



CO L O R A D O

**Colorado Commission on
Higher Education**

Department of Higher Education

CCHE AGENDA

December 3, 2015 - 1:00pm,

Red Rocks Community College

Community Room 0650

13300 West 6th Avenue

Lakewood, CO 80228

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

PARTICIPANT CODE: 128479#



COLORADO COMMISSION ON HIGHER EDUCATION
December 3, 2015 – 1:00 pm
Red Rocks Community College
Community Room, #0650
13300 West 6th Avenue
Lakewood, CO 80228

1:00 – 1:45pm

I. Opening Business – (45 minutes)

- A. Attendance
- B. Approval of the Minutes for the October 29, 2015 Commission Meeting
- C. Welcome by Dr. Michele Haney, President of Red Rocks Community College
- D. Reports
 - i. Chair
 - ii. Vice Chair
 - iii. Commissioners
 - iv. Commission Standing Subcommittees
 - v. Advisor Reports
- E. Executive Director Report
- F. Public Comment

1:45 – 1:50pm

II. Consent Items (5 minutes)

- A. 2-Year Capital Cash Funded Program List – Andrew Rauch
- B. 5-Year State Funded Capital program List – Andrew Rauch
- C. Program Plan Approval for ACC State Project – Andrew Rauch
- D. Recommend Approval of Bachelor of Arts in Public Service at University of Colorado Denver – Dr. Ian Macgillivray
- E. Recommend Approval of Bachelor of Science in Sustainable Systems Engineering at Metropolitan State University of Denver – Dr. Ian Macgillivray
- F. Recommendation for Approval for Authorization Renewals – Heather DeLange
- G. Recommend Approval of the *Revised* 2016 Commission Meeting Schedule – Suzanne Stark

1:50 – 2:40pm

III. Presentation (50 minutes)

- A. Collaboration in Colorado's Higher Education System
Dean David Goff, Colorado School of Public Health (30 minutes)
- B. Colorado Opportunity Scholarship Initiative – Shelley Banker (20)



2:40 – 4:20pm

minutes)

IV. Discussion Items (100 minutes)

- A. Prior Learning Assessment: Recommendations for Phase 1, Goal 1- Advanced Placement & International Baccalaureate Cut Scores for General Education Credit - Dr. Rhonda Epper and Dr. Ian Macgillivray (30 minutes)
 - i. Public Comment (10 minutes)
- B. Completion Progress Report – Beth Bean (30 minutes)
- C. Talent Pipeline Report - Lauren Victor (20 minutes)
- D. AIMS Revision – Beth Bean (10 minutes)

V. Written Reports

- A. FY2014-15 Financial Aid Report (Andrew Rauch)
- B. Colorado Innovates (Kachina Weaver)

**Minutes of the Colorado Commission on Higher Education (CCHE) Meeting
University of Northern Colorado – Greeley
October 29, 2015**

I. OPENING BUSINESS

Chairman Monte Moses called the meeting to order at 1:05pm

A. Attendance

Chairman Moses, Vice Chair Colon, Commissioners John Anderson, Maia Babbs, Renny Fagan, Jeanette Garcia, Richard Kaufman, Vanecia Kerr, and Paula Sandoval attended the meeting. Commissioner Fagan attended via conference call. Also in attendance were CCHE Advisory Committee members Wayne Artis, Steve Kreidler, Gretchen Morgan and Dr. Barbara Morris.

B. Minutes

Vice Chair Colon moved to approve the minutes of the September 3, 2015 CCHE meeting. The motion was seconded by Commissioner Kaufman and passed unanimously.

C. Welcome by Dr. Robbyn R. Wacker, Provost of the University of Northern Colorado.

D. Chair, Vice Chair, Commissioners and Advisor Reports

- Chairman Moses reported on the governing board summit held earlier in October, at which Lt. Governor Garcia also attended.
- Vice Chair and Commissioner Colon reported - as a result of the August Medellin, Colombia August visit - the movement made between the State of Colorado and the Medellin commissioners. He anticipates a future report of how they will be better connected creating student, faculty, and administrator opportunities and the institutions that are interested.
- **Fiscal Affairs and Audit Subcommittee** – Chairman Moses acknowledged that Commissioners Maia Babbs and Renny Fagan have joined the subcommittee. Commissioner Colon reported on behalf of Commissioner Scott, Chairman of the Fiscal Affairs & Audit

Subcommittee, continued discussions of capital priorities and tuition policy.

- **Student & Academic Affairs Subcommittee** - Commissioner Anderson, Chairman of the Student & Academic Affairs Subcommittee reported that Fort Lewis College concluded their recertification, the GT Pathways developments, the PLA progress, and the P-TECH legislation. The subcommittee welcomed new members, Commissioners Tom McGimpsey and Dick Kaufman.
- Faculty Advisor Wayne Artis reported that the Colorado Faculty Advisory Council met on October 16th at Pikes Peak Community College with department staff regarding prior learning assessment and revising GT Pathways. The faculty met in conference on October 22nd and 23rd, and their recommendations will go to the General Education Council this month. Thanks to Ian Macgillivray and Maia Blom for the excellent work that they did in organizing the conference. And, Commissioner Artis expressed interest to connect CFAC and the Academic subcommittee of the commission.

E. Executive Director Report

Lt. Governor Joe Garcia, Executive Director, reported the following to the Commission:

- The Guided Pathways to Success Summit will be held on November 3rd on the Auraria Campus. Keynote speaker will be Jaime Merisotis, Lumina Foundation CEO. Speakers from Georgia State and Florida State will share their implementations to improve completions. Individual institution practices will be presented in a report, and sharing of best practices among our Colorado institutions.
- The third community outreach event on closing the attainment gap will be held on December 8. Governor Hickenlooper is scheduled to open the meeting. An invite was extended to the Commissioners and Advisors to attend. Thank yous were extended to Commissions Luis Color and Venecia Kerr for representing the commission at the last community meeting, as well as the HM Strategists, Kim Hunter Reid, Kristin Conklin and Ken Lyle.
- Colorado is one of the only three states nationally actively pursuing the implementation of an attainment gap practice and strategy.
- The White House has recognized the department's FAFSA completion tool, which was presented to the White House last week, and is funded by the Kresge Foundation. Colorado is trying to help other states adopt the tool via a partnership with the Department of Education. The department team consisted Jennifer Sobanet, Dr. Beth Bean, Stephanie Ricker and Maggie Yang. Misti Ruthven, from the Department of Education, attended, as well.

- At the regular lieutenant governors call-in with the White House on its initiatives, Kachina Weaver participated and shared the innovative ways in which Colorado is focusing resources on Completion, seeking to reduce time-to-degree, and increase student success. Impressed with our efforts, the White House had a call with our department last week to hear more. At the December meeting, a summary will be presented about how Colorado's efforts will set a nationwide example.
- The Lieutenant Governor has been invited to be the keynote speaker at the White House Reach Higher event in Florida as part of the First Lady's initiative. The presentation includes Colorado's completion agenda, attainment gap and identification of successful methodology of higher education for first generation, lower income, and students of color.
- The Lieutenant Governor spoke at the National Association of State Colleges and Universities meeting in Austin, Texas, to share how Colorado is addressing the changing mosaic of demographic in higher education. Part of that event was around the 50th anniversary of the Higher Education Act of 1965 where President Johnson's Civil Rights Initiative was to make sure the doors to higher ed were opened to more again lower income first generation and minority students.
- Colorado has been recognized by Complete College America. The Commission's work on developing pathways was recognized and the department received the Art of Pathways award for being the most studious of all the states around helping our students be more successful in math.
- Division Updates:
 - Faculty-to-Faculty Conference - Department staff convened about 130 faculty and directors of assessment from around the state to revise and update the gtPathways content criteria and competencies. Faculty were able to update the curriculum with 10 new 21st-century competencies that business leaders say that today's students need.
 - Colorado Opportunity Scholarship Initiative - Shelley Banker will join the December meeting for a full Scholarship Initiative update.
 - P-TECH - Two different applications for P-TECH schools have been received. A task force composed of the Colorado Workforce Development Council will review the applications and make recommendations to the Executive Director of Higher Education and the Commissioner of Education. If approved, these institutions will begin operation in fall 2016.
 - Board Summit – The department received some good feedback and some constructive criticism from attendees at the Summit on October 9.
 - Celina Duran's last day at CDHE was September 23. She left to take the position of Director of Financial Policy Analysis with the University of Colorado system office.
 - Meeting with Leadership and Legislators – Kachina and Lt. Governor Garcia have been meeting with legislative leadership and, as they travel the state talking to our various Boards/Trustees, with local legislators in their districts to inform them of the work the department has been doing

over the interim, including work on the funding allocation formula and tuition policy.

F. Public Comment

Frank Watrous, Senior Policy Analyst with The Bell Policy Center, again stated opposition to the portion of the proposed tuition policy recommendation. It would give full tuition authority with no limits to governing boards if state appropriations for higher education are flat or declining. He believes that the recommendation represents a dangerous precedent for future year's tuition decisions. The Bell Policy Center instead recommends a process for those flat or declining appropriations that are similar to years in which appropriations are going up set some parameters around tuition increases and include some accountability mechanism for governing boards to assure that money from tuition increases is used to support a master plan goal.

II. Consent Items

- A. **Recommend Approval of MA in Russian Studies at University of Colorado-Boulder** – Dr. Ian Macgillivray
- B. **Recommend Approval of MS in Athletic Training at University of Colorado -Colorado Springs** - Dr. Ian Macgillivray
- C. **Recommend Approval of B.S. in Exercise Science at University of Colorado-Colorado Springs** - Dr. Ian Macgillivray
- D. **Recommend Approval of M.S. in Palliative Care at University of Colorado Denver** - Dr. Ian Macgillivray
- E. **Recommend Approval of Master of Health Administration at Metropolitan State University of Denver** – Dr. Ian Macgillivray
- F. **Recommend Approval of Master of Business Administration at Metropolitan State University of Denver** – Dr. Ian Macgillivray
- G. **Recommend Approval of B.S. in Advanced Manufacturing Sciences at Metropolitan State University of Denver** – Dr. Ian Macgillivray
- H. **Degree Authorization Act – Recommend Approval for a Status Change and Name Change for Institute of Logistical Management** – Heather DeLange
- I. **Degree Authorization Act – Recommend Approval for the Renewal of Authorization** – Heather DeLange
- J. **Recommend Approval of the 2016 Commission Meeting Schedule** – Suzanne Stark

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

III. Presentation Item

Ken Jensen and Jeff Kraft, from the Office of Economic Development and International Trade, gave a presentation on Jump Start Colorado.

IV. Discussion Items

- A. **New Post-secondary Workforce Readiness (PWR) definition** – Carl Einhaus Director of Student Affairs, and Misti Ruthven, Colorado Department of

Education, Director of Postsecondary Readiness provided information on Colorado's PWR Description.

In 2009, the State Board of Education jointly approved a description of postsecondary and workforce readiness with CCHE. The statute, C.R.S. 22-7-1008(3)(a), states that the description be revisited every six years and that any updates be approved by both groups by the end of December. Mr. Einhaus explained that there was concern with the current description, as families and the work force were not engaged enough in creating it. Additionally, there was a desire expressed to make the description clearer and less "educationese". As such, CDE hired WestEd, a nonprofit public research and development agency, to gather stakeholders (K-12 and college personnel, families, work force partners, policymakers, education agencies, and more) to review the current description and make recommendations for an updated description. Two convenings were held with the stakeholders (in June and August) to discuss an update, and two surveys were sent to the Colorado community asking for feedback regarding the ideas developed from the convenings. The second survey asked respondents to vote from four descriptions, as well as voting on components or elements they felt was necessary to include in a PWR Description. Two descriptions received the highest percentage of preference. Additionally, there were some components which received very high votes which were not included in the top two descriptions, as a result, a third description was created and a final survey was sent out to help determine what description was the most desired.

Commissioner Babbs asked how the description is used and how it impacts the graduation requirements. Misti Ruthven responded that there are approximately a dozen statutes which look to the description as a means to provide direction. In short, it provides broad direction on how K-12, higher education and the workforce should collaborate.

Commissioner Moses expressed concern that one of the definitions did not include the word "Postsecondary" and felt it important that the final proposed updated version include it. Carl and Misti agreed that it would.

Additional questions were asked by Lt. Governor Garcia regarding the process, grammar and elements of the third description. Misti and Carl stated the description will be refined and clarified that only one description will be presented to CCHE and the Board of Education in December for approval.

V. Action Items

- A. New and Continuing State-Funded Capital Projects and Priority List, Fiscal Year 2016-17** – Andrew Rauch, Lead Finance Analyst, presented this item and explained that there are 31 requests, totaling about \$290M, submitted to the Commission this year for review. Of these 31 requests, five are continuation projects requesting \$42.5M in state funds and \$40.6M in cash funds. The Capital Development Committee hopes to continue to fund all continuation projects. Twenty-six previously unfunded requests, six of which are information technology projects, total \$247.5M in state funds and \$72M in cash funds. The Commission is allowed to submit a single prioritized list to the Office of State

Planning and Budget, the Capital Development Committee, and the Joint Budget Committee. Mr. Rauch recommended four actions for the Commission to consider for approval: (1) requests for a waiver from program planning requirements; (2) eleven new or revised program plans; (3) the FY2016-17 capital priority list; and, (4) the complete list reflecting number and costs for all higher education capital projects to the Governor's Office and the General Assembly.

Commissioner Anderson moved to approve the item. Commissioner Kaufman seconded the motion and the item passed unanimously.

- B. Approve Improvements to the Higher Education Funding Allocation Model –** Todd Haggerty, Lead Finance Analyst, presented this item. The item follows the September 2015 CCHE meeting and outlines two changes to the higher education funding allocation model. The Funding Allocation Model Review Team approved the proposed changes, however, there is one governing board that expressed opposition to the changes based on philosophical tenets and argue that the model should be production based and one governing board that expressed its concern regarding not having enough information to make an informed decision.

Given the budget that higher education faces in the coming year, Chairman Kaufman suggested taking the elements in the memos from the two opposing governing boards into consideration next year. Advisory Committee member, Steve Kreidler commented on Metropolitan State University - Denver's philosophical opposition to the change from the weighted credit hour approach, specifically the costs to institutions to offer vastly different courses and programs that cost more to teach than others. While an Advisory Committee member, Mr. Kreidler, Vice President of Administration, Finance and Facilities, offered these comments on behalf of Metropolitan State University – Denver and not as the voice for all state-funded colleges and universities. Commissioner Colon agreed on the need for a Higher Education Funding Allocation Model version 3. Chairman Moses stated that the model is fundamentally in favor of incenting the institutions to perform at their very best and that the goal is to have a model that does precisely that.

Commissioner Garcia moved to approve the item and Commissioner Kaufman seconded, the item passed unanimously.

- C. State Tuition Policy Process Recommendation –** Todd Haggerty, Lead Finance Analyst, presented the item recommending the approval for a new annual tuition policy process. House Bill 14-1319 charged the Commission with developing a funding allocation model while also providing the reminder that the current tuition policies were expiring. The deadline for the new tuition policy is November 1, 2015.

Staff reviewed the expiring tuition policy and explained an in-depth annual process developed to evaluate annual cost increases for institutions and create a corresponding tool that demonstrates the impact of how those costs can/may be paid for. The process will identify increased costs institutions will be facing, collaboratively with the Commission and the Governing Boards on an annual basis. Tuition limit recommendations will then be made based on General Fund

investment. The Department will submit this information, and a corresponding tuition limit recommendation, in conjunction with the annual November budget request. In addition, Governing Boards would have the option for more flexibility through a tuition accountability plan process.

Several Commissioners were concerned that this item went beyond this particular recommendation. Mr. Haggerty reminded the Commission that this particular item is for the tuition policy process only not to the budget specific to FY2016-17. Lieutenant Governor Garcia reiterated that this process attempts to bring coherence to the policies. Before making a General Fund allocation, the Governor and the legislature approve a certain amount and then the Commission and Governing Boards work together to set limits and help inform policymakers about the link between General Fund investment and tuition growth.

Commissioner Anderson moved to approve and Commissioner Colon seconded the motion. The item passed unanimously.

D. Approval of Fiscal Year 2016-17 General Fund Budget Request; General Fund Allocations and Tuition Recommendation – Diane Duffy, Chief Financial Officer, Tonya Covarrubias, Lead Finance Analyst, Todd Haggerty, Lead Finance Analyst, and Andrew Rauch, Lead Finance Analyst presented this item to provide approval and guidance to staff for the implementation of the annual General Fund request, funding allocations to governing boards, and establish tuition recommendations for FY 2016-17.

Mr. Haggerty explained the varying governing board allocations given different funding scenarios: flat General Fund dollars, 5% increase, and 5% decrease. Because the final general fund allocation is not known at this time, staff sought approval from the Commission to implement the appropriate scenario once the budget number is known. Lieutenant Governor Garcia clarified that the first part of this item refers only to the General Fund allocation.

Commissioner Kaufman motioned to approve the General Fund budget request portion of the item and Commissioner Colon seconded. This section of the item passed unanimously.

