13	38.24%	25	73.53%	9	9	10	18	9	17
DOLORES COUNTY RE NO.2	DOLORES COUNTY HIGH SCHOOL	*	*	*	*	*	*	*	*	*	*	*
DOLORES RE-4A	DOLORES HIGH SCHOOL	*	*	*	*	*	*	*	*	*	*	*
DOUGLAS COUNTY RE 1	CASTLE VIEW HIGH SCHOOL	182	46	25.27%	61	33.52%	38	12	20	50	12	20
DOUGLAS COUNTY RE 1	CHAPARRAL HIGH SCHOOL	213	54	25.35%	65	30.52%	44	20	24	49	20	26
DOUGLAS COUNTY RE 1	DANIEL C OAKES HIGH SCHOOL--CASTLE ROCK	*	*	*	*	*	*	*	*	*	*	*
DOUGLAS COUNTY RE 1	DOUGLAS COUNTY HIGH SCHOOL	185	42	22.70%	50	27.03%	34	13	20	39	13	20
DOUGLAS COUNTY RE 1	EAGLE ACADEMY	*	*	*	*	*	*	*	*	*	*	*
DOUGLAS COUNTY RE 1	EDCSD: COLORADO CYBER SCHOOL	*	*	*	*	*	*	*	*	*	*	*

TABLE 10: REMEDIAL RATES BY HIGH SCHOOL AND SUBJECT												
DISTRICT NAME	HIGH SCHOOL NAME	COHORT	ASSESSED		ASSESSED OR COURSE OR SAI		ASSESSED			ASSESSED OR COURSE OR SAI		
			COUNT	PERCENT	COUNT	PERCENT	MATH	READING	WRITING	MATH	READING	WRITING
DOUGLAS COUNTY RE 1	HIGHLANDS RANCH HIGH SCHOOL	194	38	19.59%	46	23.71%	31	12	21	37	12	23
DOUGLAS COUNTY RE 1	HOPE ON-LINE	*	*	*	*	*	*	*	*	*	*	*
DOUGLAS COUNTY RE 1	LEGEND HIGH SCHOOL	230	60	26.09%	76	33.04%	51	24	25	64	24	29
DOUGLAS COUNTY RE 1	MOUNTAIN VISTA HIGH SCHOOL	275	37	13.45%	51	18.55%	25	13	19	35	13	20
DOUGLAS COUNTY RE 1	PONDEROSA HIGH SCHOOL	141	26	18.44%	32	22.70%	19	9	13	23	9	15
DOUGLAS COUNTY RE 1	ROCK CANYON HIGH SCHOOL	256	38	14.84%	41	16.02%	31	15	16	32	15	16
DOUGLAS COUNTY RE 1	STEM MIDDLE & HIGH SCHOOL	*	*	*	*	*	*	*	*	*	*	*
DOUGLAS COUNTY RE 1	THUNDERRIDGE HIGH SCHOOL	220	45	20.45%	53	24.09%	39	12	22	45	12	23
DURANGO 9-R	DURANGO BIG PICTURE HIGH SCHOOL	*	*	*	*	*	*	*	*	*	*	*
DURANGO 9-R	DURANGO HIGH SCHOOL	102	23	22.55%	25	24.51%	22	5	9	24	5	9
EADS RE-1	EADS HIGH SCHOOL	*	*	*	*	*	*	*	*	*	*	*
EAGLE COUNTY RE 50	BATTLE MOUNTAIN HIGH SCHOOL	48	11	22.92%	14	29.17%	10	3	4	13	3	5
EAGLE COUNTY RE 50	EAGLE VALLEY HIGH SCHOOL	51	8	15.69%	13	25.49%	5	5	6	8	5	8
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	22	3	13.64%	3	13.64%	0	2	3	0	2	3
EAST OTERO R-1	LA JUNTA JR/SR HIGH SCHOOL	37	5	13.51%	16	43.24%	4	4	3	13	4	4
EATON RE-2	EATON HIGH SCHOOL	46	12	26.09%	15	32.61%	11	2	4	15	2	5
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	83	13	15.66%	15	18.07%	9	4	9	10	4	9
ELLICOTT 22	ELLICOTT SENIOR HIGH SCHOOL	*	*	*	*	*	*	*	*	*	*	*
ENGLEWOOD 1	COLORADO'S FINEST ALTERNATIVE HIGH SCHOOL	*	*	*	*	*	*	*	*	*	*	*
ENGLEWOOD 1	ENGLEWOOD HIGH SCHOOL	39	17	43.59%	23	58.97%	15	9	13	19	9	15
ESTES PARK R-3	ESTES PARK HIGH SCHOOL	34	4	11.76%	5	14.71%	3	1	0	4	1	1
EXPEDITIONARY BOCES	EXPEDITIONARY LEARNING SCHOOL	*	*	*	*	*	*	*	*	*	*	*
FALCON 49	FALCON HIGH SCHOOL	102	43	42.16%	50	49.02%	41	11	17	49	12	18

**TABLE 10: REMEDIAL RATES BY HIGH SCHOOL AND SUBJECT**

DISTRICT NAME	HIGH SCHOOL NAME	COHORT	ASSESSED		ASSESSED OR COURSE OR SAI		ASSESSED			ASSESSED OR COURSE OR SAI		
			COUNT	PERCENT	COUNT	PERCENT	MATH	READING	WRITING	MATH	READING	WRITING
FALCON 49	FALCON VIRTUAL ACADEMY	*	*	*	*	*	*	*	*	*	*	*
FALCON 49	GOAL ACADEMY	71	21	29.58%	38	53.52%	21	7	11	37	7	11
FALCON 49	PATRIOT LEARNING CENTER	*	*	*	*	*	*	*	*	*	*	*
FALCON 49	SAND CREEK HIGH SCHOOL	110	41	37.27%	45	40.91%	39	16	20	43	16	20
FALCON 49	VISTA RIDGE HIGH SCHOOL	83	32	38.55%	34	40.96%	27	12	20	29	12	21
FORT MORGAN RE-3	FORT MORGAN HIGH SCHOOL	56	10	17.86%	16	28.57%	7	3	6	13	3	6
FOUNTAIN 8	FOUNTAIN-FORT CARSON HIGH SCHOOL	84	31	36.90%	36	42.86%	23	8	13	25	9	14
FOUNTAIN 8	LORRAINE ALTERNATIVE HIGH SCHOOL	*	*	*	*	*	*	*	*	*	*	*
FOWLER R-4J	FOWLER HIGH SCHOOL	22	4	18.18%	8	36.36%	3	1	3	7	1	5
FREMONT RE-2	FLORENCE HIGH SCHOOL	34	17	50.00%	22	64.71%	13	7	11	20	7	11
FRENCHMAN RE-3	FLEMING HIGH SCHOOL	*	*	*	*	*	*	*	*	*	*	*
GARFIELD 16	GRAND VALLEY HIGH SCHOOL	19	6	31.58%	8	42.11%	6	1	2	7	1	3
GARFIELD RE-2	COAL RIDGE HIGH SCHOOL	39	16	41.03%	19	48.72%	13	7	9	15	7	13
GARFIELD RE-2	RIFLE HIGH SCHOOL	29	6	20.69%	10	34.48%	4	3	4	6	3	8
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	CAMERON SCHOOL	*	*	*	*	*	*	*	*	*	*	*
GREELEY 6	ENGAGE ONLINE ACADEMY	*	*	*	*	*	*	*	*	*	*	*
GREELEY 6	FRONTIER CHARTER ACADEMY	45	12	26.67%	13	28.89%	8	6	6	11	6	6
GREELEY 6	GREELEY CENTRAL HIGH SCHOOL	104	45	43.27%	51	49.04%	34	19	34	41	19	39
GREELEY 6	GREELEY WEST HIGH SCHOOL	94	38	40.43%	48	51.06%	32	14	27	41	14	31
GREELEY 6	JEFFERSON HIGH SCHOOL	25	14	56.00%	22	88.00%	14	11	13	21	11	18
GREELEY 6	NORTHRIDGE HIGH SCHOOL	76	46	60.53%	46	60.53%	36	18	32	40	18	33
GREELEY 6	UNION COLONY PREPATORY SCHOOL	19	2	10.53%	5	26.32%	2	1	1	5	1	1
GREELEY 6	UNIVERSITY SCHOOLS	57	16	28.07%	20	35.09%	12	4	9	17	4	13
GUNNISON WATERSHED RE1J	CRESTED BUTTE COMMUNITY SCHOOL	25	3	12.00%	7	28.00%	2	1	2	4	1	2
GUNNISON WATERSHED RE1J	GUNNISON HIGH SCHOOL	29	11	37.93%	12	41.38%	9	5	5	9	5	5

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DISTRICT NAME	HIGH SCHOOL NAME	COHORT	ASSESSED		ASSESSED OR COURSE OR SAI		ASSESSED			ASSESSED OR COURSE OR SAI		
			COUNT	PERCENT	COUNT	PERCENT	MATH	READING	WRITING	MATH	READING	WRITING
HANOVER 28	HANOVER JUNIOR-SENIOR HIGH SCHOOL	*	*	*	*	*	*	*	*	*	*	*
HARRISON 2	HARRISON HIGH SCHOOL	39	19	48.72%	20	51.28%	16	10	10	17	10	10
HARRISON 2	HIGH SCHOOL PREPARATORY ACADEMY	*	*	*	*	*	*	*	*	*	*	*
HARRISON 2	JAMES IRWIN CHARTER HIGH SCHOOL	31	6	19.35%	7	22.58%	4	4	3	5	4	3
HARRISON 2	SIERRA HIGH SCHOOL	30	17	56.67%	20	66.67%	14	5	6	18	5	9
HAXTUN RE-2J	HAXTUN HIGH SCHOOL	14	3	21.43%	6	42.86%	2	1	3	4	1	4
HAYDEN RE-1	HAYDEN HIGH SCHOOL	*	*	*	*	*	*	*	*	*	*	*
HI-PLAINS R-23	HI PLAINS UNDIVIDED HIGH SCHOOL	*	*	*	*	*	*	*	*	*	*	*
HOEHNE REORGANIZED 3	HOEHNE HIGH SCHOOL	23	3	13.04%	6	26.09%	3	1	3	5	1	4
HOLLY RE-3	HOLLY JUNIOR-SENIOR HIGH SCHOOL	*	*	*	*	*	*	*	*	*	*	*
HOLYOKE RE-1J	HOLYOKE JUNIOR-SENIOR HIGH SCHOOL	*	*	*	*	*	*	*	*	*	*	*
HUERFANO RE-1	JOHN MALL HIGH SCHOOL	*	*	*	*	*	*	*	*	*	*	*
IDALIA RJ-3	IDALIA JUNIOR-SENIOR HIGH SCHOOL	*	*	*	*	*	*	*	*	*	*	*
IGNACIO 11 JT	IGNACIO HIGH SCHOOL	*	*	*	*	*	*	*	*	*	*	*
JEFFERSON COUNTY R-1	ADDENBROOKE CLASSICAL ACADEMY	*	*	*	*	*	*	*	*	*	*	*
JEFFERSON COUNTY R-1	ALAMEDA HIGH SCHOOL	56	33	58.93%	40	71.43%	29	20	27	33	20	30
JEFFERSON COUNTY R-1	ARVADA HIGH SCHOOL	66	24	36.36%	27	40.91%	18	12	17	19	12	17
JEFFERSON COUNTY R-1	ARVADA WEST HIGH SCHOOL	189	44	23.28%	60	31.75%	39	17	16	52	18	18
JEFFERSON COUNTY R-1	BEAR CREEK HIGH SCHOOL	183	50	27.32%	64	34.97%	39	19	27	49	19	30
JEFFERSON COUNTY R-1	BRADY EXPLORATION SCHOOL	16	9	56.25%	13	81.25%	8	5	3	11	5	3
JEFFERSON COUNTY R-1	CHATFIELD HIGH SCHOOL	200	35	17.50%	43	21.50%	24	11	17	32	11	18
JEFFERSON COUNTY R-1	COLLEGIATE CHARTER ACADEMY	*	*	*	*	*	*	*	*	*	*	*
JEFFERSON COUNTY R-1	COLUMBINE HIGH SCHOOL	170	25	14.71%	38	22.35%	17	10	16	26	10	19
JEFFERSON COUNTY R-1	COMPASS SECONDARY MONTESSORI CHARTER SCHOOL	*	*	*	*	*	*	*	*	*	*	*
JEFFERSON COUNTY R-1	CONIFER SENIOR HIGH SCHOOL	103	18	17.48%	24	23.30%	16	4	5	21	4	5
JEFFERSON COUNTY R-1	D'EVELYN SENIOR HIGH SCHOOL	80	0	0.00%	0	0.00%	0	0	0	0	0	0
JEFFERSON COUNTY R-1	DAKOTA RIDGE SENIOR HIGH SCHOOL	201	40	19.90%	47	23.38%	36	11	15	40	11	16