Diane Duffy, Chief Financial Officer, presented the second portion of this item that addressed the tuition recommendation. Ms. Duffy discussed the higher education costs and the cost driver analysis. Mr. Haggerty explained the known costs to higher education and how those costs can be financed each year. Lieutenant Governor Garcia explained the previous 6% cap that was in place and the Financial Accountability Plan (FAP) process in place prior to that. Lieutenant Governor Garcia went on to explain that even though a cap existed, the IHEs exercised restraint because they were driven by competitive markets and an overarching effort to keep tuition affordable for the students. In most cases, governing boards weighed the needs of students prior to making a determination regarding tuition increases. Commissioner Kaufman expressed his concern regarding the scenario when the General Fund appropriation is flat or decreased from the previous year. Commissioner Kerr asked for clarification about a potential decrease in General Fund allocation and in that case, under the new

tuition process, the institutional governing boards would consider and recommend the appropriate tuition increase. Commissioner Garcia added that her concerns go back to the role of the CCHE in that the Commission is charged with providing a statewide perspective and ensure affordability for students while balancing the financial health of the state supported institutions of higher education. She was concerned that families will not have the ability to plan for higher education under the scenario of a flat or decreased General Fund appropriation. She would like to see a cap on tuition increases. Commissioner Anderson countered the discussion with the reiteration of governing boards considering markets prior to tuition increases under all General Fund investment scenarios. He believes that the governing boards are conservative when it comes to tuition increases. He believes that imposing an arbitrary cap on what a governing board needs is counterproductive. His primary concern is the legislative interaction with the process. Mr. Anderson suggested having an annual staff report outlining the changes for Commissioner analysis and understanding. Commissioner Sandoval expressed her concern for the macro level changes at the top affecting the students and families exponentially. Ms. Sandoval said that often students will make the decision about which institution they attend is based upon the amount of tuition. Commissioner Sandoval suggested supplying guardrails for families and students like there are for the institutions, full flexibility is concerning. Commissioner Anderson stated that the flexibility is not necessarily insensitive to students and families. He stated that the governing boards need to do its job to allow families to make decisions and the governing boards have every incentive to keep tuition as low as possible. Commissioner Sandoval suggested that full flexibility could force some students to transfer due to increases. Chairman Moses stated his belief in the institutions and would like to see how they perform under this flexible model, with the realization that in one year, the CCHE gets to go through this again. Chairman Moses added that this is a way to explain to the legislature that when the investment in higher education is low, there are real consequences for families and students in Colorado. Commissioner Colon said that he wants predictability for families and students but appreciates the need for flexibility, though not full flexibility. He would support a tuition cap. He added that he believes the higher education system is operating as a 20th Century system and not a 21st Century one and would like the CCHE to work with the institutions to initiate evolution. Lieutenant Governor Garcia provided additional comments to reiterate that every legislator needs to have a clear understanding of the consequences in failing to fund higher education. Legislators need to understand that there are increasing costs and if there is no change or a decrease in the General Fund, students and families will pay more. Lieutenant Governor Garcia stated that he met with legislators recently and demonstrated, in real terms, those consequences. The public also needs to understand the consequences regarding cuts to higher education funding. Regardless of the institution, the governing boards know that raising tuition recklessly will reduce the revenue collected due to students going elsewhere.

Commissioner Kaufman moved to approve the item, Commissioner Colon seconded the motion. Chairman Moses asked for a roll call vote.

- Chairman Moses – Aye
- Vice Chairman Colon – No

- Commissioner Anderson – Aye
- Commissioner Babbs – Aye
- Commissioner Fagan – Aye
- Commissioner Garcia – No
- Commissioner Kaufman – Aye
- Commissioner Kerr – Aye
- Commissioner Sandoval – No

Commissioner Anderson motioned to include an amendment to staff's recommendation as follows: every June staff will prepare a report for the CCHE on the tuition prices and changes for the upcoming year at each institution. Chairman Moses added that he would like to see included in the annual report the ratio of tuition revenues to Education and General expenditures. Commissioner Anderson added this concept to his motion. Lieutenant Governor Garcia asked if the Commission would like staff to collect the tuition information from every institution, regardless of percentage increase or just those institutions that increase tuition above the average increase. Chairman Moses stated his preference is to collect tuition rates and increases for all institution in order to see the whole spectrum of changes. However, the motion on the floor sets forth the basic information expected for this first report, but future conversations and work of the CCHE will determine other questions that staff will be asked to report on. Commissioner Babbs seconded the motion to amend and the motion passed unanimously.

Commissioner Colon moved to adjourn the meeting. The motion was seconded by Commissioner Kaufman. The meeting was adjourned at 5:10pm.

TOPIC: TWO - YEAR CASH FUNDED CAPITAL PROGRAM LISTS

PREPARED BY: ANDREW RAUCH, LEAD FINANCE ANALYST

I. SUMMARY

As required by C.R.S. 23-1-106(7), This consent item is the Colorado Commission on Higher Education's (CCHE) annually prepared unified, two-year report for capital construction or capital renewal projects that: (1) exceed \$2 million, (2) are capital construction or renewals of either academic or auxiliary facilities, and (3) financed 100 percent with institutional cash funds or federal funds.

Each state institution of higher education prepares such a report and DHE staff compiles the individual reports into a comprehensive Two-Year Cash-Funded Capital Programs report. Commission review and approval is necessary for these cash-funded projects to commence, with the exception of the University of Colorado System. Their cash projects may be submitted directly to the General Assembly for approval, and their inclusion on this list is for informational purposes.

Upon Commission approval, DHE transmits this report to the Office of State Planning and Budgeting (OSPB) and the General Assembly for informational purposes and any necessary review.

The comprehensive Two-Year Cash Funded Capital Program list covering FY 2015-16 and FY 2016-17 contains 10 projects submitted by institutions. Of these 10 projects, three are Intercept projects for auxiliary buildings, three are non-Intercept Auxiliary, and four are non-Intercept Academic. Intercept projects require program plan approval by CCHE. One intercept project, Colorado State University – Fort Collins's Prospect Road Underpass, received program plan approval in September, while Colorado Mesa University's Kinesiology Expansion and Student Housing projects require program plan approval. The total cost for projects on the two year list is \$84,299,675.

II. BACKGROUND

Historically, Governing Boards submitted a single, unified capital construction plan that included state-funded and cash-funded projects. Senate Bill 09-290 granted institutions considerable flexibility in their capital construction planning and submissions. The legislation significantly amended C.R.S. §23-1-106(7) splitting Governing Board reporting requirements into a five-year capital projection for state funded requests and a two-year capital projection for entirely cash funded projects. The legislation went into place prior to the FY 2010-11 budget cycle. Governing Boards are permitted to amend their Two-Year Lists at any point during the fiscal year. Amendments are submitted to both the Commission and the CDC for re-approval.

It is important to note that institutions may use cash funds as part of state funded projects, but this list is reserved for projects that are 100% cash funded. No state money is requested for the planning, construction, or outfitting of the facility, though Controlled Maintenance funding may be available in the future for certain subsets of cash projects.

DHE and CDC staff have come to a mutual understanding and agreement on the implementation of SB09-290 that no Cash Funded project may commence until it has received either: approval from the Commission and the CDC on the Two-Year List (for non-Intercept projects); or Commission and CDC approval on the Two-Year Cash Funded Program list and Commission review and approval of a program plan (for Intercept projects).

III. STAFF ANALYSIS

Insufficient state funds will be available to meet projected capital needs for the foreseeable future. As a result, institutions will continue to fund projects through cash sources such as student fees, cash reserves, private donations, and bonds backed by institutional revenue.

Attachment A, the Two-Year List, contains the most current Governing Board cash submissions, and Table 1 below displays a projected grand total for all of the projects. The combined two-year plans show that institutions are committing \$84.3 million to meet their own capital needs. No federal funds are being used for projects on this list.

**Table 1:
Two-Year Cash Funded Capital Program
FY 2014 - FY2015**

Cash Funds	\$84,255,643
Federal Funds	\$44,032
Total Funds	\$84,299,675

Institutions have reluctantly pursued student capital construction fees as an alternative capital funding source. Institutions have sought and received student support on these capital fees. Presently, students at the Adams State University, Colorado Mesa University, Colorado School of Mines, Colorado State University-Ft. Collins, Colorado State University-Pueblo, Fort Lewis College, Metropolitan State University of Denver, University of Colorado-Boulder, University of Northern Colorado, Western State Colorado University, Community College of Denver, Front Range Community College and Pueblo Community College have voted to implement stand alone capital fees for current and future campus needs.

Over the next five years, the total amount of capital funding across both the Five-Year State Funded List, and the Two-Year Cash Funded List is about \$2.08 billion. Of this amount, institutions are pledging over \$483.3 million, and their contributions comprise roughly 23.2% of the total funding needs. This is down from last year, where cash funds were 36.5% of the total five year need.

Institutions of higher education listed 10 cash funded projects on the Two-Year List for FY 2015-16 and FY 2016-17. Table 2 displays the breakdown between the type of project and if the project will be financed under the Higher Education Revenue Bond Intercept Program (C.R.S. 23-5-139).

The Intercept program permits schools to issue bonds for capital construction and use either the state's credit rating (opt in), or use their own credit rating (opt out). Academic facilities are

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

**Table 2:
Cash Funded Project Types**

	Academic	Auxiliary	Total
Intercept	0	3	3
Non-Intercept	4	3	7
Total	4	6	10

Academic facilities constructed with cash funds are eligible for state Controlled Maintenance Funds. Also, due to new statutory provisions, Non-Intercept projects only have their cost projections reviewed in the Two-Year List, while Intercept projects require approval in the Two-Year List as well as program review. In accordance with the two step approval process for cash funded projects, the Department (acting with the power delegated by the Commission – (CCHE Policy III.J) will review all budget documents submitted for Intercept Act cash projects and submit all forms to the General Assembly’s Capital Development Committee as they are approved.

III. STAFF RECOMMENDATION

Staff recommends the Commission approve the Two-Year Cash Funded Capital Program List for FY 2015-16 and FY 2016-17, and the Program Plans for Colorado Mesa University’s Kinesiology Expansion and Student Housing projects and forward the necessary documents to the Governor, the Office of State Planning and Budgeting, the Capital Development Committee, and the Joint Budget Committee.

IV. STATUTORY AUTHORITY

C.R.S. 23-1-106(7)(c)(I) The commission annually shall prepare a unified, two-year report for capital construction or capital renewal projects described in 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, the capital development committee, and the joint budget committee, consistent with the executive budget timetable.

ATTACHMENT(S)

A: Two-Year Cash Funded Capital Program List FY 2015-16 to FY 2016-17

**Colorado Department of Higher Education
Two-Year Cash Funded Capital Program FY 2015-16 to FY 2016-17
By Governing Board**

Colorado Mesa University									
Project Title:		Kinesiology Expansion (Originally part of Kinesiology and Performing Arts Expansion and Renovation)							
Funding Source		Total Project Cost		Project Type:		Project Category:			
Cash Funds	CF	\$	9,997,913	Renovation and Expansion	Intercept Project:	Auxiliary	Est. Start Date:	January-16	
Federal Funds	FF	\$	-	DHE Approved Program Plan:	Pending	Est. Completion Date:	December-16		
Total Funds	TF	\$	9,997,913	List Approval Date (month/year)		Funding Method:	Other		
Project Title:		Student Housing - Garfield III (Phase A)							
Funding Source		Total Project Cost		Project Type:		Project Category:			
Cash Funds	CF	\$	12,649,630	New Construction	Intercept Project:	Auxiliary	Est. Start Date:	September-15	
Federal Funds	FF	\$	-	DHE Approved Program Plan:	Pending	Est. Completion Date:	July-16		
Total Funds	TF	\$	12,649,630	List Approval Date (month/year)		Funding Method:	Other		
Project Title:		Student Parking Structure							
		Project Cost		Project Type:		Project Category:			
	CF	\$	13,950,000	New Construction	Intercept Project:	Auxiliary	Est. Start Date:	August-14	
	FF	\$	-	DHE Approved Program Plan:	N/A	Est. Completion Date:	May-15		
	TF	\$	13,950,000	Approved on prior Two-Year List?:	Yes	Funding Method:	Other		
CMU Total:		CF		Intercept Academic:		Intercept Auxiliary:			
		\$	36,597,543		0		2		
)		Non-Intercept Academic:	0	Non-Intercept Auxiliary:	1		
		TF	\$ 36,597,543	Total Projects:	3				
University of Northern Colorado									
Project Title:		Gray Hall Gym Renovation							
Funding Source		Total Project Cost		Project Type:		Project Category:			
Cash Funds	CF	\$	3,000,000	Renovation and Expansion	Intercept Project:	Academic	Est. Start Date:	July-18	
Federal Funds	FF	\$	44,032	DHE Approved Program Plan:	N/A	Est. Completion Date:	July-20		
Total Funds	TF	\$	3,044,032	List Approval Date (month/year)		Funding Method:	Gift/Donation		
University of Northern Colorado		CF		Intercept Academic:		Intercept Auxiliary:			
		\$	3,000,000		0		0		
		\$	44,032	Non-Intercept Academic:	1	Non-Intercept Auxiliary:	0		
		\$	3,044,032	Total	1				

Colorado State University System									
Institution Name:		Colorado State University-Fort Collins							
Project Title:		LSC West Lawn and Lagoon upgrade							
Funding Source		Total Project Cost		Project Type:		Project Category:		Auxiliary	
Cash Funds	CF	\$	2,000,000	Intercept Project:		Est. Start Date:		March-15	
Federal Funds	FF	\$	-	DHE Approved Program Plan:		Est. Completion Date:		June-16	
Total Funds	TF	\$	2,000,000	List Approval Date (month/year):		Funding Method:		Gift/Donation	
Project Title:		Human Performance and Clinical Research Laboratory Addition							
Funding Source		Total Project Cost		Project Type:		Project Category:		Academic	
Cash Funds	CF	\$	2,500,000	Intercept Project:		Est. Start Date:		June-16	
Federal Funds	FF	\$	-	DHE Approved Program Plan:		Est. Completion Date:		January-18	
Total Funds	TF	\$	2,500,000	List Approval Date (month/year):		Funding Method:		Gift/Donation	
Project Title:		South Campus Infrastructure							
Funding Source		Total Project Cost		Project Type:		Project Category:		Academic	
Cash Funds	CF	\$	10,000,000	Intercept Project:		Est. Start Date:		March-16	
Federal Funds	FF	\$	-	DHE Approved Program Plan:		Est. Completion Date:		August-18	
Total Funds	TF	\$	10,000,000	List Approval Date (month/year):		Funding Method:		Other	
Project Title:		Prospect Road Underpass							
Funding Source		Total Project Cost		Project Type:		Project Category:		Auxiliary	
Cash Funds	CF	\$	5,996,100	Intercept Project:		Est. Start Date:		November-15	
Federal Funds	FF	\$	-	DHE Approved Program Plan:		Est. Completion Date:		September-16	
Total Funds	TF	\$	5,996,100	List Approval Date (month/year):		Funding Method:		Non-Appropriated Fee	
CSU-FC Sub-Total:		CF	\$ 20,496,100	Intercept Academic:		0			
		FF	\$ -	Intercept Auxiliary:		1			
		TF	\$ 20,496,100	Non-Intercept Academic:		1			
				Non-Intercept Auxiliary:		2			
				Total Projects:		4			
CSU System Total:		CF	\$ 20,496,100	Intercept Academic:		0			
		FF	\$ -	Intercept Auxiliary:		1			
		TF	\$ 20,496,100	Non-Intercept Academic:		1			
				Non-Intercept Auxiliary:		2			
				Total Projects:		4			
Colorado Community College System									
Pikes Peak Community College		Aspen Building Student Services Renovation - Centennial Campus							
		Project Cost		Project Type:		Project Category:		Academic	
	CF	\$	10,500,000	Intercept Project:		Est. Start Date:		Mar-15	
	FF	\$	-	DHE Approved Program Plan:		Est. Completion Date:		Mar-17	
	TF	\$	10,500,000	Approved on prior Two-Year List?:		Funding Method:		Non-Appropriated Fee	
Arapahoe Community College		ACC 3rd Floor and Parker Science Lab Remodel							
		Project Cost		Project Type:		Project Category:		Academic	
	CF	\$	13,662,000	Intercept Project:		Est. Start Date:		September-15	
	FF	\$	-	DHE Approved Program Plan:		Est. Completion Date:		August-17	
	TF	\$	13,662,000	Approved on prior Two-Year List?:		Funding Method:		Other	
CCCS Sub-Total:		CF	\$ 24,162,000	Intercept Academic:		0			
		FF	\$ -	Intercept Auxiliary:		0			
		TF	\$ 24,162,000	Non-Intercept Academic:		2			
				Non-Intercept Auxiliary:		0			
				Total Projects:		2			
CCCS Total:		CF	\$ 24,162,000	Intercept Academic:		0			
		FF	\$ -	Intercept Auxiliary:		0			
		TF	\$ 24,162,000	Non-Intercept Academic:		2			
				Non-Intercept Auxiliary:		0			
				Total Projects:		2			
Higher Education Grand Total:		CF	\$ 84,255,643	Intercept Academic:		0			
		FF	\$ 44,032	Intercept Auxiliary:		3			
		TF	\$ 84,299,675	Non-Intercept Academic:		4			
				Non-Intercept Auxiliary:		3			
				Total Projects:		10			

TOPIC: FIVE - YEAR STATE FUNDED CAPITAL PROGRAM LISTS

PREPARED BY: ANDREW RAUCH, LEAD FINANCE ANALYST

I. SUMMARY

C.R.S. 23-1-106(7) requires Governing Boards to annually submit a list of Five-Year State Funded Capital Projects to the Colorado Commission on Higher Education (CCHE). To comply with statute, the Department of Higher Education (DHE) compiles a comprehensive report for review by CCHE. In their analysis, Department staff ensures that these projects are in line with institutional master plans. The list is transmitted to the Office of State Planning and Budgeting (OSPB) and the General Assembly.

The Five-Year List provides CCHE with information about institutional long-range planning. This five year list is non-binding, and can be changed to reflect shifts in institutional priorities or cost.

The Five-Year State Funded Capital Program list for FY 2016-17 through FY 2020-21 contains 119 capital construction projects. Governing Boards approve and prioritize the five-year plans before submitting the plans for review. Department staff reviews the projects, and creates a summary list of all Five-Year Lists. The projected total cost for all projects is about \$1.8 billion (excluding funds already appropriated for other projects). Attachment A includes the final Five-Year State Funded Capital Program list.

II. BACKGROUND

Historically, Governing Boards submitted a single, unified five-year plan for capital construction projects including both cash-funded and state-funded projects. Senate Bill 09-290 gave institutions of higher education considerable flexibility for capital construction planning and submissions. The legislation significantly amended C.R.S. §23-1-106(6) splitting Governing Board reporting requirements into a five-year capital projection for state funded requests and a two-year capital projection for entirely cash funded projects. The legislation went into place prior to the FY 2010-11 budget cycle.

Projects listed on the Five-Year State Funded Capital Program List may include cash or federal funds. However, any project that requests state funds is considered a state funded project, not a cash funded project. These projects are included on the five-year list while entirely cash funded projects are placed on the two-year list.

III. STAFF ANALYSIS

Table 1 displays the total higher education state funding needs as reported on the Five-Year List by funding type including totals for Capital Construction Funds (CCF or state funds), Cash Funds (CF), and Federal Funds (FF). The total projected five-year need is about \$2.1 billion, of which about \$1.43 billion would be from state funding. These figures do not include funds appropriated for projects in prior years.

**Table 1:
Five-Year State Funded Capital Program
FY 2016-17 to FY 2020-21**

	Five-Year Request	Current Year Request
CCF	\$1,598,815,375	\$299,668,754
CF	\$483,257,414	\$116,556,673
FF	\$400,000	\$400,000
TF	\$2,082,472,790	\$416,625,427

Actual revenue forecasting for the state indicates that it is unlikely that a sufficient level of funding will be available to meet five-year needs. As a result, the current trend in capital funding – financing projects through cash sources such as student fees, cash reserves, private donations, and bonds backed by institutional revenue - will continue.