TABLE 10: REMEDIAL RATES BY HIGH SCHOOL AND SUBJECT												
DISTRICT NAME	HIGH SCHOOL NAME	COHORT	ASSESSED		ASSESSED OR COURSE OR SAI		ASSESSED			ASSESSED OR COURSE OR SAI		
			COUNT	PERCENT	COUNT	PERCENT	MATH	READING	WRITING	MATH	READING	WRITING
JEFFERSON COUNTY R-1	EVERGREEN HIGH SCHOOL	87	9	10.34%	12	13.79%	7	2	4	11	2	5
JEFFERSON COUNTY R-1	GOLDEN HIGH SCHOOL	134	28	20.90%	31	23.13%	22	13	19	26	13	19
JEFFERSON COUNTY R-1	GREEN MOUNTAIN HIGH SCHOOL	116	26	22.41%	29	25.00%	18	7	14	19	7	15
JEFFERSON COUNTY R-1	JEFFCO'S 21ST CENTURY VIRTUAL ACADEMY	*	*	*	*	*	*	*	*	*	*	*
JEFFERSON COUNTY R-1	JEFFERSON CHARTER ACADEMY SENIOR HIGH SCHOOL	47	8	17.02%	9	19.15%	7	0	3	9	0	3
JEFFERSON COUNTY R-1	JEFFERSON COUNTY OPEN HIGH SCHOOL	*	*	*	*	*	*	*	*	*	*	*
JEFFERSON COUNTY R-1	JEFFERSON HIGH SCHOOL	34	13	38.24%	20	58.82%	10	9	10	16	9	12
JEFFERSON COUNTY R-1	LAKEWOOD HIGH SCHOOL	184	30	16.30%	39	21.20%	28	8	13	35	8	14
JEFFERSON COUNTY R-1	LONGVIEW HIGH SCHOOL	*	*	*	*	*	*	*	*	*	*	*
JEFFERSON COUNTY R-1	MC LAIN COMMUNITY HIGH SCHOOL	*	*	*	*	*	*	*	*	*	*	*
JEFFERSON COUNTY R-1	MC LAIN HIGH SCHOOL	24	13	54.17%	15	62.50%	12	3	7	14	3	7
JEFFERSON COUNTY R-1	NEW AMERICA SCHOOL	*	*	*	*	*	*	*	*	*	*	*
JEFFERSON COUNTY R-1	POMONA HIGH SCHOOL	146	36	24.66%	48	32.88%	25	13	21	37	13	24
JEFFERSON COUNTY R-1	RALSTON VALLEY SENIOR HIGH SCHOOL	206	32	15.53%	37	17.96%	23	9	13	27	9	13
JEFFERSON COUNTY R-1	STANDLEY LAKE HIGH SCHOOL	156	41	26.28%	52	33.33%	30	7	26	38	7	28
JEFFERSON COUNTY R-1	TWO ROADS CHARTER SCHOOL	*	*	*	*	*	*	*	*	*	*	*
JEFFERSON COUNTY R-1	WHEAT RIDGE HIGH SCHOOL	120	27	22.50%	37	30.83%	19	9	14	27	9	14
JOHNSTOWN-MILLIKEN RE-5J	ROOSEVELT HIGH SCHOOL	63	14	22.22%	18	28.57%	7	8	13	13	8	13
JULESBURG RE-1	INSIGHT SCHOOL OF COLORADO AT JULESBURG	*	*	*	*	*	*	*	*	*	*	*
JULESBURG RE-1	JULESBURG HIGH SCHOOL	*	*	*	*	*	*	*	*	*	*	*
KARVAL RE-23	KARVAL ONLINE EDUCATION	*	*	*	*	*	*	*	*	*	*	*
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	20	9	45.00%	12	60.00%	6	3	3	8	3	3
LAMAR RE-2	LAMAR HIGH SCHOOL	32	2	6.25%	9	28.13%	2	0	1	7	0	4
LAS ANIMAS RE-1	LAS ANIMAS HIGH SCHOOL	*	*	*	*	*	*	*	*	*	*	*