The dollar amounts on this year’s Five-Year List are likely to change on future lists to reflect inflation and as schools revise requests with additional cost information. In addition, some projects also disappear and reappear on the list over time as priorities change from one year to the next. This expected change makes comparing Five-Year Lists difficult because institutional priorities and costs shift over time. However, institutions have continued to make sizable cash contributions to state-funded capital requests, and this trend continues to grow.

III. STAFF RECOMMENDATION

Staff recommends the Commission approve the Five-Year State Funded Capital Program for FY 2016-17 through FY 2020-21 and forward it to the Governor, the Office of State Planning and Budgeting, the Capital Development Committee and the Joint Budget Committee.

IV. STATUTORY AUTHORITY

C.R.S. 23-1-106(7)(a) The commission annually shall prepare a unified, five-year capital improvements report of projects to be constructed, but not including those capital construction or capital renewal projects to be undertaken pursuant to subsection (9) or (10) of this section, coordinated with education plans. The commission shall transmit the report to the office of state planning and budgeting, the office of the state architect, the capital development committee, and the joint budget committee, consistent with the executive budget timetable, together with a recommended priority of funding of capital construction or capital renewal projects for the system of public higher education. The commission shall annually transmit the recommended priority of funding of capital construction or capital renewal projects to the capital development committee no later than November 1 of each year.

ATTACHMENT(S)

A: Five-Year State Funded Capital Program FY 2016-17 to FY 2020-21

**Colorado Department of Higher Education
Five-Year State Funded Capital Improvements Program FY 2016-2020
By Governing Board**

Total Prior Appropriations FY 16-17 FY 17-18 FY 18-19 FY 19-20 FY 20-21

Auraria Higher Education Center

Arts Facilities: King Center Renovation & Addition

CCF	\$41,370,000	\$ -	\$41,370,000	\$0	\$0	\$0	\$0
CF	\$420,000	\$0	\$420,000	\$0	\$0	\$0	\$0
RF	\$0	\$0	\$0	\$0	\$0	\$0	\$0
FF	\$0	\$0	\$0	\$0	\$0	\$0	\$0
TF	\$41,790,000	\$0	\$41,790,000	\$0	\$0	\$0	\$0

Arts Facilities: Visual Arts Building Renovation

CCF	\$22,690,000	\$0	\$0	\$22,690,000	\$0	\$0	\$0
CF	\$0	\$0	\$0	\$0	\$0	\$0	\$0
RF	\$0	\$0	\$0	\$0	\$0	\$0	\$0
FF	\$0	\$0	\$0	\$0	\$0	\$0	\$0
TF	\$22,690,000	\$0	\$0	\$22,690,000	\$0	\$0	\$0

AHEC Total:

CCF	\$64,060,000	\$0	\$41,370,000	\$22,690,000	\$0	\$0	\$0
CF	\$420,000	\$0	\$420,000	\$0	\$0	\$0	\$0
RF	\$0	\$0	\$0	\$0	\$0	\$0	\$0
FF	\$0	\$0	\$0	\$0	\$0	\$0	\$0
TF	\$64,480,000	\$0	\$41,790,000	\$22,690,000	\$0	\$0	\$0

Total Prior Appropriations FY 16-17 FY 17-18 FY 18-19 FY 19-20 FY 20-21

Adams State University

Plachy Hall HVAC Upgrade and Replacement							
CCF	\$4,314,450	\$0	\$4,314,450	\$0	\$0	\$0	\$0
CF		\$0	\$0	\$0	\$0	\$0	\$0
RF	\$0	\$0	\$0	\$0	\$0	\$0	\$0
FF	\$0	\$0	\$0	\$0	\$0	\$0	\$0
TF	\$4,314,450		\$4,314,450	\$0	\$0	\$0	\$0
Library/Student Success Renovation							
CCF	\$13,685,176	\$0	\$13,685,176	\$0	\$0	\$0	\$0
CF	\$0	\$0	\$0	\$0	\$0	\$0	\$0
RF	\$0	\$0	\$0	\$0	\$0	\$0	\$0
FF	\$0	\$0	\$0	\$0	\$0	\$0	\$0
TF	\$13,685,176	\$0	\$13,685,176	\$0	\$0	\$0	\$0
Art Building Renovation							
CCF	\$13,744,500	\$0	\$0	\$0	\$13,744,500	\$0	\$0
CF	\$0	\$0	\$0	\$0	\$0	\$0	\$0
RF	\$0	\$0	\$0	\$0	\$0	\$0	\$0
FF	\$0	\$0	\$0	\$0	\$0	\$0	\$0
TF	\$13,744,500	\$0	\$0	\$0	\$13,744,500	\$0	\$0
Central Technology Building							
CCF	\$1,829,400	\$0	\$0	\$0	\$0	\$1,829,400	\$0
CF	\$0	\$0	\$0	\$0	\$0	\$0	\$0
RF	\$0	\$0	\$0	\$0	\$0	\$0	\$0
FF	\$0	\$0	\$0	\$0	\$0	\$0	\$0
TF	\$1,829,400	\$0	\$0	\$0	\$0	\$1,829,400	\$0
Facilities Services							
CCF	\$7,110,300	\$0	\$0	\$0	\$0	\$0	\$7,110,300
CF	\$0	\$0	\$0	\$0	\$0	\$0	\$0
RF	\$0	\$0	\$0	\$0	\$0	\$0	\$0
FF	\$0	\$0	\$0	\$0	\$0	\$0	\$0
TF	\$7,110,300	\$0	\$0	\$0	\$0	\$0	\$7,110,300
ASU Total:							
CCF	\$40,683,826	\$0	\$17,999,626	\$0	\$13,744,500	\$1,829,400	\$7,110,300
CF	\$0	\$0	\$0	\$0	\$0	\$0	\$0
RF	\$0	\$0	\$0	\$0	\$0	\$0	\$0
FF	\$0	\$0	\$0	\$0	\$0	\$0	\$0
TF	\$40,683,826	\$0	\$17,999,626	\$0	\$13,744,500	\$1,829,400	\$7,110,300

Total Prior Appropriations FY 16-17 FY 17-18 FY 18-19 FY 19-20 FY 20-21

Colorado Mesa University

Health Sciences Phase I - Nurse Practitioner Center							
CCF	\$12,230,212	\$3,000,000	\$9,230,212	\$0	\$0	\$0	\$0
CF	\$2,505,000	\$0	\$2,505,000	\$0	\$0	\$0	\$0
RF	\$0	\$0	\$0	\$0	\$0	\$0	\$0
FF	\$0	\$0	\$0	\$0	\$0	\$0	\$0
TF	\$14,735,212	\$3,000,000	\$11,735,212	\$0	\$0	\$0	\$0
CMU Computer Science and Engineering Building							
CCF	\$23,483,207	\$0	\$5,000,000	\$18,483,207	\$0	\$0	\$0
CF	\$9,322,516	\$0	\$2,462,688	\$6,859,828	\$0	\$0	\$0
RF	\$0	\$0	\$0	\$0	\$0	\$0	\$0
FF	\$0	\$0	\$0	\$0	\$0	\$0	\$0
TF	\$32,805,723	\$0	\$7,462,688	\$25,343,035	\$0	\$0	\$0
Performing Arts Expansion and Renovation							
CCF	\$7,962,041	\$0	\$7,962,041	\$0	\$0	\$0	\$0
CF	\$787,456	\$0	\$787,456	\$0	\$0	\$0	\$0
RF	\$0	\$0	\$0	\$0	\$0	\$0	\$0
FF	\$0	\$0	\$0	\$0	\$0	\$0	\$0
TF	\$8,749,497	\$0	\$8,749,497	\$0	\$0	\$0	\$0
Trigeneration (Combined Cooling, Heat & Power)							
CCF	\$6,256,888	\$0	\$6,256,888	\$0	\$0	\$0	\$0
CF	\$618,814	\$0	\$618,814	\$0	\$0	\$0	\$0
RF	\$0	\$0	\$0	\$0	\$0	\$0	\$0
FF	\$0	\$0	\$0	\$0	\$0	\$0	\$0
TF	\$6,875,702	\$0	\$6,875,702	\$0	\$0	\$0	\$0
CMU Total:	\$49,932,348	\$3,000,000	\$28,449,141	\$18,483,207	\$0	\$0	\$0
	\$13,233,786	\$0	\$6,373,958	\$6,859,828	\$0	\$0	\$0
	\$0	\$0	\$0	\$0	\$0	\$0	\$0
	\$0	\$0	\$0	\$0	\$0	\$0	\$0
	\$63,166,134	\$3,000,000	\$34,823,099	\$25,343,035	\$0	\$0	\$0

Total Prior Appropriations FY 16-17 FY 17-18 FY 18-19 FY 19-20 FY 20-21

Colorado School of Mines

Green Center Renewal							
CCF	\$23,850,871	\$0	\$6,021,857	\$17,829,014	\$0	\$0	\$0
CF	\$35,776,306	\$0	\$0	\$35,776,306	\$0	\$0	\$0
RF	\$0	\$0	\$0	\$0	\$0	\$0	\$0
FF	\$0	\$0	\$0	\$0	\$0	\$0	\$0
TF	\$59,627,177	\$0	\$6,021,857	\$53,605,320	\$0	\$0	\$0

CSM Total:

CCF	\$23,850,871	\$0	\$6,021,857	\$17,829,014	\$0	\$0	\$0
CF	\$35,776,306	\$0	\$0	\$35,776,306	\$0	\$0	\$0
RF	\$0	\$0	\$0	\$0	\$0	\$0	\$0
FF	\$0	\$0	\$0	\$0	\$0	\$0	\$0
TF	\$59,627,177	\$0	\$6,021,857	\$53,605,320	\$0	\$0	\$0

Fort Lewis College

Exercise Science/Adventure Education Whalen Expansion Phase 1 South							
CCF	\$27,636,157	\$0	\$0	\$2,712,660	\$23,332,765	\$1,590,732	\$0
CF	\$0	\$0	\$0	\$0	\$0	\$0	\$0
RF	\$0	\$0	\$0	\$0	\$0	\$0	\$0
FF	\$0	\$0	\$0	\$0	\$0	\$0	\$0
TF	\$27,636,157	\$0	\$0	\$2,712,660	\$23,332,765	\$1,590,732	\$0

Exercise Science/Adventure Education Whalen Expansion Phase 2 North							
CCF	\$9,939,460	\$0	\$0	\$0	\$0	\$9,318,230	\$621,230
CF	\$0	\$0	\$0	\$0	\$0	\$0	\$0
RF	\$0	\$0	\$0	\$0	\$0	\$0	\$0
FF	\$0	\$0	\$0	\$0	\$0	\$0	\$0
TF	\$9,939,460	\$0	\$0	\$0	\$0	\$9,318,230	\$621,230

Reed Library Expansion and Renovation							
CCF	\$20,000,000	\$0	\$0	\$0	\$2,000,000	\$17,000,000	\$1,000,000
CF	\$0	\$0	\$0	\$0	\$0	\$0	\$0
RF	\$0	\$0	\$0	\$0	\$0	\$0	\$0
FF	\$0	\$0	\$0	\$0	\$0	\$0	\$0
TF	\$20,000,000	\$0	\$0	\$0	\$2,000,000	\$17,000,000	\$1,000,000

Theater Building							
CCF	\$14,250,000	\$0	\$0	\$0	\$0	\$3,500,000	\$10,750,000
CF	\$10,750,000	\$0	\$0	\$0	\$0	\$0	\$10,750,000
RF	\$0	\$0	\$0	\$0	\$0	\$0	\$0
FF	\$0	\$0	\$0	\$0	\$0	\$0	\$0
TF	\$25,000,000	\$0	\$0	\$0	\$0	\$3,500,000	\$21,500,000

	Total	Prior Appropriations	FY 16-17	FY 17-18	FY 18-19	FY 19-20	FY 20-21
Noble Hall Reconstruction and Classroom Improvements							
CCF	\$9,000,000	\$0	\$0	\$0	\$0	\$2,000,000	\$7,000,000
CF	\$1,000,000	\$0	\$0	\$0	\$0	\$0	\$1,000,000
RF	\$0	\$0	\$0	\$0	\$0	\$0	\$0
FF	\$0	\$0	\$0	\$0	\$0	\$0	\$0
TF	\$10,000,000	\$0	\$0	\$0	\$0	\$2,000,000	\$8,000,000
FLC Total:							
CCF	\$80,825,617	\$0	\$0	\$2,712,660	\$25,332,765	\$33,408,962	\$19,371,230
CF	\$11,750,000	\$0	\$0	\$0	\$0	\$0	\$11,750,000
RF	\$0	\$0	\$0	\$0	\$0	\$0	\$0
FF	\$0	\$0	\$0	\$0	\$0	\$0	\$0
TF	\$92,575,617	\$0	\$0	\$2,712,660	\$25,332,765	\$33,408,962	\$31,121,230

Metropolitan State College of Denver

Areospace Engineering Sciences Building							
CCF	\$20,000,000	\$20,000,000	\$0	\$0	\$0	\$0	\$0
CF	\$40,000,000	\$16,404,160	\$23,595,840	\$0	\$0	\$0	\$0
RF	\$0	\$0	\$0	\$0	\$0	\$0	\$0
FF	\$0	\$0	\$0	\$0	\$0	\$0	\$0
TF	\$60,000,000	\$36,404,160	\$23,595,840	\$0	\$0	\$0	\$0
MSCD Total:							
CCF	\$20,000,000	\$20,000,000	\$0	\$0	\$0	\$0	\$0
CF	\$40,000,000	\$16,404,160	\$23,595,840	\$0	\$0	\$0	\$0
RF	\$0	\$0	\$0	\$0	\$0	\$0	\$0
FF	\$0	\$0	\$0	\$0	\$0	\$0	\$0
TF	\$60,000,000	\$36,404,160	\$23,595,840	\$0	\$0	\$0	\$0

University of Northern Colorado

Campus Commons							
CCF	\$40,000,000	\$0	\$25,000,000	\$15,000,000	\$0	\$0	\$0
CF	\$33,614,768	\$0	\$19,084,323	\$14,530,445	\$0	\$0	\$0
RF	\$0	\$0	\$0	\$0	\$0	\$0	\$0
FF	\$0	\$0	\$0	\$0	\$0	\$0	\$0
TF	\$73,614,768	\$0	\$44,084,323	\$29,530,445	\$0	\$0	\$0
Gary Hall Mechanical System							
CCF	\$2,575,865	\$0	\$0	\$2,575,865	\$0	\$0	\$0
CF	\$0	\$0	\$0	\$0	\$0	\$0	\$0
RF	\$0	\$0	\$0	\$0	\$0	\$0	\$0
FF	\$0	\$0	\$0	\$0	\$0	\$0	\$0
TF	\$2,575,865	\$0	\$0	\$2,575,865	\$0	\$0	\$0

	Total	Prior Appropriations	FY 16-17	FY 17-18	FY 18-19	FY 19-20	FY 20-21
Performing and Visual Arts Rehearsal Facility							
CCF	\$4,916,738	\$0	\$0	\$4,916,738	\$0	\$0	\$0
CF	\$0	\$0	\$0	\$0	\$0	\$0	\$0
RF	\$0	\$0	\$0	\$0	\$0	\$0	\$0
FF	\$0	\$0	\$0	\$0	\$0	\$0	\$0
TF	\$4,916,738	\$0	\$0	\$4,916,738	\$0	\$0	\$0
Human Performance Center							
CCF	\$7,000,000	\$0	\$0	\$0	\$7,000,000	\$0	\$0
CF	\$5,000,000	\$0	\$0	\$0	\$5,000,000	\$0	\$0
RF	\$0	\$0	\$0	\$0	\$0	\$0	\$0
FF	\$0	\$0	\$0	\$0	\$0	\$0	\$0
TF	\$12,000,000	\$0	\$0	\$0	\$12,000,000	\$0	\$0
Wireless Network Upgrade							
CCF	\$3,123,300	\$0	\$3,123,300	\$0	\$0	\$0	\$0
CF	\$0	\$0	\$0	\$0	\$0	\$0	\$0
RF	\$0	\$0	\$0	\$0	\$0	\$0	\$0
FF	\$0	\$0	\$0	\$0	\$0	\$0	\$0
TF	\$3,123,300	\$0	\$3,123,300	\$0	\$0	\$0	\$0
Date Center Hardware Upgrade							
CCF	\$2,500,000	\$0	\$0	\$2,500,000	\$0	\$0	\$0
CF	\$0	\$0	\$0	\$0	\$0	\$0	\$0
RF	\$0	\$0	\$0	\$0	\$0	\$0	\$0
FF	\$0	\$0	\$0	\$0	\$0	\$0	\$0
TF	\$2,500,000	\$0	\$0	\$2,500,000	\$0	\$0	\$0
Voice and Storage Upgrade							
CCF	\$900,000	\$0	\$0	\$0	\$900,000	\$0	\$0
CF	\$0	\$0	\$0	\$0	\$0	\$0	\$0
RF	\$0	\$0	\$0	\$0	\$0	\$0	\$0
FF	\$0	\$0	\$0	\$0	\$0	\$0	\$0
TF	\$900,000	\$0	\$0	\$0	\$900,000	\$0	\$0

	Total	Prior Appropriations	FY 16-17	FY 17-18	FY 18-19	FY 19-20	FY 20-21
Backup and Recovery System							
CCF	\$600,000	\$0	\$0	\$0	\$0	\$600,000	\$0
CF	\$0	\$0	\$0	\$0	\$0	\$0	\$0
RF	\$0	\$0	\$0	\$0	\$0	\$0	\$0
FF	\$0	\$0	\$0	\$0	\$0	\$0	\$0
TF	\$600,000	\$0	\$0	\$0	\$0	\$600,000	\$0

UNC Total:

CCF	\$61,615,903	\$0	\$28,123,300	\$24,992,603	\$7,900,000	\$600,000	\$0
CF	\$38,614,768	\$0	\$19,084,323	\$14,530,445	\$5,000,000	\$0	\$0
RF	\$0	\$0	\$0	\$0	\$0	\$0	\$0
FF	\$0	\$0	\$0	\$0	\$0	\$0	\$0
TF	\$100,230,671	\$0	\$47,207,623	\$39,523,048	\$12,900,000	\$600,000	\$0

Western State Colorado University

Savage Library Renovation							
CCF	\$10,848,007	\$0	\$10,724,584	\$0	\$0	\$0	\$0
CF	\$0	\$0	\$200,000	\$0	\$0	\$0	\$0
RF	\$0	\$0	\$0	\$0	\$0	\$0	\$0
FF	\$0	\$0	\$0	\$0	\$0	\$0	\$0
TF	\$10,848,007	\$0	\$10,924,584	\$0	\$0	\$0	\$0

Press Box Renovation/Addition & Team Rooms							
CCF	\$7,463,429	\$0	\$0	\$7,463,429	\$0	\$0	\$0
CF	\$0	\$0	\$0	\$0	\$0	\$0	\$0
RF	\$0	\$0	\$0	\$0	\$0	\$0	\$0
FF	\$0	\$0	\$0	\$0	\$0	\$0	\$0
TF	\$7,463,429	\$0	\$0	\$7,463,429	\$0	\$0	\$0

New Faculty/Staff Housing							
CCF	\$5,444,250	\$0	\$0	\$0	\$5,444,250	\$0	\$0
CF	\$0	\$0	\$0	\$0	\$0	\$0	\$0
RF	\$0	\$0	\$0	\$0	\$0	\$0	\$0
FF	\$0	\$0	\$0	\$0	\$0	\$0	\$0
TF	\$5,444,250	\$0	\$0	\$0	\$5,444,250	\$0	\$0

Ute Hall Renovation							
CCF	\$9,440,766	\$0	\$0	\$0	\$0	\$9,440,766	\$0
CF	\$0	\$0	\$0	\$0	\$0	\$0	\$0
RF	\$0	\$0	\$0	\$0	\$0	\$0	\$0
FF	\$0	\$0	\$0	\$0	\$0	\$0	\$0
TF	\$9,440,766	\$0	\$0	\$0	\$0	\$9,440,766	\$0

	Total	Prior Appropriations	FY 16-17	FY 17-18	FY 18-19	FY 19-20	FY 20-21
WSCU Total:							
CCF	\$33,073,029	\$0	\$10,724,584	\$7,463,429	\$5,444,250	\$9,440,766	\$0
CF	\$200,000	\$0	\$200,000	\$0	\$0	\$0	\$0
RF	\$0	\$0	\$0	\$0	\$0	\$0	\$0
FF	\$0	\$0	\$0	\$0	\$0	\$0	\$0
TF	\$33,273,029	\$0	\$10,924,584	\$7,463,429	\$5,444,250	\$9,440,766	\$0

Colorado State University System

CSU - Fort Collins

Chemistry Phase 3							
CCF	\$51,166,618	\$38,694,678	\$12,471,940	\$0	\$0	\$0	\$0
CF	\$5,400,000	\$5,400,000	\$0	\$0	\$0	\$0	\$0
RF	\$0	\$0	\$0	\$0	\$0	\$0	\$0
FF	\$0	\$0	\$0	\$0	\$0	\$0	\$0
TF	\$56,566,618	\$44,094,678	\$12,471,940	\$0	\$0	\$0	\$0
Warner College of Natural Resources							
CCF	\$10,000,000	\$0	\$10,000,000	\$0	\$0	\$0	\$0
CF	\$10,817,437	\$0	\$10,817,437	\$0	\$0	\$0	\$0
RF	\$0	\$0	\$0	\$0	\$0	\$0	\$0
FF	\$0	\$0	\$0	\$0	\$0	\$0	\$0
TF	\$20,817,437	\$0	\$20,817,437	\$0	\$0	\$0	\$0
Shepardson Addition and Renovation							
CCF	\$24,595,501	\$0	\$4,527,223	\$13,482,700	\$6,585,578	\$0	\$0
CF	\$9,000,000	\$0	\$0	\$0	\$9,000,000	\$0	\$0
RF	\$0	\$0	\$0	\$0	\$0	\$0	\$0
FF	\$0	\$0	\$0	\$0	\$0	\$0	\$0
TF	\$33,595,501	\$0	\$4,527,223	\$13,482,700	\$15,585,578	\$0	\$0
San Luis Valley Research Station							
CCF	\$4,800,000	\$0	\$0	\$4,800,000	\$0	\$0	\$0
CF	\$0	\$0	\$0	\$0	\$0	\$0	\$0
RF	\$0	\$0	\$0	\$0	\$0	\$0	\$0
FF	\$0	\$0	\$0	\$0	\$0	\$0	\$0
TF	\$4,800,000	\$0	\$0	\$4,800,000	\$0	\$0	\$0
Life and Biomedical Sciences Building							
CCF	\$69,400,000	\$0	\$0	\$14,937,986	\$36,399,519	\$18,062,495	\$0
CF	\$0	\$0	\$0	\$0	\$0	\$0	\$0
RF	\$0	\$0	\$0	\$0	\$0	\$0	\$0
FF	\$0	\$0	\$0	\$0	\$0	\$0	\$0
TF	\$69,400,000	\$0	\$0	\$14,937,986	\$36,399,519	\$18,062,495	\$0

	Total	Prior Appropriations	FY 16-17	FY 17-18	FY 18-19	FY 19-20	FY 20-21
Anatomy Zoology Building Revitalization							
CCF	\$20,000,000	\$0	\$0	\$0	\$20,000,000	\$0	\$0
CF	\$0	\$0	\$0	\$0	\$0	\$0	\$0
RF	\$0	\$0	\$0	\$0	\$0	\$0	\$0
FF	\$0	\$0	\$0	\$0	\$0	\$0	\$0
TF	\$20,000,000	\$0	\$0	\$0	\$20,000,000	\$0	\$0
Chemistry B&C Wing Revitalization							
CCF	\$36,300,000	\$0	\$0	\$0	\$36,300,000	\$0	\$0
CF	\$0	\$0	\$0	\$0	\$0	\$0	\$0
RF	\$0	\$0	\$0	\$0	\$0	\$0	\$0
FF	\$0	\$0	\$0	\$0	\$0	\$0	\$0
TF	\$36,300,000	\$0	\$0	\$0	\$36,300,000	\$0	\$0
Engineering Research Center Renovation							
CCF	\$20,000,000	\$0	\$0	\$0	\$0	\$20,000,000	\$0
CF	\$0	\$0	\$0	\$0	\$0	\$0	\$0
RF	\$0	\$0	\$0	\$0	\$0	\$0	\$0
FF	\$0	\$0	\$0	\$0	\$0	\$0	\$0
TF	\$20,000,000	\$0	\$0	\$0	\$0	\$20,000,000	\$0
Western Slope AES Consolidation							
CCF	\$15,000,000	\$0	\$0	\$0	\$0	\$0	\$15,000,000
CF	\$0	\$0	\$0	\$0	\$0	\$0	\$0
RF	\$0	\$0	\$0	\$0	\$0	\$0	\$0
FF	\$0	\$0	\$0	\$0	\$0	\$0	\$0
TF	\$15,000,000	\$0	\$0	\$0	\$0	\$0	\$15,000,000
Institute for Biological and Translational Therapies- National Western Center COP							
CCF	\$20,000,000	\$0	\$0	\$20,000,000	\$0	\$0	\$0
CF	\$65,000,000	\$0	\$0	\$65,000,000	\$0	\$0	\$0
RF	\$0	\$0	\$0	\$0	\$0	\$0	\$0
FF	\$0	\$0	\$0	\$0	\$0	\$0	\$0
TF	\$85,000,000	\$0	\$0	\$85,000,000	\$0	\$0	\$0
Equine Veterinary Teaching Hospital- National Western Center COP							
CCF	\$15,000,000	\$0	\$0	\$15,000,000	\$0	\$0	\$0
CF	\$38,600,000	\$0	\$0	\$38,600,000	\$0	\$0	\$0
RF	\$0	\$0	\$0	\$0	\$0	\$0	\$0
FF	\$0	\$0	\$0	\$0	\$0	\$0	\$0
TF	\$53,600,000	\$0	\$0	\$53,600,000	\$0	\$0	\$0

	Total	Prior Appropriations	FY 16-17	FY 17-18	FY 18-19	FY 19-20	FY 20-21
Gross Anatomy Laboratory National Western Center COP							
CCF	\$15,000,000	\$0	\$0	\$15,000,000	\$0	\$0	\$0
CF	\$8,900,000	\$0	\$0	\$8,900,000	\$0	\$0	\$0
RF	\$0	\$0	\$0	\$0	\$0	\$0	\$0
FF	\$0	\$0	\$0	\$0	\$0	\$0	\$0
TF	\$23,900,000	\$0	\$0	\$23,900,000	\$0	\$0	\$0
Water Resources Center- National Western Center COP							
CCF	\$7,200,000	\$0	\$0	\$7,200,000	\$0	\$0	\$0
CF	\$0	\$0	\$0	\$0	\$0	\$0	\$0
RF	\$0	\$0	\$0	\$0	\$0	\$0	\$0
FF	\$0	\$0	\$0	\$0	\$0	\$0	\$0
TF	\$7,200,000	\$0	\$0	\$7,200,000	\$0	\$0	\$0
CSU Center- National Western Center COP							
CCF	\$160,700,000	\$0	\$0	\$0	\$160,700,000	\$0	\$0
CF	\$0	\$0	\$0	\$0	\$0	\$0	\$0
RF	\$0	\$0	\$0	\$0	\$0	\$0	\$0
FF	\$0	\$0	\$0	\$0	\$0	\$0	\$0
TF	\$160,700,000	\$0	\$0	\$0	\$160,700,000	\$0	\$0
CSU Sub-Total:							
CCF	\$469,162,119	\$38,694,678	\$26,999,163	\$90,420,686	\$259,985,097	\$38,062,495	\$15,000,000
CF	\$137,717,437	\$5,400,000	\$10,817,437	\$112,500,000	\$9,000,000	\$0	\$0
RF	\$0	\$0	\$0	\$0	\$0	\$0	\$0
FF	\$0	\$0	\$0	\$0	\$0	\$0	\$0
TF	\$606,879,556	\$44,094,678	\$37,816,600	\$202,920,686	\$268,985,097	\$38,062,495	\$15,000,000
CSU - Pueblo							
IT Campus Access and Classroom Enhancements							
CCF	\$3,944,430	\$0	\$3,944,430	\$0	\$0	\$0	\$0
CF	\$0	\$0	\$0	\$0	\$0	\$0	\$0
RF	\$0	\$0	\$0	\$0	\$0	\$0	\$0
FF	\$0	\$0	\$0	\$0	\$0	\$0	\$0
TF	\$3,944,430	\$0	\$3,944,430	\$0	\$0	\$0	\$0
Psychology Building Renovation and Addition							
CCF	\$16,519,873	\$0	\$16,519,873	\$0	\$0	\$0	\$0
CF	\$0	\$0	\$0	\$0	\$0	\$0	\$0
RF	\$0	\$0	\$0	\$0	\$0	\$0	\$0
FF	\$0	\$0	\$0	\$0	\$0	\$0	\$0
TF	\$16,519,873	\$0	\$16,519,873	\$0	\$0	\$0	\$0

	Total	Prior Appropriations	FY 16-17	FY 17-18	FY 18-19	FY 19-20	FY 20-21
Technology Building Renovation and Addition							
CCF	\$16,093,557	\$0	\$0	\$16,093,557	\$0	\$0	\$0
CF	\$0	\$0	\$0	\$0	\$0	\$0	\$0
RF	\$0	\$0	\$0	\$0	\$0	\$0	\$0
FF	\$0	\$0	\$0	\$0	\$0	\$0	\$0
TF	\$16,093,557	\$0	\$0	\$16,093,557	\$0	\$0	\$0
Art/Music Building Renovation and Addition							
CCF	\$18,000,000	\$0	\$0	\$0	\$18,000,000	\$0	\$0
CF	\$0	\$0	\$0	\$0	\$0	\$0	\$0
RF	\$0	\$0	\$0	\$0	\$0	\$0	\$0
FF	\$0	\$0	\$0	\$0	\$0	\$0	\$0
TF	\$18,000,000	\$0	\$0	\$0	\$18,000,000	\$0	\$0
Administration Building renovation/Addition							
CCF	\$17,000,000	\$0	\$0	\$0	\$0	\$17,000,000	\$0
CF	\$0	\$0	\$0	\$0	\$0	\$0	\$0
RF	\$0	\$0	\$0	\$0	\$0	\$0	\$0
FF	\$0	\$0	\$0	\$0	\$0	\$0	\$0
TF	\$17,000,000	\$0	\$0	\$0	\$0	\$17,000,000	\$0
Facilities Management Renovation / Addition							
CCF	\$15,000,000	\$0	\$0	\$0	\$0	\$0	\$15,000,000
CF	\$0	\$0	\$0	\$0	\$0	\$0	\$0
RF	\$0	\$0	\$0	\$0	\$0	\$0	\$0
FF	\$0	\$0	\$0	\$0	\$0	\$0	\$0
TF	\$15,000,000	\$0	\$0	\$0	\$0	\$0	\$15,000,000
CSU-P Sub-Total:	\$86,557,860	\$0	\$20,464,303	\$16,093,557	\$18,000,000	\$17,000,000	\$15,000,000
	\$0	\$0	\$0	\$0	\$0	\$0	\$0
	\$0	\$0	\$0	\$0	\$0	\$0	\$0
	\$0	\$0	\$0	\$0	\$0	\$0	\$0
	\$86,557,860	\$0	\$20,464,303	\$16,093,557	\$18,000,000	\$17,000,000	\$15,000,000
CSU System Total:	\$555,719,979	\$38,694,678	\$47,463,466	\$106,514,243	\$277,985,097	\$55,062,495	\$30,000,000
	\$137,717,437	\$5,400,000	\$10,817,437	\$112,500,000	\$9,000,000	\$0	\$0
	\$0	\$0	\$0	\$0	\$0	\$0	\$0
	\$0	\$0	\$0	\$0	\$0	\$0	\$0
	\$693,437,416	\$44,094,678	\$58,280,903	\$219,014,243	\$286,985,097	\$55,062,495	\$30,000,000

	Total	Prior Appropriations	FY 16-17	FY 17-18	FY 18-19	FY 19-20	FY 20-21
University of Colorado System							
UC - Boulder							
Aerospace Engineering Sciences Building							
CCF	\$ 28,290,716	\$0	\$4,834,369	\$23,456,347	\$0	\$0	\$0
CF	\$ 52,109,284	\$0	\$668,931	\$51,440,353	\$0	\$0	\$0
RF	\$ -	\$0	\$0	\$0	\$0	\$0	\$0
FF	\$ -	\$0	\$0	\$0	\$0	\$0	\$0
TF	\$ 80,400,000	\$0	\$5,503,300	\$74,896,700	\$0	\$0	\$0
Hellems Capital Renewal							
CCF	\$ 28,541,982	\$0	\$0	\$28,541,982	\$0	\$0	\$0
CF	\$ -	\$0	\$0	\$0	\$0	\$0	\$0
RF	\$ -	\$0	\$0	\$0	\$0	\$0	\$0
FF	\$ -	\$0	\$0	\$0	\$0	\$0	\$0
TF	\$ 28,541,982	\$0	\$0	\$28,541,982	\$0	\$0	\$0
Henderson Capital Renewal							
CCF	\$ 8,572,400	\$0	\$0	\$8,572,400	\$0	\$0	\$0
CF	\$ -	\$0	\$0	\$0	\$0	\$0	\$0
RF	\$ -	\$0	\$0	\$0	\$0	\$0	\$0
FF	\$ -	\$0	\$0	\$0	\$0	\$0	\$0
TF	\$ 8,572,400	\$0	\$0	\$8,572,400	\$0	\$0	\$0
Guggenheim Capital Renewal							
CCF	\$ 6,705,960	\$0	\$0	\$6,705,960	\$0	\$0	\$0
CF	\$ -	\$0	\$0	\$0	\$0	\$0	\$0
RF	\$ -	\$0	\$0	\$0	\$0	\$0	\$0
FF	\$ -	\$0	\$0	\$0	\$0	\$0	\$0
TF	\$ 6,705,960	\$0	\$0	\$6,705,960	\$0	\$0	\$0
UCB Sub-Total:							
CCF	\$72,111,058	\$0	\$4,834,369	\$67,276,689	\$0	\$0	\$0
CF	\$52,109,284	\$0	\$668,931	\$51,440,353	\$0	\$0	\$0
RF	\$0	\$0	\$0	\$0	\$0	\$0	\$0
FF	\$0	\$0	\$0	\$0	\$0	\$0	\$0
TF	\$124,220,342	\$0	\$5,503,300	\$118,717,042	\$0	\$0	\$0

	Total	Prior Appropriations	FY 16-17	FY 17-18	FY 18-19	FY 19-20	FY 20-21
UC - Colorado Springs							
Renovation of Existing Engineering Building (EAS)							
CCF	\$ 30,379,354	\$0	\$7,551,960	\$22,827,394	\$0	\$0	\$0
CF	\$ -	\$0	\$0	\$0	\$0	\$0	\$0
RF	\$ -	\$0	\$0	\$0	\$0	\$0	\$0
FF	\$ -	\$0	\$0	\$0	\$0	\$0	\$0
TF	\$30, 379,354	\$0	\$7,551,960	\$22,827,394	\$0	\$0	\$0
UCCS Sub-Total:							
CCF	\$30,379,354	\$0	\$7,551,960	\$22,827,394	\$0	\$0	\$0
CF	\$0	\$0	\$0	\$0	\$0	\$0	\$0
RF	\$0	\$0	\$0	\$0	\$0	\$0	\$0
FF	\$0	\$0	\$0	\$0	\$0	\$0	\$0
TF	\$30, 379,354	\$0	\$7,551,960	\$22,827,394	\$0	\$0	\$0
UC - Denver/ Anschutz Medical Campus							
Interdisciplinary Building 1 Anschutz Medical Campus							
CCF	\$ 45,597,598	\$0	\$22,800,000	\$22,797,598	\$0	\$0	\$0
CF	\$ 74,402,402	\$0	\$30,823,115	\$43,579,287	\$0	\$0	\$0
RF	\$ -	\$0	\$0	\$0	\$0	\$0	\$0
FF	\$ -	\$0	\$0	\$0	\$0	\$0	\$0
TF	\$ 120,000,000	\$0	\$53,623,115	\$66,376,885	\$0	\$0	\$0
Health Science Library and Education Buildings Renovation Anschutz Medical Campus							
CCF	\$ 9,829,066	\$0	\$0	\$0	\$0	\$9,829,066	\$0
CF	\$ 3,276,355	\$0	\$0	\$0	\$0	\$3,276,355	\$0
RF	\$ -	\$0	\$0	\$0	\$0	\$0	\$0
FF	\$ -	\$0	\$0	\$0	\$0	\$0	\$0
TF	\$ 13,105,421	\$0	\$0	\$0	\$0	\$13,105,421	\$0
Engineering & Physical Sciences Building Renovation UCD							
CCF	\$ 45,114,407	\$0	\$45,114,407	\$0	\$0	\$0	\$0
CF	\$ 15,000,000	\$0	\$15,000,000	\$0	\$0	\$0	\$0
RF	\$ -	\$0	\$0	\$0	\$0	\$0	\$0
FF	\$ -	\$0	\$0	\$0	\$0	\$0	\$0
TF	\$ 60,114,407	\$0	\$60,114,407	\$0	\$0	\$0	\$0