TABLE 10: REMEDIAL RATES BY HIGH SCHOOL AND SUBJECT												
DISTRICT NAME	HIGH SCHOOL NAME	COHORT	ASSESSED		ASSESSED OR COURSE OR SAI		ASSESSED			ASSESSED OR COURSE OR SAI		
			COUNT	PERCENT	COUNT	PERCENT	MATH	READING	WRITING	MATH	READING	WRITING
LEWIS-PALMER 38	LEWIS-PALMER HIGH SCHOOL	115	16	13.91%	18	15.65%	15	5	4	17	5	4
LEWIS-PALMER 38	PALMER RIDGE HIGH SCHOOL	107	16	14.95%	18	16.82%	16	2	4	18	2	4
LIBERTY J-4	LIBERTY JUNIOR-SENIOR HIGH SCHOOL	*	*	*	*	*	*	*	*	*	*	*
LIMON RE-4J	LIMON JUNIOR-SENIOR HIGH SCHOOL	18	1	5.56%	1	5.56%	1	0	0	1	0	0
LITTLETON 6	ARAPAHOE HIGH SCHOOL	254	39	15.35%	48	18.90%	27	19	18	34	20	20
LITTLETON 6	HERITAGE HIGH SCHOOL	168	40	23.81%	48	28.57%	36	5	13	42	7	15
LITTLETON 6	LITTLETON HIGH SCHOOL	128	41	32.03%	50	39.06%	38	11	10	43	11	11
LONE STAR 101	LONE STAR UNDIVIDED HIGH SCHOOL	*	*	*	*	*	*	*	*	*	*	*
MANCOS RE-6	MANCOS HIGH SCHOOL	*	*	*	*	*	*	*	*	*	*	*
MANITOU SPRINGS 14	MANITOU SPRINGS HIGH SCHOOL	49	9	18.37%	10	20.41%	8	4	5	10	4	5
MANZANOLA 3J	MANZANOLA JUNIOR-SENIOR HIGH SCHOOL	*	*	*	*	*	*	*	*	*	*	*
MAPLETON 1	COLORADO CONNECTIONS ACADEMY	21	6	28.57%	8	38.10%	5	3	5	8	3	5
MAPLETON 1	FRONT RANGE EARLY COLLEGE	*	*	*	*	*	*	*	*	*	*	*
MAPLETON 1	GLOBAL LEADERSHIP ACADEMY	*	*	*	*	*	*	*	*	*	*	*
MAPLETON 1	MAPLETON EXPEDITIONARY SCHOOL OF THE ARTS	*	*	*	*	*	*	*	*	*	*	*
MAPLETON 1	NORTH VALLEY SCHOOL FOR YOUNG ADULTS	*	*	*	*	*	*	*	*	*	*	*
MAPLETON 1	SKYVIEW ACADEMY HIGH SCHOOL	26	12	46.15%	17	65.38%	11	3	9	14	3	10
MAPLETON 1	YORK INTERNATIONAL	18	3	16.67%	4	22.22%	3	1	2	3	1	3
MC CLAVE RE-2	MC CLAVE UNDIVIDED HIGH SCHOOL	17	5	29.41%	10	58.82%	5	2	4	10	2	7
MEEKER RE1	MEEKER HIGH SCHOOL	27	12	44.44%	14	51.85%	11	2	7	11	3	8
MESA COUNTY VALLEY 51	CENTRAL HIGH SCHOOL	106	48	45.28%	49	46.23%	36	20	29	37	20	30
MESA COUNTY VALLEY 51	FRUITA MONUMENT HIGH SCHOOL	193	73	37.82%	78	40.41%	68	12	20	74	12	22
MESA COUNTY VALLEY 51	GATEWAY SCHOOL	*	*	*	*	*	*	*	*	*	*	*
MESA COUNTY VALLEY 51	GRAND JUNCTION HIGH SCHOOL	179	79	44.13%	79	44.13%	66	24	41	66	24	41
MESA COUNTY VALLEY 51	GRANDE RIVER VIRTUAL ACADEMY	*	*	*	*	*	*	*	*	*	*	*
MESA COUNTY VALLEY 51	MESA VALLEY VISION HOME AND COMMUNITY PROGRAM	*	*	*	*	*	*	*	*	*	*	*
MESA COUNTY VALLEY 51	PALISADE HIGH SCHOOL	94	40	42.55%	42	44.68%	31	19	25	32	19	25

TABLE 10: REMEDIAL RATES BY HIGH SCHOOL AND SUBJECT												
DISTRICT NAME	HIGH SCHOOL NAME	COHORT	ASSESSED		ASSESSED OR COURSE OR SAI		ASSESSED			ASSESSED OR COURSE OR SAI		
			COUNT	PERCENT	COUNT	PERCENT	MATH	READING	WRITING	MATH	READING	WRITING
MESA COUNTY VALLEY 51	R-5 HIGH SCHOOL	*	*	*	*	*	*	*	*	*	*	*
MIAMI/YODER 60 JT	MIAMI/YODER JUNIOR-SENIOR HIGH SCHOOL	*	*	*	*	*	*	*	*	*	*	*
MOFFAT 2	MOFFAT SENIOR HIGH SCHOOL	*	*	*	*	*	*	*	*	*	*	*
MOFFAT COUNTY RE:NO 1	MOFFAT COUNTY HIGH SCHOOL	35	11	31.43%	18	51.43%	10	5	7	15	5	7
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	30	17	56.67%	18	60.00%	16	6	11	17	9	11
MONTEZUMA-CORTEZ RE-1	MONTEZUMA-CORTEZ HIGH SCHOOL	29	9	31.03%	10	34.48%	8	0	4	8	0	4
MONTEZUMA-CORTEZ RE-1	SOUTHWEST OPEN CHARTER SCHOOL	*	*	*	*	*	*	*	*	*	*	*
MONTROSE COUNTY RE-1J	MONTROSE HIGH SCHOOL	75	25	33.33%	27	36.00%	21	10	17	23	10	17
MONTROSE COUNTY RE-1J	OLATHE HIGH SCHOOL	24	11	45.83%	11	45.83%	11	5	7	11	5	7
MONTROSE COUNTY RE-1J	VISTA CHARTER SCHOOL	*	*	*	*	*	*	*	*	*	*	*
MOUNTAIN BOCES	YAMPAH MOUNTAIN SCHOOL	*	*	*	*	*	*	*	*	*	*	*
MOUNTAIN VALLEY RE 1	MOUNTAIN VALLEY SENIOR HIGH SCHOOL	*	*	*	*	*	*	*	*	*	*	*
NORTH CONEJOS RE-1J	CENTAURI HIGH SCHOOL	31	11	35.48%	14	45.16%	10	4	9	12	5	11
NORTH PARK R-1	NORTH PARK JUNIOR-SENIOR HIGH SCHOOL	*	*	*	*	*	*	*	*	*	*	*
NORWOOD R-2J	NORWOOD HIGH SCHOOL	*	*	*	*	*	*	*	*	*	*	*
OTIS R-3	OTIS JUNIOR-SENIOR HIGH SCHOOL	*	*	*	*	*	*	*	*	*	*	*
OURAY R-1	OURAY SENIOR HIGH SCHOOL	*	*	*	*	*	*	*	*	*	*	*
PARK COUNTY RE-2	SOUTH PARK HIGH SCHOOL	*	*	*	*	*	*	*	*	*	*	*
PEYTON 23 JT	PEYTON HIGH SCHOOL	*	*	*	*	*	*	*	*	*	*	*
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	25	4	16.00%	7	28.00%	3	2	4	5	2	4
PLATTE VALLEY RE-7	PLATTE VALLEY HIGH SCHOOL	23	5	21.74%	10	43.48%	4	3	2	7	3	6
POUDRE R-1	CENTENNIAL HIGH SCHOOL	*	*	*	*	*	*	*	*	*	*	*

TABLE 10: REMEDIAL RATES BY HIGH SCHOOL AND SUBJECT												
DISTRICT NAME	HIGH SCHOOL NAME	COHORT	ASSESSED		ASSESSED OR COURSE OR SAI		ASSESSED			ASSESSED OR COURSE OR SAI		
			COUNT	PERCENT	COUNT	PERCENT	MATH	READING	WRITING	MATH	READING	WRITING
POUDRE R-1	FORT COLLINS HIGH SCHOOL	157	25	15.92%	38	24.20%	17	7	14	26	7	20
POUDRE R-1	FOSSIL RIDGE HIGH SCHOOL	235	21	8.94%	38	16.17%	16	6	9	29	6	14
POUDRE R-1	LIBERTY COMMON CHARTER SCHOOL	*	*	*	*	*	*	*	*	*	*	*
POUDRE R-1	POLARIS EXPEDITIONARY LEARNING SCHOOL	16	6	37.50%	8	50.00%	6	1	3	7	1	4
POUDRE R-1	POUDRE HIGH SCHOOL	147	25	17.01%	38	25.85%	22	8	11	29	8	14
POUDRE R-1	POUDRE TRANSITION CENTER	*	*	*	*	*	*	*	*	*	*	*
POUDRE R-1	PSD ONLINE ACADEMY	*	*	*	*	*	*	*	*	*	*	*
POUDRE R-1	RIDGEVIEW CLASSICAL CHARTER SCHOOLS	19	4	21.05%	4	21.05%	3	0	1	3	0	1
POUDRE R-1	ROCKY MOUNTAIN HIGH SCHOOL	203	35	17.24%	47	23.15%	28	10	22	37	10	23
PRAIRIE RE-11	PRAIRIE JUNIOR-SENIOR HIGH SCHOOL	*	*	*	*	*	*	*	*	*	*	*
PRIMERO REORGANIZED 2	PRIMERO JUNIOR-SENIOR HIGH SCHOOL	*	*	*	*	*	*	*	*	*	*	*
PUEBLO CITY 60	CENTENNIAL HIGH SCHOOL	102	44	43.14%	51	50.00%	37	18	24	48	18	25
PUEBLO CITY 60	CENTRAL HIGH SCHOOL	69	33	47.83%	43	62.32%	31	9	17	43	9	17
PUEBLO CITY 60	CESAR CHAVEZ ACADEMY	20	9	45.00%	14	70.00%	9	3	3	14	3	3
PUEBLO CITY 60	EAST HIGH SCHOOL	77	39	50.65%	47	61.04%	38	16	22	45	16	24
PUEBLO CITY 60	SOUTH HIGH SCHOOL	131	49	37.40%	62	47.33%	44	16	24	58	16	27
PUEBLO COUNTY 70	70 ONLINE	*	*	*	*	*	*	*	*	*	*	*
PUEBLO COUNTY 70	PUEBLO COUNTY HIGH SCHOOL	81	23	28.40%	39	48.15%	18	6	16	36	6	17
PUEBLO COUNTY 70	PUEBLO WEST HIGH SCHOOL	122	29	23.77%	40	32.79%	23	13	15	32	13	15
PUEBLO COUNTY 70	RYE HIGH SCHOOL	22	8	36.36%	14	63.64%	7	3	6	12	3	7
PUEBLO COUNTY 70	SOUTHERN COLORADO EARLY COLLEGE	18	0	0.00%	3	16.67%	0	0	0	3	0	0
RANGELY RE-4	RANGELY HIGH SCHOOL	*	*	*	*	*	*	*	*	*	*	*
REVERE SCHOOL DISTRICT	REVERE JUNIOR-SENIOR HIGH SCHOOL	*	*	*	*	*	*	*	*	*	*	*
RIDGWAY R-2	RIDGWAY HIGH SCHOOL	*	*	*	*	*	*	*	*	*	*	*
ROARING FORK RE-1	BASALT HIGH SCHOOL	24	7	29.17%	8	33.33%	3	4	6	6	4	6
ROARING FORK RE-1	BRIDGES	*	*	*	*	*	*	*	*	*	*	*
ROARING FORK RE-1	GLENWOOD SPRINGS HIGH SCHOOL	51	12	23.53%	14	27.45%	9	3	4	10	3	5
ROARING FORK RE-1	ROARING FORK HIGH SCHOOL	27	9	33.33%	12	44.44%	7	4	3	10	4	5

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DISTRICT NAME	HIGH SCHOOL NAME	COHORT	ASSESSED		ASSESSED OR COURSE OR SAI		ASSESSED			ASSESSED OR COURSE OR SAI		
			COUNT	PERCENT	COUNT	PERCENT	MATH	READING	WRITING	MATH	READING	WRITING
ROCKY FORD R-2	ROCKY FORD HIGH SCHOOL	25	6	24.00%	15	60.00%	5	2	3	14	2	3
SALIDA R-32	HORIZONS EXPLORATORY ACADEMY	*	*	*	*	*	*	*	*	*	*	*
SALIDA R-32	SALIDA HIGH SCHOOL	24	5	20.83%	5	20.83%	4	1	3	4	1	3
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	*	*	*	*	*	*	*	*	*	*	*
SCHOOL DISTRICT 27J	BRIGHTON HERITAGE ACADEMY	*	*	*	*	*	*	*	*	*	*	*
SCHOOL DISTRICT 27J	BRIGHTON HIGH SCHOOL	169	74	43.79%	82	48.52%	61	30	43	66	30	45
SCHOOL DISTRICT 27J	EAGLE RIDGE ACADEMY	17	5	29.41%	5	29.41%	5	1	0	5	1	0
SCHOOL DISTRICT 27J	PRAIRIE VIEW	135	64	47.41%	80	59.26%	51	25	43	63	25	45
SHERIDAN 2	SHERIDAN HIGH SCHOOL	47	10	21.28%	21	44.68%	8	7	7	19	7	7
SHERIDAN 2	SOAR ACADEMY	*	*	*	*	*	*	*	*	*	*	*
SIERRA GRANDE R-30	SIERRA GRANDE SENIOR HIGH SCHOOL	17	7	41.18%	8	47.06%	7	2	4	8	2	4
SILVERTON 1	SILVERTON 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	ERIE HIGH SCHOOL	82	15	18.29%	23	28.05%	11	7	9	18	7	9
ST VRAIN VALLEY RE 1J	FREDERICK SENIOR HIGH SCHOOL	63	24	38.10%	30	47.62%	21	4	16	27	4	18
ST VRAIN VALLEY RE 1J	LONGMONT HIGH SCHOOL	110	29	26.36%	33	30.00%	27	10	19	29	10	20
ST VRAIN VALLEY RE 1J	LYONS MIDDLE/SENIOR HIGH SCHOOL	27	5	18.52%	7	25.93%	4	0	4	4	0	5
ST VRAIN VALLEY RE 1J	MEAD HIGH SCHOOL	63	20	31.75%	20	31.75%	18	4	9	18	4	9
ST VRAIN VALLEY RE 1J	NIWOT HIGH SCHOOL	121	14	11.57%	18	14.88%	13	3	6	14	3	6
ST VRAIN VALLEY RE 1J	OLDE COLUMBINE HIGH SCHOOL	*	*	*	*	*	*	*	*	*	*	*
ST VRAIN VALLEY RE 1J	SILVER CREEK SCHOOL	104	23	22.12%	29	27.88%	19	5	11	25	5	11
ST VRAIN VALLEY RE 1J	SKYLINE HIGH SCHOOL	94	33	35.11%	40	42.55%	25	8	18	29	8	18
ST VRAIN VALLEY RE 1J	ST. VRAIN GLOBAL ONLINE ACADEMY	*	*	*	*	*	*	*	*	*	*	*
ST VRAIN VALLEY RE 1J	TWIN PEAKS CHARTER ACADEMY	*	*	*	*	*	*	*	*	*	*	*