	Total	Prior Appropriations	FY 16-17	FY 17-18	FY 18-19	FY 19-20	FY 20-21
Pre-Health Instructional Lab Wing UCD							
CCF	\$ 10,796,773	\$0	\$0	\$0	\$10,796,773	\$0	\$0
CF	\$ 10,796,772	\$0	\$0	\$0	\$10,796,772	\$0	\$0
RF	\$ -	\$0	\$0	\$0	\$0	\$0	\$0
FF	\$ -	\$0	\$0	\$0	\$0	\$0	\$0
TF	\$ 21,593,545	\$0	\$0	\$0	\$21,593,545	\$0	\$0
CU Denver Building (CAP)							
CCF	\$ 22,618,946	\$0	\$0	\$0	\$0	\$22,618,946	\$0
CF	\$ 22,618,945	\$0	\$0	\$0	\$0	\$22,618,945	\$0
RF	\$ -	\$0	\$0	\$0	\$0	\$0	\$0
FF	\$ -	\$0	\$0	\$0	\$0	\$0	\$0
TF	\$ 45,237,891	\$0	\$0	\$0	\$0	\$45,237,891	\$0
UCD Sub-Total:							
CCF	\$133,956,790	\$0	\$67,914,407	\$22,797,598	\$10,796,773	\$32,448,012	\$0
CF	\$126,094,474	\$0	\$45,823,115	\$43,579,287	\$10,796,772	\$25,895,300	\$0
RF	\$0	\$0	\$0	\$0	\$0	\$0	\$0
FF	\$0	\$0	\$0	\$0	\$0	\$0	\$0
TF	\$260,051,264	\$0	\$113,737,522	\$66,376,885	\$21,593,545	\$58,343,312	\$0
CU System Total:							
CCF	\$236,447,202	\$0	\$80,300,736	\$112,901,681	\$10,796,773	\$32,448,012	\$0
CF	\$178,203,758	\$0	\$46,492,046	\$95,019,640	\$10,796,772	\$25,895,300	\$0
RF	\$0	\$0	\$0	\$0	\$0	\$0	\$0
FF	\$0	\$0	\$0	\$0	\$0	\$0	\$0
TF	\$414,650,960	\$0	\$126,792,782	\$207,921,321	\$21,593,545	\$58,343,312	\$0

Total Prior Appropriations FY 16-17 FY 17-18 FY 18-19 FY 19-20 FY 20-21

Colorado Community College System

Arapahoe
Community
College

Learning Commons							
CCF	\$3,987,339	\$0	\$1,748,166	\$2,239,173	\$0	\$0	\$0
CF	\$1,400,957	\$0	\$614,221	\$786,736	\$0	\$0	\$0
RF	\$0	\$0	\$0	\$0	\$0	\$0	\$0
FF	\$0	\$0	\$0	\$0	\$0	\$0	\$0
TF	\$5,388,296	\$0	\$2,362,387	\$3,025,909	\$0	\$0	\$0

Parking Lot B

CCF	\$637,500	\$0	\$0	\$0	\$637,500	\$0	\$0
CF	\$212,500	\$0	\$0	\$0	\$212,500	\$0	\$0
RF	\$0	\$0	\$0	\$0	\$0	\$0	\$0
FF	\$0	\$0	\$0	\$0	\$0	\$0	\$0
TF	\$850,000	\$0	\$0	\$0	\$850,000	\$0	\$0

ACC Sub-Total:

CCF	\$4,624,839	\$0	\$1,748,166	\$2,239,173	\$637,500	\$0	\$0
CF	\$1,613,457	\$0	\$614,221	\$786,736	\$212,500	\$0	\$0
RF	\$0	\$0	\$0	\$0	\$0	\$0	\$0
FF	\$0	\$0	\$0	\$0	\$0	\$0	\$0
TF	\$6,238,296	\$0	\$2,362,387	\$3,025,909	\$850,000	\$0	\$0

Community
College of
Aurora

No Requests

CCF	\$0	\$0	\$0	\$0	\$0	\$0	\$0
CF	\$0	\$0	\$0	\$0	\$0	\$0	\$0
RF	\$0	\$0	\$0	\$0	\$0	\$0	\$0
FF	\$0	\$0	\$0	\$0	\$0	\$0	\$0
TF	\$0	\$0	\$0	\$0	\$0	\$0	\$0

	Total	Prior Appropriations	FY 16-17	FY 17-18	FY 18-19	FY 19-20	FY 20-21
CCA Sub-Total:							
CCF	\$0	\$0	\$0	\$0	\$0	\$0	\$0
CF	\$0	\$0	\$0	\$0	\$0	\$0	\$0
RF	\$0	\$0	\$0	\$0	\$0	\$0	\$0
FF	\$0	\$0	\$0	\$0	\$0	\$0	\$0
TF	\$0	\$0	\$0	\$0	\$0	\$0	\$0
Community College of Denver							
Technology Infrastructure							
CCF	\$993,179	\$0	\$993,179	\$0	\$0	\$0	\$0
CF	\$348,955	\$0	\$348,955	\$0	\$0	\$0	\$0
RF	\$0	\$0	\$0	\$0	\$0	\$0	\$0
FF	\$0	\$0	\$0	\$0	\$0	\$0	\$0
TF	\$1,342,134	\$0	\$1,342,134	\$0	\$0	\$0	\$0
St. Francis Building/Clear Creek							
CCF	\$33,496,100	\$0	\$0	\$0	\$0	\$33,496,100	\$0
CF	\$0	\$0	\$0	\$0	\$0	\$0	\$0
RF	\$0	\$0	\$0	\$0	\$0	\$0	\$0
FF	\$0	\$0	\$0	\$0	\$0	\$0	\$0
TF	\$33,496,100	\$0	\$0	\$0	\$0	\$33,496,100	\$0
Colfax/7th Street Building							
CCF	\$66,308,050	\$0	\$0	\$0	\$0	\$0	\$66,308,050
CF	\$0	\$0	\$0	\$0	\$0	\$0	\$0
RF	\$0	\$0	\$0	\$0	\$0	\$0	\$0
FF	\$0	\$0	\$0	\$0	\$0	\$0	\$0
TF	\$66,308,050	\$0	\$0	\$0	\$0	\$0	\$66,308,050
Boulder Creek/Technology Building Remodel							
CCF	\$47,272,130	\$0	\$0	\$47,272,130	\$0	\$0	\$0
CF	\$3,017,370	\$0	\$0	\$3,017,370	\$0	\$0	\$0
RF	\$0	\$0	\$0	\$0	\$0	\$0	\$0
FF	\$0	\$0	\$0	\$0	\$0	\$0	\$0
TF	\$50,289,500	\$0	\$0	\$50,289,500	\$0	\$0	\$0
CCD Sub-Total:							
CCF	\$148,069,459	\$0	\$993,179	\$47,272,130	\$0	\$33,496,100	\$66,308,050
CF	\$3,366,325	\$0	\$348,955	\$3,017,370	\$0	\$0	\$0
RF	\$0	\$0	\$0	\$0	\$0	\$0	\$0
FF	\$0	\$0	\$0	\$0	\$0	\$0	\$0
TF	\$151,435,784	\$0	\$1,342,134	\$50,289,500	\$0	\$33,496,100	\$66,308,050

Colorado
Northwestern
Community
College

	Total	Prior Appropriations	FY 16-17	FY 17-18	FY 18-19	FY 19-20	FY 20-21
Site Upgrades							
CCF	\$3,000,000	\$0	\$0	\$3,000,000	\$0	\$0	\$0
CF	\$0	\$0	\$0	\$0	\$0	\$0	\$0
RF	\$0	\$0	\$0	\$0	\$0	\$0	\$0
FF	\$0	\$0	\$0	\$0	\$0	\$0	\$0
TF	\$3,000,000	\$0	\$0	\$3,000,000	\$0	\$0	\$0
McLaughlin Structural Stabilization and Renovation							
CCF	\$4,650,000	\$0	\$0	\$0	\$4,650,000	\$0	\$0
CF	\$0	\$0	\$0	\$0	\$0	\$0	\$0
RF	\$0	\$0	\$0	\$0	\$0	\$0	\$0
FF	\$0	\$0	\$0	\$0	\$0	\$0	\$0
TF	\$4,650,000	\$0	\$0	\$0	\$4,650,000	\$0	\$0
Johnson Storm Water, Utility, and Renovation							
CCF	\$4,450,000	\$0	\$0	\$0	\$0	\$4,450,000	\$0
CF	\$0	\$0	\$0	\$0	\$0	\$0	\$0
RF	\$0	\$0	\$0	\$0	\$0	\$0	\$0
FF	\$0	\$0	\$0	\$0	\$0	\$0	\$0
TF	\$4,450,000	\$0	\$0	\$0	\$0	\$4,450,000	\$0
Hill Structural Stabilization and Renovation							
CCF	\$2,200,000	\$0	\$0	\$0	\$0	\$0	\$2,200,000
CF	\$0	\$0	\$0	\$0	\$0	\$0	\$0
RF	\$0	\$0	\$0	\$0	\$0	\$0	\$0
FF	\$0	\$0	\$0	\$0	\$0	\$0	\$0
TF	\$2,200,000	\$0	\$0	\$0	\$0	\$0	\$2,200,000
CNCC Sub-Total:							
CCF	\$14,300,000	\$0	\$0	\$3,000,000	\$4,650,000	\$4,450,000	\$2,200,000
CF	\$0	\$0	\$0	\$0	\$0	\$0	\$0
RF	\$0	\$0	\$0	\$0	\$0	\$0	\$0
FF	\$0	\$0	\$0	\$0	\$0	\$0	\$0
TF	\$14,300,000	\$0	\$0	\$3,000,000	\$4,650,000	\$4,450,000	\$2,200,000

Front Range
Community
College

	Total	Prior Appropriations	FY 16-17	FY 17-18	FY 18-19	FY 19-20	FY 20-21
Larimer Campus Allied Health & Nursing Building							
CCF	\$19,657,338	\$0	\$19,657,338	\$0	\$0	\$0	\$0
CF	\$6,906,633	\$0	\$6,906,633	\$0	\$0	\$0	\$0
RF	\$0	\$0	\$0	\$0	\$0	\$0	\$0
FF	\$0	\$0	\$0	\$0	\$0	\$0	\$0
TF	\$26,563,971	\$0	\$26,563,971	\$0	\$0	\$0	\$0
Boulder County Campus, Future Campus							
CCF	\$63,500,000	\$0	\$0	\$0	\$63,500,000	\$0	\$0
CF	\$5,000,000	\$0	\$0	\$0	\$5,000,000	\$0	\$0
RF	\$0	\$0	\$0	\$0	\$0	\$0	\$0
FF	\$0	\$0	\$0	\$0	\$0	\$0	\$0
TF	\$68,500,000	\$0	\$0	\$0	\$68,500,000	\$0	\$0
FRCC Sub-Total:							
CCF	\$83,157,338	\$0	\$19,657,338	\$0	\$63,500,000	\$0	\$0
CF	\$11,906,633	\$0	\$6,906,633	\$0	\$5,000,000	\$0	\$0
RF	\$0	\$0	\$0	\$0	\$0	\$0	\$0
FF	\$0	\$0	\$0	\$0	\$0	\$0	\$0
TF	\$95,063,971	\$0	\$26,563,971	\$0	\$68,500,000	\$0	\$0

Lamar
Community
College

Technology Infrastructure							
CCF	\$644,400	\$0	\$644,400	\$0	\$0	\$0	\$0
CF	\$0	\$0	\$0	\$0	\$0	\$0	\$0
RF	\$0	\$0	\$0	\$0	\$0	\$0	\$0
FF	\$0	\$0	\$0	\$0	\$0	\$0	\$0
TF	\$644,400	\$0	\$644,400	\$0	\$0	\$0	\$0
Vocational Trades Building							
CCF	\$1,996,733	\$0	\$1,996,733	\$0	\$0	\$0	\$0
CF	\$0	\$0	\$0	\$0	\$0	\$0	\$0
RF	\$0	\$0	\$0	\$0	\$0	\$0	\$0
FF	\$0	\$0	\$0	\$0	\$0	\$0	\$0
TF	\$1,996,733	\$0	\$1,996,733	\$0	\$0	\$0	\$0

	Total	Prior Appropriations	FY 16-17	FY 17-18	FY 18-19	FY 19-20	FY 20-21
Bowman Building Renovation							
CCF	\$11,963,211	\$0	\$0	\$2,392,642	\$8,374,248	\$1,196,321	\$0
CF	\$0	\$0	\$0	\$0	\$0	\$0	\$0
RF	\$0	\$0	\$0	\$0	\$0	\$0	\$0
FF	\$0	\$0	\$0	\$0	\$0	\$0	\$0
TF	\$11,963,211	\$0	\$0	\$2,392,642	\$8,374,248	\$1,196,321	\$0
Trustees Building Renovation							
CCF	\$9,157,430	\$0	\$0	\$1,831,486	\$6,410,201	\$915,743	\$0
CF	\$0	\$0	\$0	\$0	\$0	\$0	\$0
RF	\$0	\$0	\$0	\$0	\$0	\$0	\$0
FF	\$0	\$0	\$0	\$0	\$0	\$0	\$0
TF	\$9,157,430	\$0	\$0	\$1,831,486	\$6,410,201	\$915,743	\$0
Bowman Administration Wing Renovation							
CCF	\$1,800,187	\$0	\$0	\$0	\$1,800,187	\$0	\$0
CF	\$0	\$0	\$0	\$0	\$0	\$0	\$0
RF	\$0	\$0	\$0	\$0	\$0	\$0	\$0
FF	\$0	\$0	\$0	\$0	\$0	\$0	\$0
TF	\$1,800,187	\$0	\$0	\$0	\$1,800,187	\$0	\$0
Community Library							
CCF	\$15,579,093	\$0	\$0	\$0	\$3,115,819	\$10,905,365	\$1,557,909
CF	\$0	\$0	\$0	\$0	\$0	\$0	\$0
RF	\$0	\$0	\$0	\$0	\$0	\$0	\$0
FF	\$0	\$0	\$0	\$0	\$0	\$0	\$0
TF	\$15,579,093	\$0	\$0	\$0	\$3,115,819	\$10,905,365	\$1,557,909
LCC Sub-Total:	\$41,141,054	\$0	\$2,641,133	\$4,224,128	\$19,700,455	\$13,017,429	\$1,557,909
CCF	\$0	\$0	\$0	\$0	\$0	\$0	\$0
CF	\$0	\$0	\$0	\$0	\$0	\$0	\$0
RF	\$0	\$0	\$0	\$0	\$0	\$0	\$0
FF	\$0	\$0	\$0	\$0	\$0	\$0	\$0
TF	\$41,141,054	\$0	\$2,641,133	\$4,224,128	\$19,700,455	\$13,017,429	\$1,557,909

	Total	Prior Appropriations	FY 16-17	FY 17-18	FY 18-19	FY 19-20	FY 20-21
Lowry Campus							
Abate and Remodel Building 869 into Classrooms and Labs							
CCF	\$6,470,100	\$0	\$0	\$6,470,100	\$0	\$0	\$0
CF	\$0	\$0	\$0	\$0	\$0	\$0	\$0
RF	\$0	\$0	\$0	\$0	\$0	\$0	\$0
FF	\$0	\$0	\$0	\$0	\$0	\$0	\$0
TF	\$6,470,100	\$0	\$0	\$6,470,100	\$0	\$0	\$0
Lowry Sub-Total:							
CCF	\$6,470,100	\$0	\$0	\$6,470,100	\$0	\$0	\$0
CF	\$0	\$0	\$0	\$0	\$0	\$0	\$0
RF	\$0	\$0	\$0	\$0	\$0	\$0	\$0
FF	\$0	\$0	\$0	\$0	\$0	\$0	\$0
TF	\$6,470,100	\$0	\$0	\$6,470,100	\$0	\$0	\$0
Morgan Community College							
Library and Student Services Expansion/Renovation (Cottonwood Hall)							
CCF	\$8,130,000	\$0	\$0	\$980,000	\$7,150,000	\$0	\$0
CF	\$0	\$0	\$0	\$0	\$0	\$0	\$0
RF	\$0	\$0	\$0	\$0	\$0	\$0	\$0
FF	\$0	\$0	\$0	\$0	\$0	\$0	\$0
TF	\$8,130,000	\$0	\$0	\$980,000	\$7,150,000	\$0	\$0
Expansion of Fine Arts Programs							
CCF	\$11,350,000	\$0	\$0	\$0	\$1,350,000	\$10,000,000	\$0
CF	\$0	\$0	\$0	\$0	\$0	\$0	\$0
RF	\$0	\$0	\$0	\$0	\$0	\$0	\$0
FF	\$0	\$0	\$0	\$0	\$0	\$0	\$0
TF	\$11,350,000	\$0	\$0	\$0	\$1,350,000	\$10,000,000	\$0
Expand Career & Technical Education Programs							
CCF	\$5,805,000	\$0	\$0	\$0	\$0	\$675,000	\$5,130,000
CF	\$0	\$0	\$0	\$0	\$0	\$0	\$0
RF	\$0	\$0	\$0	\$0	\$0	\$0	\$0
FF	\$0	\$0	\$0	\$0	\$0	\$0	\$0
TF	\$5,805,000	\$0	\$0	\$0	\$0	\$675,000	\$5,130,000