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DISTRICT NAME	HIGH SCHOOL NAME	COHORT	ASSESSED		ASSESSED OR COURSE OR SAI		ASSESSED			ASSESSED OR COURSE OR SAI		
			COUNT	PERCENT	COUNT	PERCENT	MATH	READING	WRITING	MATH	READING	WRITING
STEAMBOAT SPRINGS RE-2	STEAMBOAT SPRINGS HIGH SCHOOL	48	7	14.58%	10	20.83%	7	2	3	9	2	4
STEAMBOAT SPRINGS RE-2	YAMPA VALLEY SCHOOL	*	*	*	*	*	*	*	*	*	*	*
STRASBURG 31J	STRASBURG HIGH SCHOOL	25	4	16.00%	4	16.00%	3	2	2	3	2	2
STRATTON R-4	STRATTON SENIOR HIGH SCHOOL	*	*	*	*	*	*	*	*	*	*	*
SUMMIT RE-1	SUMMIT ALTERNATIVE HIGH SCHOOL	*	*	*	*	*	*	*	*	*	*	*
SUMMIT RE-1	SUMMIT HIGH SCHOOL	71	8	11.27%	11	15.49%	8	2	4	11	2	5
SWINK 33	SWINK JUNIOR-SENIOR HIGH SCHOOL	19	2	10.53%	7	36.84%	2	1	2	7	1	4
TELLURIDE R-1	TELLURIDE HIGH SCHOOL	22	1	4.55%	2	9.09%	1	0	1	2	0	1
THOMPSON R2-J	BERTHOUD HIGH SCHOOL	81	12	14.81%	21	25.93%	10	7	6	19	7	10
THOMPSON R2-J	HAROLD FERGUSON HIGH SCHOOL	*	*	*	*	*	*	*	*	*	*	*
THOMPSON R2-J	LOVELAND HIGH SCHOOL	127	23	18.11%	45	35.43%	20	7	11	34	7	15
THOMPSON R2-J	MOUNTAIN VIEW HIGH SCHOOL	91	30	32.97%	39	42.86%	27	9	12	34	9	13
THOMPSON R2-J	THOMPSON ONLINE	*	*	*	*	*	*	*	*	*	*	*
THOMPSON R2-J	THOMPSON VALLEY HIGH SCHOOL	104	10	9.62%	18	17.31%	7	5	5	16	5	6
TRINIDAD 1	TRINIDAD HIGH SCHOOL	36	15	41.67%	25	69.44%	14	8	11	23	8	12
VALLEY RE-1	CALICHE JUNIOR-SENIOR HIGH SCHOOL	*	*	*	*	*	*	*	*	*	*	*
VALLEY RE-1	STERLING HIGH SCHOOL	44	1	2.27%	8	18.18%	0	1	1	3	1	2
VILAS RE-5	VILAS UNDIVIDED HIGH SCHOOL	*	*	*	*	*	*	*	*	*	*	*
WALSH RE-1	WALSH HIGH SCHOOL	*	*	*	*	*	*	*	*	*	*	*
WELD COUNTY RE-1	VALLEY HIGH SCHOOL	45	24	53.33%	31	68.89%	13	12	19	19	12	23
WELD COUNTY S/D RE-8	FORT LUPTON HIGH SCHOOL	41	24	58.54%	24	58.54%	20	11	16	20	11	18
WELD COUNTY SCHOOL DISTRICT RE-3J	WELD CENTRAL SENIOR HIGH SCHOOL	51	18	35.29%	23	45.10%	14	7	8	20	7	10
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	136	77	56.62%	89	65.44%	68	30	40	76	30	45
WIDFIELD 3	DISCOVERY HIGH SCHOOL	*	*	*	*	*	*	*	*	*	*	*

TABLE 10: REMEDIAL RATES BY HIGH SCHOOL AND SUBJECT												
DISTRICT NAME	HIGH SCHOOL NAME	COHORT	ASSESSED		ASSESSED OR COURSE OR SAI		ASSESSED			ASSESSED OR COURSE OR SAI		
			COUNT	PERCENT	COUNT	PERCENT	MATH	READING	WRITING	MATH	READING	WRITING
WIDEFIELD 3	MESA RIDGE HIGH SCHOOL	73	24	32.88%	29	39.73%	16	11	16	21	11	19
WIDEFIELD 3	WIDEFIELD HIGH SCHOOL	80	32	40.00%	40	50.00%	27	15	21	34	15	25
WIGGINS RE-50(J)	WIGGINS JUNIOR-SENIOR HIGH SCHOOL	*	*	*	*	*	*	*	*	*	*	*
WILEY RE-13 JT	WILEY JUNIOR-SENIOR HIGH SCHOOL	*	*	*	*	*	*	*	*	*	*	*
WINDSOR RE-4	WINDSOR HIGH SCHOOL	99	29	29.29%	31	31.31%	21	10	13	25	10	13
WOODLAND PARK RE-2	WOODLAND PARK HIGH SCHOOL	54	16	29.63%	20	37.04%	15	5	6	18	5	6
WOODLIN R-104	WOODLIN UNDIVIDED HIGH SCHOOL	*	*	*	*	*	*	*	*	*	*	*
WRAY RD-2	WRAY HIGH SCHOOL	*	*	*	*	*	*	*	*	*	*	*
YUMA 1	YUMA HIGH SCHOOL	22	7	31.82%	7	31.82%	6	4	6	6	4	6