	Total	Prior Appropriations	FY 16-17	FY 17-18	FY 18-19	FY 19-20	FY 20-21
MCC Sub-Total:							
CCF	\$25,285,000	\$0	\$0	\$980,000	\$8,500,000	\$10,675,000	\$5,130,000
CF	\$0	\$0	\$0	\$0	\$0	\$0	\$0
RF	\$0	\$0	\$0	\$0	\$0	\$0	\$0
FF	\$0	\$0	\$0	\$0	\$0	\$0	\$0
TF	\$25,285,000	\$0	\$0	\$980,000	\$8,500,000	\$10,675,000	\$5,130,000
Northeastern Junior College							
Hays Student Center Renovation							
CCF	\$9,810,880	\$0	\$0	\$9,810,880	\$0	\$0	\$0
CF	\$0	\$0	\$0	\$0	\$0	\$0	\$0
RF	\$0	\$0	\$0	\$0	\$0	\$0	\$0
FF	\$0	\$0	\$0	\$0	\$0	\$0	\$0
TF	\$9,810,880	\$0	\$0	\$0	\$0	\$0	\$0
Beede Hamil Hall							
CCF	\$1,860,100	\$0	\$0	\$0	\$1,860,100	\$0	\$0
CF	\$0	\$0	\$0	\$0	\$0	\$0	\$0
RF	\$0	\$0	\$0	\$0	\$0	\$0	\$0
FF	\$0	\$0	\$0	\$0	\$0	\$0	\$0
TF	\$1,860,100	\$0	\$0	\$0	\$1,860,100	\$0	\$0
Cosmetology Building							
CCF	\$2,500,000	\$0	\$0	\$0	\$2,500,000	\$0	\$0
CF	\$0	\$0	\$0	\$0	\$0	\$0	\$0
RF	\$0	\$0	\$0	\$0	\$0	\$0	\$0
FF	\$0	\$0	\$0	\$0	\$0	\$0	\$0
TF	\$2,500,000	\$0	\$0	\$0	\$2,500,000	\$0	\$0
Ag Building Phase 1							
CCF	\$6,095,000	\$0	\$0	\$0	\$0	\$6,095,000	\$0
CF	\$0	\$0	\$0	\$0	\$0	\$0	\$0
RF	\$0	\$0	\$0	\$0	\$0	\$0	\$0
FF	\$0	\$0	\$0	\$0	\$0	\$0	\$0
TF	\$6,095,000	\$0	\$0	\$0	\$0	\$6,095,000	\$0
Ag Building Phase 2							
CCF	\$2,405,000	\$0	\$0	\$0	\$0	\$2,405,000	\$0
CF	\$0	\$0	\$0	\$0	\$0	\$0	\$0
RF	\$0	\$0	\$0	\$0	\$0	\$0	\$0
FF	\$0	\$0	\$0	\$0	\$0	\$0	\$0
TF	\$2,405,000	\$0	\$0	\$0	\$0	\$2,405,000	\$0

	Total	Prior Appropriations	FY 16-17	FY 17-18	FY 18-19	FY 19-20	FY 20-21
Walker Hall Renovation							
CCF	\$3,750,000	\$0	\$0	\$0	\$0	\$0	\$3,750,000
CF	\$0	\$0	\$0	\$0	\$0	\$0	\$0
RF	\$0	\$0	\$0	\$0	\$0	\$0	\$0
FF	\$0	\$0	\$0	\$0	\$0	\$0	\$0
TF	\$3,750,000	\$0	\$0	\$0	\$0	\$0	\$3,750,000
Maintenance Building							
CCF	\$3,750,000	\$0	\$0	\$0	\$0	\$0	\$3,750,000
CF	\$0	\$0	\$0	\$0	\$0	\$0	\$0
RF	\$0	\$0	\$0	\$0	\$0	\$0	\$0
FF	\$0	\$0	\$0	\$0	\$0	\$0	\$0
TF	\$3,750,000	\$0	\$0	\$0	\$0	\$0	\$3,750,000
NJC Sub-Total:							
CCF	\$30,170,980	\$0	\$0	\$9,810,880	\$4,360,100	\$8,500,000	\$7,500,000
CF	\$0	\$0	\$0	\$0	\$0	\$0	\$0
RF	\$0	\$0	\$0	\$0	\$0	\$0	\$0
FF	\$0	\$0	\$0	\$0	\$0	\$0	\$0
TF	\$30,170,980	\$0	\$0	\$9,810,880	\$4,360,100	\$8,500,000	\$7,500,000
Otero Junior College							
Agriculture Science Remodel							
CCF	\$1,393,800	\$0	\$1,393,800	\$0	\$0	\$0	\$0
CF	\$0	\$0	\$0	\$0	\$0	\$0	\$0
RF	\$0	\$0	\$0	\$0	\$0	\$0	\$0
FF	\$400,000	\$0	\$400,000	\$0	\$0	\$0	\$0
TF	\$1,793,800	\$0	\$1,793,800	\$0	\$0	\$0	\$0
Technology Infrastructure							
CCF	\$637,500	\$0	\$637,500	\$0	\$0	\$0	\$0
CF	\$0	\$0	\$0	\$0	\$0	\$0	\$0
RF	\$0	\$0	\$0	\$0	\$0	\$0	\$0
FF	\$0	\$0	\$0	\$0	\$0	\$0	\$0
TF	\$637,500	\$0	\$637,500	\$0	\$0	\$0	\$0
Technology Infrastructure							
CCF	\$550,000	\$0	\$0	\$550,000	\$0	\$0	\$0
CF	\$0	\$0	\$0	\$0	\$0	\$0	\$0
RF	\$0	\$0	\$0	\$0	\$0	\$0	\$0
FF	\$0	\$0	\$0	\$0	\$0	\$0	\$0
TF	\$550,000	\$0	\$0	\$550,000	\$0	\$0	\$0

	Total	Prior Appropriations	FY 16-17	FY 17-18	FY 18-19	FY 19-20	FY 20-21
Technology Infrastructure							
CCF	\$600,000	\$0	\$0	\$0	\$600,000	\$0	\$0
CF	\$0	\$0	\$0	\$0	\$0	\$0	\$0
RF	\$0	\$0	\$0	\$0	\$0	\$0	\$0
FF	\$0	\$0	\$0	\$0	\$0	\$0	\$0
TF	\$600,000	\$0	\$0	\$0	\$600,000	\$0	\$0
Technology Infrastructure							
CCF	\$650,000	\$0	\$0	\$0	\$0	\$650,000	\$0
CF	\$0	\$0	\$0	\$0	\$0	\$0	\$0
RF	\$0	\$0	\$0	\$0	\$0	\$0	\$0
FF	\$0	\$0	\$0	\$0	\$0	\$0	\$0
TF	\$650,000	\$0	\$0	\$0	\$0	\$650,000	\$0
Technology Infrastructure							
CCF	\$700,000	\$0	\$0	\$0	\$0	\$0	\$700,000
CF	\$0	\$0	\$0	\$0	\$0	\$0	\$0
RF	\$0	\$0	\$0	\$0	\$0	\$0	\$0
FF	\$0	\$0	\$0	\$0	\$0	\$0	\$0
TF	\$700,000	\$0	\$0	\$0	\$0	\$0	\$700,000
Humanities Center Renovation							
CCF	\$7,500,000	\$0	\$0	\$0	\$7,500,000	\$0	\$0
CF	\$0	\$0	\$0	\$0	\$0	\$0	\$0
RF	\$0	\$0	\$0	\$0	\$0	\$0	\$0
FF	\$0	\$0	\$0	\$0	\$0	\$0	\$0
TF	\$7,500,000	\$0	\$0	\$0	\$7,500,000	\$0	\$0
McBride Hall Renovation							
CCF	\$7,500,000	\$0	\$0	\$0	\$0	\$0	\$7,500,000
CF	\$0	\$0	\$0	\$0	\$0	\$0	\$0
RF	\$0	\$0	\$0	\$0	\$0	\$0	\$0
FF	\$0	\$0	\$0	\$0	\$0	\$0	\$0
TF	\$7,500,000	\$0	\$0	\$0	\$0	\$0	\$7,500,000

	Total	Prior Appropriations	FY 16-17	FY 17-18	FY 18-19	FY 19-20	FY 20-21
OJC Sub-Total:							
CCF	\$19,531,300	\$0	\$2,031,300	\$550,000	\$8,100,000	\$650,000	\$8,200,000
CF	\$0	\$0	\$0	\$0	\$0	\$0	\$0
RF	\$0	\$0	\$0	\$0	\$0	\$0	\$0
FF	\$400,000	\$0	\$400,000	\$0	\$0	\$0	\$0
TF	\$19,931,300	\$0	\$2,431,300	\$550,000	\$8,100,000	\$650,000	\$8,200,000

Pueblo
Community
College

Davis Academic Building Renewal							
CCF	\$9,376,762	\$3,569,619	\$5,807,143	\$0	\$0	\$0	\$0
CF	\$0	\$0	\$0	\$0	\$0	\$0	\$0
RF	\$0	\$0	\$0	\$0	\$0	\$0	\$0
FF	\$0	\$0	\$0	\$0	\$0	\$0	\$0
TF	\$9,376,762	\$3,569,619	\$5,807,143	\$0	\$0	\$0	\$0
Data and Security Electronic Door Access							
CCF	\$1,452,300	\$0	\$0	\$1,452,300	\$0	\$0	\$0
CF	\$0	\$0	\$0	\$0	\$0	\$0	\$0
RF	\$0	\$0	\$0	\$0	\$0	\$0	\$0
FF	\$0	\$0	\$0	\$0	\$0	\$0	\$0
TF	\$1,452,300	\$0	\$0	\$1,452,300	\$0	\$0	\$0
Dental Hygiene and Dental Clinic Consolidation							
CCF	\$0	\$0	\$0	\$0	\$0	\$0	\$0
CF	\$2,000,000	\$0	\$0	\$2,000,000	\$0	\$0	\$0
RF	\$0	\$0	\$0	\$0	\$0	\$0	\$0
FF	\$0	\$0	\$0	\$0	\$0	\$0	\$0
TF	\$2,000,000	\$0	\$0	\$2,000,000	\$0	\$0	\$0
MTICUA Renovation							
CCF	\$1,500,000	\$0	\$0	\$0	\$1,500,000	\$0	\$0
CF	\$0	\$0	\$0	\$0	\$0	\$0	\$0
RF	\$0	\$0	\$0	\$0	\$0	\$0	\$0
FF	\$0	\$0	\$0	\$0	\$0	\$0	\$0
TF	\$1,500,000	\$0	\$0	\$0	\$1,500,000	\$0	\$0
Critical Core Technology Infrastructure							
CCF	\$1,490,050	\$0	\$1,490,050	\$0	\$0	\$0	\$0
CF	\$0	\$0	\$0	\$0	\$0	\$0	\$0
RF	\$0	\$0	\$0	\$0	\$0	\$0	\$0
FF	\$0	\$0	\$0	\$0	\$0	\$0	\$0
TF	\$1,490,050	\$0	\$1,490,050	\$0	\$0	\$0	\$0

	Total	Prior Appropriations	FY 16-17	FY 17-18	FY 18-19	FY 19-20	FY 20-21
PCC Sub-Total:							
CCF	\$13,819,112	\$3,569,619	\$7,297,193	\$1,452,300	\$1,500,000	\$0	\$0
CF	\$2,000,000	\$0	\$0	\$2,000,000	\$0	\$0	\$0
RF	\$0	\$0	\$0	\$0	\$0	\$0	\$0
FF	\$0	\$0	\$0	\$0	\$0	\$0	\$0
TF	\$15,819,112	\$3,569,619	\$7,297,193	\$3,452,300	\$1,500,000	\$0	\$0

Pikes Peak
Community
College

	Total	Prior Appropriations	FY 16-17	FY 17-18	FY 18-19	FY 19-20	FY 20-21
Student Learning Commons and Black Box - Downtown Studio Campus							
CCF	\$4,847,735	\$0	\$4,847,735	\$0	\$0	\$0	\$0
CF	\$1,703,260	\$0	\$1,703,260	\$0	\$0	\$0	\$0
RF	\$0	\$0	\$0	\$0	\$0	\$0	\$0
FF	\$0	\$0	\$0	\$0	\$0	\$0	\$0
TF	\$6,550,995	\$0	\$6,550,995	\$0	\$0	\$0	\$0
Breckenridge Bldg. Remodel & Facility Maintenance Bldg - CC							
CCF	\$4,210,000	\$0	\$0	\$3,100,000	\$1,110,000	\$0	\$0
CF	\$1,480,000	\$0	\$0	\$1,090,000	\$390,000	\$0	\$0
RF	\$0	\$0	\$0	\$0	\$0	\$0	\$0
FF	\$0	\$0	\$0	\$0	\$0	\$0	\$0
TF	\$5,690,000	\$0	\$0	\$4,190,000	\$1,500,000	\$0	\$0
Landscape/Signage/Road - Centennial Campus							
CCF	\$2,664,000	\$0	\$0	\$2,664,000	\$0	\$0	\$0
CF	\$936,000	\$0	\$0	\$936,000	\$0	\$0	\$0
RF	\$0	\$0	\$0	\$0	\$0	\$0	\$0
FF	\$0	\$0	\$0	\$0	\$0	\$0	\$0
TF	\$3,600,000	\$0	\$0	\$3,600,000	\$0	\$0	\$0

	Total	Prior Appropriations	FY 16-17	FY 17-18	FY 18-19	FY 19-20	FY 20-21
DTSC West Renovation - Downtown Studio Campus							
CCF	\$14,800,000	\$0	\$0	\$14,800,000	\$0	\$0	\$0
CF	\$5,200,000	\$0	\$0	\$5,200,000	\$0	\$0	\$0
RF	\$0	\$0	\$0	\$0	\$0	\$0	\$0
FF	\$0	\$0	\$0	\$0	\$0	\$0	\$0
TF	\$20,000,000	\$0	\$0	\$20,000,000	\$0	\$0	\$0
West Campus - Teller County							
CCF	\$10,360,000	\$0	\$0	\$0	\$10,360,000	\$0	\$0
CF	\$3,640,000	\$0	\$0	\$0	\$3,640,000	\$0	\$0
RF	\$0	\$0	\$0	\$0	\$0	\$0	\$0
FF	\$0	\$0	\$0	\$0	\$0	\$0	\$0
TF	\$14,000,000	\$0	\$0	\$0	\$14,000,000	\$0	\$0
East Campus - Elbert County							
CCF	\$10,360,000	\$0	\$0	\$0	\$0	\$10,360,000	\$0
CF	\$3,640,000	\$0	\$0	\$0	\$0	\$3,640,000	\$0
RF	\$0	\$0	\$0	\$0	\$0	\$0	\$0
FF	\$0	\$0	\$0	\$0	\$0	\$0	\$0
TF	\$14,000,000	\$0	\$0	\$0	\$0	\$14,000,000	\$0
Allied Health Bldg. - Rampart Range Campus							
CCF	\$18,500,000	\$0	\$0	\$0	\$0	\$0	\$18,500,000
CF	\$6,500,000	\$0	\$0	\$0	\$0	\$0	\$6,500,000
RF	\$0	\$0	\$0	\$0	\$0	\$0	\$0
FF	\$0	\$0	\$0	\$0	\$0	\$0	\$0
TF	\$25,000,000	\$0	\$0	\$0	\$0	\$0	\$25,000,000
PPCC Sub-Total:							
CCF	\$65,741,735	\$0	\$4,847,735	\$20,564,000	\$11,470,000	\$10,360,000	\$18,500,000
CF	\$23,099,260	\$0	\$1,703,260	\$7,226,000	\$4,030,000	\$3,640,000	\$6,500,000
RF	\$0	\$0	\$0	\$0	\$0	\$0	\$0
FF	\$0	\$0	\$0	\$0	\$0	\$0	\$0
TF	\$88,840,995	\$0	\$6,550,995	\$27,790,000	\$15,500,000	\$14,000,000	\$25,000,000
Red Rocks Community College							
Lakewood Classroom Renovation							
CCF	\$6,082,031	\$0	\$0	\$6,082,031	\$0	\$0	\$0
CF	\$2,027,344	\$0	\$0	\$2,027,344	\$0	\$0	\$0
RF	\$0	\$0	\$0	\$0	\$0	\$0	\$0
FF	\$0	\$0	\$0	\$0	\$0	\$0	\$0
TF	\$8,109,375	\$0	\$0	\$8,109,375	\$0	\$0	\$0

	Total	Prior Appropriations	FY 16-17	FY 17-18	FY 18-19	FY 19-20	FY 20-21
Renovation Arvada Cafeteria Building for Science and Health							
CCF	\$5,100,000	\$0	\$0	\$0	\$0	\$5,100,000	\$0
CF	\$1,275,000	\$0	\$0	\$0	\$0	\$1,275,000	\$0
RF	\$0	\$0	\$0	\$0	\$0	\$0	\$0
FF	\$0	\$0	\$0	\$0	\$0	\$0	\$0
TF	\$6,375,000	\$0	\$0	\$0	\$0	\$6,375,000	\$0
Construction Technology Center Renovation and Expansion							
CCF	\$9,180,000	\$0	\$0	\$0	\$9,180,000	\$0	\$0
CF	\$2,295,000	\$0	\$0	\$0	\$2,295,000	\$0	\$0
RF	\$1	\$0	\$0	\$0	\$1	\$0	\$0
FF	\$0	\$0	\$0	\$0	\$0	\$0	\$0
TF	\$11,475,001	\$0	\$0	\$0	\$11,475,001	\$0	\$0
Learning Commons and Library Renovation							
CCF	\$4,687,500	\$0	\$0	\$0	\$4,687,500	\$0	\$0
CF	\$1,562,500	\$0	\$0	\$0	\$1,562,500	\$0	\$0
RF	\$0	\$0	\$0	\$0	\$0	\$0	\$0
FF	\$0	\$0	\$0	\$0	\$0	\$0	\$0
TF	\$6,250,000	\$0	\$0	\$0	\$6,250,000	\$0	\$0
RRCC Sub-Total:	\$25,049,531	\$0	\$0	\$6,082,031	\$13,867,500	\$5,100,000	\$0
	\$7,159,844	\$0	\$0	\$2,027,344	\$3,857,500	\$1,275,000	\$0
	\$1	\$0	\$0	\$0	\$1	\$0	\$0
	\$0	\$0	\$0	\$0	\$0	\$0	\$0
	\$32,209,376	\$0	\$0	\$8,109,375	\$17,725,001	\$6,375,000	\$0