## **Appendix B: Technical Information**

## REMEDIAL METHODOLOGY AND DATA LIMITATIONS

### Methodology

The high school graduating cohorts for this remedial report were provided by the Colorado Department of Education. Utilizing the State Assigned Student ID (SASID), DHE is able to link postsecondary enrollment and remedial records to the K12 records. High school graduates were linked to enrollment records from Fall 2014 and Spring 2015. Once a college enrollment record was found for a high school graduate their applicant file was reviewed for a remedial assessment record no older than 6 months from their high school graduation. Additionally, the enrollment file was reviewed for enrollment in a remedial course in the Fall 2014 or Spring 2015 term. College remedial students can be duplicated in the college remedial rates as students can enroll at multiple institutions. Remedial students are not duplicated in the high school remedial rate calculations.

Expanding upon last year's report, which applied a new remedial report methodology beginning with the complete high school graduation cohort and looked at whether the student was assessed for remediation and/or enrolled in a basic skills course, this report adds one additional function upon the recommendation of the local K-12 districts and with the support of the Colorado Department of Education. In this report, remedial rates for high schools have been calculated based upon two high school cohorts. The first cohort is the completer cohort, which matches last year's report, and is based upon the academic year. In this cohort, early and late graduates are folded into the same class based upon the year. The second cohort presented in Table X is the on-time graduation cohort in which a student is assigned a graduating class that does not change over time. This change in reporting aligns with the on-time graduation rate currently reported by our local districts and complies with the Every Student Succeeds Act (ESSA), previously known as the No Child Left Behind Act.

Data in this year's report includes College Composition and Reading (CCR) courses as part of the list of remedial courses. College Composition and Reading courses replaced many of the Writing and Reading remedial courses as part of the remedial redesign spearheaded by the Colorado Community College System. However, these courses are not considered Supplemental Academic Instruction (SAI). The CCR courses capture many students who would have been in either English or Reading remedial courses. The inclusion of CCR courses is a new addition for this year's report and was not included in previous reports.

### Data Limitations

In reviewing the tables in this report, one must be mindful that the data do not include recent graduates who enrolled in Colorado institutions for which we do not collect data, an out-of-state college, and or students who are missing a SASID. Additionally, numerous variables exist that DHE is unable to collect that may account for some of the variance surrounding those students who need remediation and those adequately prepared for postsecondary education. Despite these limitations, DHE believes that this summary is a *reasonable representation* of the current remedial landscape of Colorado.

## COLORADO COMMISSION ON HIGHER EDUCATION BY-LAWS

September 10, 1965  
(Amended January 14, 1966)  
(Amended February 25, 1972)  
(Amended June 1, 1978)  
(Amended July 1, 1993)  
(Amended October 7, 2004)  
(Amended May 6, 2011)

### Section 1. Organization and Meetings

- 1.1 **Organization:** The Commission shall consist of eleven members appointed by the Governor with the consent of the Senate. The members of the Commission are selected on the basis of their knowledge of and interest in higher education and shall serve for four-year terms. No member of the Commission may serve more than two consecutive full four-year terms.
- 1.2 **Officers:** The officers of the Commission shall be the Chair, Vice Chair, and Secretary, as may be designated by the Commission. The Secretary shall be the Executive Director of the Department.
- 1.3 **Election and Terms of Officers:** All officers shall be elected at the October meeting of the Commission to serve a term of one year, except the Secretary whose term shall be coterminous with his or her term as Executive Director.
- 1.4 **Regular Meetings of the Commission:** The Commission shall adopt at the October Commission meeting a schedule of regular meetings of the Commission for the following year.
- 1.5 **Notice of Meetings:** Any meetings at which the adoption of any proposed policy, position, resolution, rule, regulation, or formal action occurs or at which a majority or quorum of the body is in attendance, or is expected to be in attendance, shall be held only after full and timely notice to the public. In addition to any other means selected by the Commission for giving notice to the public, the Commission shall post notice of its



meetings at the office of the Colorado Department of Higher Education located at 1560 Broadway, Suite 1600, Denver, Colorado 80202. Notices shall be posted no less than two days prior to the holding of the meeting. The posting shall include specific agenda information where possible.

- 1.6 Special Meetings: Special meetings of the Commission may be held at the call of the Chair on two days' notice, or at the request of five members of the Commission who may petition the Chair to call such a meeting. Notice of special meetings shall be made electronically or by telephone and posted at the office of the Colorado Department of Higher Education no less than two days prior to the meeting date.
- 1.7 Conduct of Meetings: The Chair shall preside at all meetings at which he or she is present. In the Chair's absence, the Vice Chair shall preside, and in the event both are absent, those present shall elect a presiding officer. All meetings shall be conducted in accordance with all State laws and regulations. The parliamentary rules contained in Colorado Commission on Higher Education (CCHE) Robert's Rules of Order, latest revision, shall govern in all cases to which they are applicable, except as modified herein.
- 1.8 Attendance at Meetings: The term of any member of the Commission who misses more than two consecutive regular Commission meetings without good cause shall be terminated and his successor appointed in the manner provided for appointments under C.R.S. §23-1-102.
- 1.9 Preparation of Agenda: Agenda shall be prepared by the Executive Director of the Department with the approval of the Chair. At a regular or special meeting, an item of business may be considered for addition to the agenda by a majority vote of the Commissioners present.
- 1.10 Minutes of the Commission: The Secretary shall maintain an accurate set of minutes of Commission meetings, which shall include a complete record of all actions taken by the Commission. Such minutes shall be annually bound and constitute a permanent record. After the minutes of each meeting are completed, they shall be reviewed by the Executive Director and after approval, posted on the CCHE website and made available to the public for inspection upon written request.