Trinidad State
Junior College

	Total	Prior Appropriations	FY 16-17	FY 17-18	FY 18-19	FY 19-20	FY 20-21
Fruedenthal Library Renovation							
CCF	\$1,700,000	\$0	\$0	\$1,700,000	\$0	\$0	\$0
CF	\$0	\$0	\$0	\$0	\$0	\$0	\$0
RF	\$0	\$0	\$0	\$0	\$0	\$0	\$0
FF	\$0	\$0	\$0	\$0	\$0	\$0	\$0
TF	\$1,700,000	\$0	\$0	\$1,700,000	\$0	\$0	\$0
Valley Campus - Phase 1							
CCF	\$15,727,449	\$0	\$0	\$0	\$15,727,449	\$0	\$0
CF	\$0	\$0	\$0	\$0	\$0	\$0	\$0
RF	\$0	\$0	\$0	\$0	\$0	\$0	\$0
FF	\$0	\$0	\$0	\$0	\$0	\$0	\$0
TF	\$15,727,449	\$0	\$0	\$0	\$15,727,449	\$0	\$0
Massari Renovation							
CCF	\$858,000	\$0	\$0	\$0	\$0	\$858,000	\$0
CF	\$0	\$0	\$0	\$0	\$0	\$0	\$0
RF	\$0	\$0	\$0	\$0	\$0	\$0	\$0
FF	\$0	\$0	\$0	\$0	\$0	\$0	\$0
TF	\$858,000	\$0	\$0	\$0	\$0	\$858,000	\$0
Replace Internal Data Infrastructure College Wide							
CCF	\$1,650,000	\$0	\$0	\$0	\$0	\$0	\$1,650,000
CF	\$0	\$0	\$0	\$0	\$0	\$0	\$0
RF	\$0	\$0	\$0	\$0	\$0	\$0	\$0
FF	\$0	\$0	\$0	\$0	\$0	\$0	\$0
TF	\$1,650,000	\$0	\$0	\$0	\$0	\$0	\$1,650,000
Berg Fourth Floor Remodel							
CCF	\$575,000	\$0	\$0	\$0	\$0	\$0	\$575,000
CF	\$0	\$0	\$0	\$0	\$0	\$0	\$0
RF	\$0	\$0	\$0	\$0	\$0	\$0	\$0
FF	\$0	\$0	\$0	\$0	\$0	\$0	\$0
TF	\$575,000	\$0	\$0	\$0	\$0	\$0	\$575,000
TSJC Sub-Total:							
CCF	\$20,510,449	\$0	\$0	\$1,700,000	\$15,727,449	\$858,000	\$2,225,000
CF	\$0	\$0	\$0	\$0	\$0	\$0	\$0
RF	\$0	\$0	\$0	\$0	\$0	\$0	\$0
FF	\$0	\$0	\$0	\$0	\$0	\$0	\$0
TF	\$20,510,449	\$0	\$0	\$0	\$15,727,449	\$858,000	\$2,225,000

		Total	Prior Appropriations	FY 16-17	FY 17-18	FY 18-19	FY 19-20	FY 20-21
CCCS Total:	CCF	\$497,870,897	\$3,569,619	\$39,216,044	\$104,344,742	\$152,013,004	\$87,106,529	\$111,620,959
	CF	\$49,145,519	\$0	\$9,573,069	\$15,057,450	\$13,100,000	\$4,915,000	\$6,500,000
	RF	\$1	\$0	\$0	\$0	\$1	\$0	\$0
	FF	\$400,000	\$0	\$400,000	\$0	\$0	\$0	\$0
	TF	\$547,416,417	\$3,569,619	\$49,189,113	\$119,402,192	\$165,113,005	\$92,021,529	\$118,120,959
Higher Education Institutions Total	CCF	\$1,664,079,672	\$65,264,297	\$299,668,754	\$417,931,579	\$493,216,389	\$219,896,164	\$168,102,489
	CF	\$505,061,574	\$21,804,160	\$116,556,673	\$279,743,669	\$37,896,772	\$30,810,300	\$18,250,000
	RF	\$1	\$0	\$0	\$0	\$1	\$0	\$0
	FF	\$400,000	\$0	\$400,000	\$0	\$0	\$0	\$0
	TF	\$2,169,541,247	\$87,068,457	\$416,625,427	\$697,675,248	\$531,113,162	\$250,706,464	\$186,352,489

TOPIC: PROGRAM PLAN APPROVAL – ARAPAHOE COMMUNITY COLLEGE

PREPARED BY: ANDREW RAUCH, LEAD FINANCE ANALYST

I. SUMMARY

This item consent item is to approve the program plan for Arapahoe Community College's Learning Commons, which was inadvertently left off of the October 29, 2015 agenda.

II. BACKGROUND

State law, C.R.S. 23-1-106(7)(a), requires the Colorado Commission on Higher Education (CCHE) to annually submit a recommended capital construction priority list to the General Assembly's Capital Development Committee (CDC) by November 1st. As part of this submission, the CCHE approves program plans for new projects. The program plan for Arapahoe Community College's Learning Commons was inadvertently left off of the October 29, 2015 meeting agenda and therefore was not approved by the CCHE.

III. STAFF ANALYSIS

The plan was reviewed with all other state-funded capital submissions as part of that process. To correct this omission, staff submits this item requesting the plan's approval.

IV. STAFF RECOMMENDATIONS

Staff recommends that the Commission approve the program plan for Arapahoe Community College's Learning Commons Project.

V. STATUTORY AUTHORITY

C.R.S. 23-1-106 (3) The commission shall review and approve facility master plans for all state institutions of higher education on land owned or controlled by the state or an institution and capital construction or capital renewal program plans for projects other than those projects described in subsection (9) or (10) of this section. The commission shall forward the approved facility master plans to the office of the state architect. Except for those projects described in subsection (9) or (10) of this section, no capital construction or capital renewal shall commence except in accordance with an approved facility master plan and program plan.

TOPIC: RECOMMEND APPROVAL OF BACHELOR OF ARTS IN
PUBLIC SERVICE AT UNIVERSITY OF COLORADO DENVER

PREPARED BY: IAN MACGILLIVRAY, DIRECTOR OF ACADEMIC AFFAIRS

I. SUMMARY

This item recommends approval for University of Colorado Denver (UCD) to offer a Bachelor of Arts in Public Service (BAPS).

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 UCD's proposal:

The degree will allow students who are interested in careers with the government and nonprofit sectors to start their careers with appropriate knowledge and skills. In addition, this degree will prepare students to enter graduate degree programs in public administration, public policy, criminal justice, law, or other related fields. Specifically, the CU Denver Masters in Public Affairs would be a natural choice for graduate study. All courses will be offered online. The online nature of this degree will allow students the flexibility to schedule courses around the reality of family and work demands. The degree program is interdisciplinary and will utilize many of the existing courses and expertise of related units at CU Denver. The program will incorporate High Impact Practices (HIPs) identified as important in promoting student engagement and learning. The HIPs most relevant to the field of public service include service learning, diversity and globalism, collaborative assignments and projects, and a required internship. The degree also includes an available focus on nonprofit management. This will be offered as an optional concentration for BAPS majors, as a certificate for non-degree students, and as a minor for students from other programs.

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 UCD's statutory role and mission, which states:

(b) The Denver campus of the university of Colorado shall be an urban comprehensive undergraduate and graduate research university with selective admission standards. The Denver campus shall offer baccalaureate, master's, and a limited number of doctoral degree programs, emphasizing those that serve the needs of the Denver metropolitan area. The Denver campus has statewide authority to offer graduate programs in public administration and exclusive authority in architecture and planning. (23-20-101, 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. University of Colorado Board of Regents approved the program at its November 5, 2015 meeting.

IV. STAFF RECOMMENDATION

Staff recommends that the Commission approve the Bachelor of Arts in Public Service at University of Colorado 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

The public and nonprofit sectors project and anticipate large scale retirement of many current employees. According to the US Bureau of Labor Statistics (BLS), 25 percent of all jobs are in the government or nonprofit sectors. Thirteen percent of all workers are employed by state and local governments, another two percent by the federal government, and over ten percent by nonprofit organizations. Approximately 30 percent of government employees are eligible to retire between 2013 and 2016. In Colorado, the Department of Labor shows that, from 2004 through 2014, government employment in the state rose by 31,838 jobs. In a state projected to grow, this should lead to another 32,000 Colorado government jobs by 2025. With the required skills in budgeting, human resource management, use of evidence and data to make decisions, and leadership training, students who graduate with a BA in Public Service will be well prepared for careers in government, at all levels, and in nonprofit organizations. There is also growing demand for these skills in private sector organizations, particularly where those organizations intersect with public processes.

DUPLICATION

In the Denver metropolitan area, Regis University, a private university, is the only institution that offers a degree in public administration. However, their degree is a Bachelor of Science degree with an emphasis on business and economics and less on public service. The University of Denver (DU), another private university, offers an undergraduate degree in public policy that requires at least 50 hours of courses approved by their Institute of Public Policy Studies, in addition to the requirement of a second major. The DU program is not offered online. Metropolitan State University of Denver offers a minor in public administration within its Political Science department. Currently, few universities offer an online undergraduate degree in Public Administration, Public Policy or Public Service, although increasing numbers of universities are offering face-to-face degrees in public service. Arizona State University has developed an online undergraduate program in Public Administration.

TOPIC: RECOMMEND APPROVAL OF BACHELOR OF SCIENCE IN SUSTAINABLE SYSTEMS ENGINEERING AT METROPOLITAN STATE UNIVERSITY OF DENVER

PREPARED BY: IAN MACGILLIVRAY, DIRECTOR OF ACADEMIC AFFAIRS

I. SUMMARY

This item recommends approval for Metropolitan State University of Denver (MSU Denver) to offer a Bachelor of Science in Sustainable Systems Engineering.

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 MSU Denver's proposal:

This B.S. in Sustainable Systems Engineering prepares individuals to apply mathematical and scientific principles to the design, development and operational evaluation of total systems solutions for a wide variety of engineering problems, including the integration of human, physical, energy, communications, management and information requirements as needed, and the application of requisite analytical methods to specific situations.

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 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 128 credit hour degree is consistent with the institution's statutory role and mission, meets Pathways requirements, and may exceed the 120 credit cap for baccalaureate degrees because the Commission granted waivers to all engineering degrees to exceed this credit cap at its April 1, 2004 meeting. Metropolitan State University of Denver's governing board approved the program at its May 8, 2015 meeting.

IV. STAFF RECOMMENDATION

Staff recommends that the Commission approve the Bachelor of Science in Sustainable Systems Engineering 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

There is a large demand for systems engineers in Colorado and the U.S. As the work for this new program began, dice.com, a national employment site for jobs in technology, had 542 listings. At that same time there were 440 listings on EngineeringJobs.com for employment opportunities in Colorado that contain the title "Systems Engineer." At *this* time, there are over 1,000 jobs posted for systems engineers in the Denver area on both monster.com and on indeed.com.

DUPLICATION

There are programs in nearby institutions that address either sustainability or systems engineering. It should be noted that all but one are graduate level programs. The one BS program is very specific to mechatronics (which we are not pursuing at this time). The SSE program at MSU Denver integrates sustainable and systems engineering to provide students with a more comprehensive view of human well-being and development, which is unique to the region. Below is a list of the nearby institutions offering a program with sustainability or systems in their degree titles:

- CU Denver offers graduate degrees in Civil Engineering with focus in these specialties:
 - Master of Science (MS) in Environmental and Sustainability Engineering
 - Master of Engineering (MEng) in Sustainable Infrastructure
 - Doctor of Philosophy (Ph.D.) in Civil Engineering or Civil Engineering Systems
- Colorado State offers
 - M.S and Ph.D. in Environmental Engineering with a focus option if sustainability and also offers and online Masters of Engineering in Systems Engineering through their continuing education program
- The University of Colorado at Boulder offers
 - M.S. and Ph.D. degree in Civil Systems Engineering and
 - Certificate program in Sustainable Community Development
- The Colorado School of Mines offers
 - Masters and Ph.D. degree paths in Systems Engineering
- Colorado State University Pueblo offers

- MS degree in industrial and systems engineering

The number of graduate programs in the state suggest that there would be a benefit to training undergraduate students in systems engineering for further academic development and progression into those graduate programs. This program can provide a pipeline of students to graduate programs and can help fill the current workforce needs in industry in metro-Denver and the state.

TOPIC: DEGREE AUTHORIZATION ACT – RECOMMENDATION OF APPROVAL FOR THE RENEWAL OF AUTHORIZATION

PREPARED BY: HEATHER DELANGE, ACADEMIC POLICY OFFICER

I. SUMMARY

This consent item recommends renewal of authorization for four institutions authorized under the Degree Authorization Act.

II. BACKGROUND

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

The DAA outlines the Department’s jurisdiction over private education programs available to the residents of the state of Colorado. The DAA establishes standards to (1) prevent misrepresentation, fraud, and collusion in offering educational programs to the public and (2) protect, preserve, foster, and encourage the educational programs offered by private educational institutions, which meet generally recognized criteria of quality and effectiveness as determined through voluntary accreditation.

A private college or university that has its accreditation reaffirmed without sanction and continues to meet the minimum standards, or a seminary or religious training institution that continues to meet the minimum operating standards, of the DAA is presumed qualified for renewal of authorization and department staff shall recommend that the CCHE renew the institution’s authorization for three additional years.

III. STAFF ANALYSIS

Pursuant to statute and policy, all authorized institutions under the DAA must renew authorization periodically. The renewal period varies by the type of authorization that the institution holds from the CCHE.

Seminaries and Religious Training Institutions

Seminaries and religious training institutions are required to apply for renewal of authorization every three years. Renewal of authorization demonstrates that the seminary or religious training institution continues to meet the minimum operating standards specified in statute and CCHE policy, Section I, Part J. Institutions must submit the following documentation for renewal:

- An updated list of program offerings;
- Confirmation of non-profit status;
- Confirmation of tax-exempt status pursuant to Colorado State Law; and
- Updated contact information.

Staff recommends the following seminaries or religious training institutions for renewal of authorization until 2018:

- Augustine Institute
- Colorado Baptist College
- Survine Bible College
- Veritas College International

IV. STAFF RECOMMENDATION

Staff recommends approval for the four Religious Training Institutions/Seminaries listed above in Section III of this consent agenda item.

STATUTORY AUTHORITY

§23-2-103.3 C.R.S.

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

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

(II) A seminary or religious training institution that continues to meet the minimum operating standards specified in this section is presumed qualified for renewal of authorization, and the department shall recommend that the commission renew the institution's authorization for three additional years.

TOPIC: RECOMMEND APPROVAL OF THE REVISED 2016 COMMISSION MEETING SCHEDULE

PREPARED BY: SUZANNE STARK, EXECUTIVE ASSISTANT

I. SUMMARY

The Colorado Commission on Higher Education will meet monthly during 2016 for regular Business meetings, with the exception of January and July, and the Commission's Annual Retreat will be held in August.

Listed below is the 2016 meeting schedule for the Commission, all meetings are scheduled to begin at 1:00pm. Note:

- During the months of **February through May 2016**, the Commission will meet on the **first Friday of the month**.
- During the months of **June, September and December 2016**, the Commission will meet on the **first Thursday of the month**.
- The **August Retreat** will fall on the **first Thursday and include the Friday** following.
- The October and November meetings have been combined to accommodate **action on the budget request** and will be held on **October 24**.
- Teleconference or special meetings may be scheduled during the year, based upon need.

COLORADO COMMISSION ON HIGHER EDUCATION 2016 MEETING SCHEDULE

<u>MONTH</u>	<u>LOCATION</u>
Friday, February 5 th at 1:00pm	TBD
Friday, March 4 th at 1:00pm	TBD
Friday, April 1 st at 1:00pm	TBD
Friday, May 6 th at 1:00pm	TBD
Thursday, June 2 nd at 1:00pm	TBD
Annual Retreat – Thursday, August 4 th - Friday, August 5 th	TBD
Thursday, September 1 st at 1:00pm	TBD
Monday, October 24 th at 1:00pm	TBD
Thursday, December 1 st at 1:00pm	TBD

III. STAFF RECOMMENDATIONS

Staff recommends that the Commission approve the revised 2016 meeting schedule.

IV. STATUTORY AUTHORITY

§23-1-102 (6), C.R.S. – *The commission shall meet as often as necessary to carry out its duties as defined in this article.*

TOPIC: COLLABORATION IN HIGHER EDUCATION

PREPARED BY: KACHINA WEAVER, CHIEF POLICY OFFICER

I. SUMMARY

The presentation will provide insight into a successful collaboration within higher education between three universities.

II. BACKGROUND

The Colorado School of Public Health is collaboration between three institutions of higher education – University of Colorado, Colorado State University, and the University of Northern Colorado.

At the request of Commissioner Colon, Dr. David C. Goff will be providing Commissioners with insight into this successful collaboration and what it took to achieve it.

David C. Goff, Jr., MD, PhD, FACP, FAHA, became Dean of the Colorado School of Public Health June 1, 2012. Prior to his role as Dean, Dr. Goff served as the Department Chair of Epidemiology and Prevention in the Division of Public Health Sciences at Wake Forest University School of Medicine.

Dr. Goff's 20 years of research, teaching, administration, community outreach and advocacy have earned him opportunities to serve on prominent committees with the Centers for Disease Control and Prevention, the National Institutes of Health and the Institute of Medicine. He has been active in supporting work that has a definite impact on public health, including cardiovascular disease. Under Goff's leadership the Colorado School of Public Health continues to play a key role in helping identify effective strategies to improve the health of our communities.

In addition to being Dean of Colorado SPH; Dr. Goff is currently the Interim Chair of the ASPPH accreditation and credentialing committee.

III. STAFF ANALYSIS

The purpose of this presentation is to highlight how successful collaborations in higher education can work and how we can strive to do more.

IV. STAFF RECOMMENDATIONS

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

V. STATUTORY AUTHORITY

n/a

TOPIC: UPDATE: COLORADO OPPORTUNITY SCHOLARSHIP INITIATIVE

PREPARED BY: SHELLEY BANKER, DEPUTY DIRECTOR, COSI

I. SUMMARY

The Colorado Opportunity Scholarship Initiative (COSI) has been making marked progress since its inception. Created with the goal of establishing a statewide network of student support and scholarship programs, approximately \$13.8 million in state funds will leverage \$7 million in private philanthropic funds.

To-date the Initiative has accomplished the following:

- **\$6.8m in two-year awards** granted to 28 organizations across the state that work with students to improve access, persistence, and completion of a postsecondary credential. (Fall 2014 - 2016)
- **Leveraged \$75k in matching funds** from Colorado Quarterly Forum in tuition assistance for Pueblo Community College students. (Summer 2015)
- **\$7m of COSI funds are being matched 1:1** with local programs dollars to provide new scholarships. These matching funds will be used for scholarships to Colorado students who attend Colorado public institutions of higher education and whose family income is 250% or less of PELL eligibility. (Fall 2015)
 - Finalizing the details of seven proposals totaling \$1,317,407 in 1:1 scholarship matches. The November proposals represent four counties (\$346,472), 17 institutions of higher education (\$970,935), and one workforce development project requesting \$40,000.
- **Formalized State Administrative rules** administering the Initiative, which establish the eligibility criteria for students and community partner programs to participate. (Fall 2015)
- **Convened nearly 100 program administrators and counselors** to discuss student success best practices and to identify opportunities for collaboration. (Summer 2015)

II. BACKGROUND

The Colorado Opportunity Scholarship Initiative is Colorado's first scholarship matching fund, established in 2014. Created with the goal of establishing a statewide network of student support and scholarship programs throughout the state, approximately \$34 million of state funds were invested to launch the Initiative and leverage private investments - with the intention of building a sustainable corpus that can be leveraged for years to come.