## Section 2. Duties and Responsibilities of Officers

- 2.1 Chair of the Commission: The Chair of the Commission shall preside at meetings of the Commission at which he or she is in attendance. The Chair shall approve all agendas for regular and special meetings of the Commission as prepared by the Executive Director.
- 2.2 The Vice Chair: The Vice Chair shall perform all duties of the Chair in the Chair's absence.
- 2.3 The Secretary/Executive Director: In addition to performing those duties established by law, the Executive Director of the Department shall: (a) serve as the Secretary of the Commission, (b) meet with the officers and staff of institutions of higher learning as the needs dictate for a mutual discussion of the matters affecting the



responsibilities of the Commission, (c) meet with appropriate state and federal groups and/or officials on matters pertaining to the Commission, (d) meet with appropriate committees of the general assembly on matters pertaining to the Commission's responsibilities, (e) appoint such professional staff as in his or her judgment are required and are within the budget approved by the Commission and for which funds are available, (f) prepare an annual operating budget and work program for approval by the Commission, (g) implement the policies of the Commission and communicate those policies to interested parties as appropriate.

### Section 3. The Advisory Committee

- 3.1 There is hereby established an advisory committee as provided by law (C.R.S. 23-1-103).
- 3.2 **Advisory Committee Members:** The advisory committee shall consist of not less than thirteen members, to be designated as follows: (a) Six members shall be appointed from the general assembly, including three senators, two of whom shall be from the majority party, appointed by the President of the Senate, and three representatives, two of whom shall be from the majority party, appointed by the Speaker of the House of Representatives. Said six members shall be appointed for terms of two years or for the same terms to which they were elected to the general assembly, whichever is the lesser. Successors shall be appointed in the same manner as the original members; (b) One member shall be selected and designated by the Commission to represent the faculty in the state and one member shall be selected and designated by the Commission to represent the students in the state; (c) Not more than five additional members representing educational or other groups may be selected and designated by the Commission to serve on the advisory committee.
- 3.3 **Notice and Agendas:** All members of the advisory committee shall receive agendas and background material and be notified of all public meetings of the Commission and shall be invited to attend for the purpose of suggesting solutions for the problems and needs of higher education and maintaining liaison with the general assembly.
- 3.4 **Meetings of the Advisory Committee:** The advisory committee shall meet with the Commission separate from a regular Commission meeting and shall do so as often as necessary to provide assistance to the Commission.
- 3.5 **Recommendations of the Advisory Committee:** The members of the advisory committee shall have full opportunity to present their views on any matter before the Commission.

### Section 4. Change in Bylaws

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



**INSTITUTION/CEO INFORMATION**

<b>INSTITUTION</b>	<b>CEO</b>	<b>LOCATION</b>
<b>Adams State College</b>	Dr. Beverlee McClure, President	Alamosa
<b>Aims Community College</b>	Dr. Leah Bornstein, President	Greeley
<b>Community College System</b>	Nancy McCallin, President	Denver
1) Arapahoe CC	Dr. Diana Doyle, President	Littleton
2) Northwestern CC	Russell George, President	Rangely
3) CC of Aurora	Dr. Betsy Oudenhoven, President	Aurora
4) CC of Denver	Dr. Everette Freeman, President	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. Carmen Simone, President	Trinidad
<b>Colorado Mesa University</b>	Tim Foster, President	Grand Junction
<b>Colorado Mountain College</b>	Dr. Carrie Besnette Hauser	Glenwood Sprgs
<b>Colorado School of Mines</b>	Paul Johnson, President	Golden
<b>Colorado State System</b>	Dr. Tony Frank, Chancellor	Denver
1) CSU-Ft Collins	Dr. Tony Frank, President	Fort Collins
2) CSU-Pueblo	Dr. Lesley DiMare, President	Pueblo
3) CSU – Global	Dr. Becky Takeda-Tinker, Pres.	Denver
<b>CU System</b>	Bruce Benson, President	Denver
1) CU – Boulder	Dr. Philip DiStefano, Chanc.	Boulder
2) UCCS	Dr. Pam Shockley-Zalabak, Ch.	Colorado Springs
3) UCD	Dr. Dorothy Horrell, Chanc.	Denver
4) UC-Anschutz	Don Elliman, Chanc.	Aurora, Denver

<b>Ft. Lewis College</b>	Dr. Dene Kay Thomas, Pres.	Durango
<b>Metro State University of Denver</b>	Dr. Steve Jordan, President	Denver
<b>UNC</b>	Kay Norton, President	Greeley
<b>Western State Colorado University</b>	Dr. Gregory Salsbury, President	Gunnison

## **Current CCHE Commissioners and Advisory Committee Members 6/16**

Chairman Monte Moses - (R-6<sup>th</sup> Dist.) term ends June 2019  
Vice Chair Luis Colon - (R-4th Dist.) term ends June 2017  
Commissioner John Anderson - (R-3rd Dist.) term ends June 2015  
Commissioner Maia Babbs - (U-7th Dist.) term ends June 2019  
Commissioner Renny Fagan - (D-7th Dist.) term ends June 2019  
Commissioner Jeanette Garcia - (D-3rd Dist.) term ends June 2015  
Commissioner Richard Kaufman - (D-6<sup>th</sup> Dist.) term ends June 2016  
Commissioner Vanecia Kerr – (D- 6<sup>th</sup> Dist.) term ends June 2018  
Commissioner Tom McGimpsey - (R-2nd Dist.) term ends June 2017  
Commissioner Paula Sandoval (D-1<sup>st</sup> Dist.) term ends June 2018  
Commissioner B J Scott - (R-5th Dist.) term ends June 2016

Sen. Nancy Todd  
Sen. Owen Hill  
Sen. Chris Holbert  
Rep. Jeni Arndt  
Rep. Mike Foote  
Rep. Kevin Priola  
Mr. Wayne Artis, Faculty Representative  
Mark Cavanaugh, IHEC Representative  
Mr. Tyrel Jacobsen, Student Representative  
Mr. Steve Kreidler, CFO Representative  
Dr. Barbara Morris, Academic Council Representative  
Ms. Gretchen Morgan, K-12 Representative  
Ms. Melissa Wagner, Parent Representative

# 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