The Scholarship Initiative's primary focus is to:

- **Increase and improve the network of student support programs for Colorado's high school and post-high school students** by committing to a series of multi-year grants throughout the state for programs that will help prepare students for postsecondary education, as well as support them through completion. In December 2014, the Scholarship Initiative awarded \$3.4 million in program grants.
- **Foster community partnerships that increase total dollars available to students for tuition assistance in Colorado.** Communities can partner with the State, leveraging this public investment to create customized scholarship programs. The first program could launch as soon as the Fall of 2015.
- **Provide scholarships directly to qualified students** with an Expected Family Contribution of up to 250% of Pell-Eligibility, who are participating in a rigor-based student success program.

III. STAFF ANALYSIS

The Scholarship Initiative is making marked progress; staff will continue to work in this direction.

IV. STAFF RECOMMENDATIONS

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

V. STATUTORY AUTHORITY

23-3.3-1001 through 23-3.3-1005

ATTACHMENT(S):

Executive summary of November 2015 proposals for matching scholarship funds presented to the board.



**Colorado Opportunity Scholarship Initiative
Program Update to CCHE
December 2015**

Program Update

The Colorado Opportunity Scholarship Initiative (COSI) has been making marked progress since its inception. Created with the goal of establishing a statewide network of student support and scholarship programs, approximately **\$13.8 million** in state funds will leverage **\$7 million** in private philanthropic funds.

To-date the Initiative has accomplished the following:

- **\$6.8m** in two-year awards **granted to 28 organizations** across the state that work with students to **improve access, persistence, and completion** of a postsecondary credential. *(Fall 2014 - 2016)*
- Leveraged **\$75k** in matching funds from Colorado Quarterly Forum in **tuition assistance** for Pueblo Community College students. *(Summer 2015)*
- **\$7m** of COSI funds are being **matched 1:1 with local programs dollars** to provide new scholarships. These matching funds will be used for scholarships to Colorado students who attend Colorado public institutions of higher education and whose family income is 250% or less of PELL eligibility. *(Fall 2015)*
- Formalized State Administrative rules administering the Initiative, which establish the eligibility criteria for students and community partner programs to participate, and convened nearly 100 program administrators and counselors to discuss student success best practices and to identify opportunities for collaboration. *(Fall 2015)*
- Hosted large grantee symposium *(Summer 2015)* and four regional meetings *(Fall 2015)* for program grantees to discuss student success best practices and collaborate.

On the immediate horizon:

- Finalizing the details for **\$1,317,407 in matching scholarship funds**. *(Fall 2015)*
- Launching an **interactive database of student support programs** available throughout the state.
- Publishing a **community toolkit** to assist smaller communities in accessing matching scholarship funds.

Matching Scholarship Overview

Our team received seven proposals for the November 2015 board review. The seven proposals total a request for **\$1,317,407** in 1:1 scholarship matches. The November proposals represent four counties (\$346,472), 17 institutions of higher education (\$970,935), and one workforce development project requesting \$40,000.

All proposals meet requirements of student income eligibility, participation in student support services, enrollment in a Colorado public institution of higher education, and the generation of new philanthropic scholarship dollars to match state funds. The proposed programs also support the work of the Colorado Department of Higher Education toward certificate and degree completion, and closing the attainment gap. There are however differences between each of the

programs presented meeting the unique needs of each region or community and local workforce demands, and accompanying and building on existing efforts in place to support students.

This is our first of four proposal review periods for fiscal year 2015-2016. Our goal is to leverage \$7 million in state funds in order to generate a total of \$14 million in new scholarship funds for Colorado students. During the November 2015 board review period, presented proposals represent approximately 20% of our allocated funds.

Eighteen counties have indicated that they plan to participate in our matching scholarship program this year. Nineteen additional counties have also expressed interest in the program to date. Additionally, we anticipate proposals from at least six more institutions of higher education.

Common themes from meetings with individual counties focus on inquiries about future scholarship funds from the state beyond FY 15-16, the impact of economic down-turn on local communities, the ability to raise funds, and the administration of scholarship programs. While some counties or communities are more advanced in these efforts with existing infrastructure in place to administer scholarships, identify new funding sources and draw down matching funds, others find the conversation overwhelming. Our team is working to identify additional resources to support communities with limited resources during the process.

We believe that the Scholarship Initiative has sparked creativity in our local communities, renewed the spirit and responsibility of both public and private financial support of higher education support, and has generated discussion around student support and affordable pathways for Colorado students.

Matching Scholarship Recipients - November 2015

- Aspen Community Foundation on behalf of Garfield County - \$77,534
- Boulder I Have a Dream Foundation on behalf of Boulder County - \$250,019
- Colorado Community College System Foundation applying on behalf of:
 - Arapahoe Community College - \$59,183
 - Colorado Mesa University - \$68,170
 - Colorado Northwestern Community College - \$4,632
 - Community College of Aurora - \$64,090
 - Community College of Denver - \$94,052
 - Delta Montrose Technical College - \$1,469
 - Front Range Community College - \$154,741
 - Lamar Community College - \$5,309
 - Morgan Community College - \$10,920
 - Northeastern Junior College - \$10,996
 - Otero Junior College - \$12,615
 - Pike Peak Community College - \$139,114
 - Pueblo Community College - \$65,697
 - Red Rocks Community College - \$66,162
 - Trinidad State Junior College - \$14,347
- Colorado Northwestern Community College Foundation on behalf of Moffat County - \$11,210
- Colorado Northwestern Community College Foundation on behalf of Rio Blanco County - \$7,709
- Emily Griffith Foundation - \$7,079
- Emily Griffith Foundation (Workforce programs) - \$40,000
- Metropolitan State University of Denver - \$192,359

Matching Student Scholarship Applications - November 2015

TOPIC: PRIOR LEARNING ASSESSMENT: RECOMMENDATIONS FOR PHASE 1, GOAL 1 – ADVANCE PLACEMENT & INTERNATIONAL BACCALAUREATE CUT SCORES FOR GENERAL EDUCATION CREDIT

PREPARED BY: DR. RHONDA EPPER, CHIEF STUDENT SUCCESS & ACADEMIC AFFAIRS OFFICER AND
DR. IAN MACGILLIVRAY, DIRECTOR OF ACADEMIC AFFAIRS

I. SUMMARY

This discussion item contains recommendations of the Constituent Review Team for Phase 1, Goal 1 of the Commission’s process for a statewide policy on prior learning assessment. This set of recommendations includes common statewide cut scores on AP and IB exams for awarding general education (GT Pathways) credit.

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 will be 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;
- Phase 2: Establish cut scores for credit as it applies to the major; and
- Phase 3: Reporting, transcribing, communication and periodic review of goals.

Phase 1, Goal 1 is to establish common cut scores for standardized assessments - such as Advanced Placement (AP), International Baccalaureate (IB), College Level Examination Program (CLEP) and DSST; and follow ACE’s recommended amount of military and workforce credit, for purposes of creating transferability among public institutions for credits to be applied toward fulfillment of GT Pathways (general education) curriculum categories. The due date for this phase of the process is December 2015.

While Academic Council, General Education Council, the state public institutions and their faculty, and the CDHE are accomplishing the major work in the Goals, the Commission recommended a Constituent Review Team (CRT) to provide periodic review of the process and recommendations. The membership of the CRT is in Appendix A.

III. STAFF ANALYSIS

General Education - GT Pathways Degree Requirements

The first task in Phase 1, Goal 1 was to establish common cut scores AP and IB exams for credit to be applied toward fulfillment of GT Pathways (general education) requirements.

Since Colorado has a state-approved and guaranteed-to-transfer general education curriculum (GT Pathways), setting common cut scores to fulfill these requirements makes good sense. However, one important point essential for advisors to explain to students, will be that not every bachelor's degree contains the GT Pathways curriculum. This is often true for engineering, nursing and computer science degrees, which have received waivers from the Commission to be exempt from the GT Pathways core requirement. On its website, the Department has made available a list of those [degrees at institutions that do not contain any or all of the gtPathways general education core](#). The list is intended to be used as an advising tool. Similarly, Colorado School of Mines, as an engineering institution, is a special case because none of its degrees contain courses that apply as general education or GT Pathways credit. The CRT's recommendation is that Colorado School of Mines award (1) "Free elective" credit for those AP and IB exams that do not fulfill any degree requirements and (2) credit towards major requirements when students meet the cut scores set by faculty for major credit.

The fact that not every bachelor's degree at every institution contains GT Pathways must be communicated to advisors and students because it means that, although a student may qualify for college credit because they passed an AP or IB exam, there may be no corresponding course or requirement to which the credit can apply in the degree program they choose. The good news is that every AA and AS degree, as well as the vast majority of bachelor's degrees at Colorado's public institutions, contains the GT Pathways general education core.

Implementing Phase 1, Goal 1

Staff held five webinars for faculty, divided by content area, in September 2015. The webinars explained the Commission's process, as approved at the May 8, 2015 meeting; the goals of a statewide PLA policy; and, asked faculty if they could agree to "3" as the minimum cut score for AP exams and "4" as the cut score for IB exams for awarding GT Pathways (general education) credit.

Stakeholder groups agreed, to make the workload manageable, the focus would first be on the most common AP and IB exams that students complete (listed in Appendix B). Both the Standard Level (SL) and Higher Level (HL) versions of the IB exams were considered.

Faculty were provided with a [website](#) containing research and resources and took until October 31, 2015 to discuss the process and goals with their departments, at which time institutions were

asked to submit their recommendations. Academic or GE Council members were appointed as the representatives to submit their faculty recommendations to the CRT.

The CRT met November 9, 2015 to consider the recommendations collected from the institutions. Four institutions submitted recommendations (MSU Denver, UCB, UCCS and UCD) and one (Colorado School of Mines) met independently with staff. The faculty recommendations submitted to the CRT are summarized in Appendix C.

Recommendations

After careful consideration of all the evidence, the CRT voted unanimously to recommend the Commission approve the following items for Phase 1, Goal 1:

1. 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.
2. 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 a 3 on the AP History exam and a 4 on an IB History exam, 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.

3. 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. 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.).

Though not part of the recommendation, the CRT requests the Commission provide guidance on the following item that will be considered by faculty and the CRT again in the future:

- A. In the case of transfer, if the credit awarded at the sending institution is more than the amount of credit for the equivalent course at the receiving institution, then the additional credit may be applied as elective credit. For example, the student is awarded 4 credits for PSYC 100 at the sending institution but at the receiving institution PSYC 100 is only 3 credits. The receiving institution shall award 3 credits for its PSYC 100 course and may apply the additional 1 credit to other degree requirements, such as general education, elective or major/prerequisite credit.

Next Steps

The next steps for Phase I and their timelines are:

Goal 1, continued: Establish common cut scores for CLEP & DSST, and follow ACE's recommended amount of military and workforce credit, for purposes of creating transferability among public institutions for credits to be applied toward fulfillment of gtPathways curriculum categories. (due March 2016. *Note: This was originally due December 2015)

Goal 2: Address transfer of gen ed credit based on Portfolio Assessment. (due March 2016)

Goal 3: Each institution defines process for testing out of core courses, per §23-1-125(4), C.R.S. (due March 2016)

Goal 4: Understand what has supported student military/veteran success. (due March 2016)

The next two phases are:

Phase 2: Establish cut scores for credit as it applies to the major; and

Phase 3: Reporting, transcribing, communication and periodic review of goals - which includes mechanisms to consistently transcript PLA credit, a reporting model, communication mechanisms, appropriate fees for PLA, and an advisory group to track progress.

IV. STAFF RECOMMENDATIONS

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

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: Constituent Review Team Membership

Appendix B: Most Common Exams Recommended for Cut Score of 3 on AP and 4 on IB

Appendix C: Summary of Recommendations from Faculty

Appendix A: Constituent Review Team Membership

Agreed to at Academic Council – October 13, 2015

1. Academic Council, 2-yr member
 - Diane Hegeman (ACC)
2. Academic Council, 4-yr member
 - Barbara Morris (FLC)
 - Rick Miranda (CSU)
3. General Education Council, 2-yr member
 - Scott Thompson (NJC)
4. General Education Council, 4-yr member
 - John Lanning (UCD)
 - Bernice Harris (MSU Denver)
5. Data Advisory Group, 2-yr member
 - Lee Ann Sappington, Assoc. Dean (Aims)
6. Data Advisory Group, 4-yr member
 - Paula Dickson, Director, Institutional Research and Effectiveness and a member of the PLA committee at UCD (UCD)
7. Commissioner
 - Jeanette Garcia
8. Workforce/Veteran representative
 - Marc Barker (CSU), Military and Veteran Benefits Manager & President, National Association of Veteran Program Administrators
9. Parent representative
 - Stacey Zis, Chair, State Advisory Council for Parent Involvement in Education (SACPIE)
10. Registrar, 2-year
 - Darcy Briggs (ACC, Registrar)
11. Registrar, 4-year
 - Charlie Couch (UNC, research)

Appendix B: Most Common Exams Recommended for Cut Score of 3 on AP and 4 on IB

Advanced Placement Exams

- Biology
- Calculus AB
- Chemistry
- English Language & Composition
- English Literature & Composition
- Psychology
- Spanish
- Statistics
- United States Government & Politics
- United State History
- World History

International Baccalaureate Exams

- Biology, SL & HL
- Chemistry, SL & HL
- Economics, SL & HL
- English A Literature, SL & HL
- English A Language & Literature, SL & HL
- Environmental Systems & Societies SL
- History - Americas, HL
- History – European, SL & HL
- Mathematics, SL & HL
- Mathematics Studies, SL
- Physics, SL & HL
- Psychology, SL & HL
- Spanish B, SL & HL
- Visual Arts, SL & HL

Appendix C: Summary of Recommendations from Faculty

Colorado School of Mines (CSM)

CSM is a special case because none of its degrees contain courses that apply as general education (gtPathways) credit. CDHE's and CSM's recommendation is that CSM award (1) "Free elective" credit for those AP and IB exams that do not fulfill any degree requirements and (2) credit towards major requirements when students meet the cut scores set by CSM faculty for major credit. *Note: This recommendation should probably also apply to those [degrees at other institutions that do not contain any or all of the gtPathways gen ed core](#).

MSU Denver

Written Communication faculty voted to:

- 1) change the minimum cut score to a 4 to grant credit for GT-CO1; and
- 2) not grant credit for GT-CO2 at any score level.

The faculty recommendation is based in part on a position paper from Council of Writing Program Administrators (CWPA) [*see handout: cwpa-statement-for MSU Denver memo.pdf*]. CWPA recommends no credit for freshman writing for AP (pg. 6) or for IB (pg. 8). The recommendation is also based in part on a faculty analysis of AP's Language and Composition and the Literature and Composition exams compared to MSU Denver's curriculum for GT-CO1 courses.

University of Colorado Boulder (UCB)

Faculty are opposed to lowering AP cut scores for gen ed courses from 4 to 3 and believe it will result in more students earning D/F/W's during their first year and will lower the graduation rate.

University of Colorado Colorado Springs (UCCS)

Faculty support accepting a 3 on the AP exams and 4 on the IB exams for gen ed credit.

University of Colorado Denver (UCD)

Faculty support 3 on AP (for AP science exams, transcript verification of science laboratory experience is required to earn GT-SC1 (science with lab) general education credit, otherwise science general education credit is lecture only as gt-SC2 (science without lab) and 4 on IB.

TOPIC: 2015 COLORADO COMPLETION PROGRESS REPORT

PREPARED BY: BETH BEAN, CHIEF RESEARCH OFFICER, LUKE BANASZAK, RESEARCH AND DATA MANAGEMENT ANALYST, MICHAEL VENITE, RESEARCH AND POLICY OFFICER

I. SUMMARY

This agenda item is sharing the first progress report on the Master Plan goals and the SB 11-52 performance metrics.

II. BACKGROUND

Three years ago, the Colorado Commission on Higher Education (CCHE) released a statewide Master plan, *Colorado Competes: A Completion Agenda for Higher Education*. This landmark report set the agenda for the Colorado Department of Higher Education (CDHE) and framed the focus of our public colleges and universities through 2025.

The plan identifies four goals that address areas of critical concern to the state:

- 1) increasing credential attainment;
- 2) improving student success;
- 3) reducing gaps; and
- 4) restoring fiscal balance.

Required by Senate Bill 11-052 and negotiated with each public institution's governing board, performance contracts lay out specific metrics against which each institution's performance toward meeting the goals is measured. This report provides a progress update on how Colorado is performing on these goals. The first section of the report focuses on credential completion and progress toward closing the attainment gap by each institution; each public college or university profile includes graduation rates by race and ethnicity, as well as trending enrollment, retention and completion rates for traditionally underserved students. The second section of the report examines overall progress on the performance contract metrics by institution at the governing board level, and whether they are achieving or making progress towards achieving the goal metrics established in their performance contracts.

III. STAFF ANALYSIS

The 2015 Colorado Completion Progress Report is not legislatively required. A progress report on the performance contract metrics was promised at the time of signing and stated in CCHE's Master Plan. This is the first year the report has been prepared and released. The report has been extensively vetted by institutional research representatives at the public colleges and universities

and has been reviewed by the colleges CEOs. The report provides a progress update on the goals in the master plan and examines the performance of institutional governing boards on their performance contract metrics.

IV. STAFF RECOMMENDATIONS

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

V. STATUTORY AUTHORITY

C.R.S. §23-1-108 (f)(I) - The commission shall ensure that the master plan is implemented through the performance contracts authorized pursuant to [sections 23-5-129](#) and [23-41-104.6](#) by negotiating with the governing boards individualized goals and expectations for the public institutions of higher education, which goals and expectations support achievement of the statewide goals identified in paragraph (c) of this subsection (1.5) and in the master plan. The commission and the governing boards shall ensure that the institutions' renegotiated performance contracts are finalized no later than December 1, 2012.

ATTACHMENT(S)

2015 Colorado Completion Progress Report

2015

COLORADO
COLLEGE
COMPLETION
REPORT

DRAFT



COLORADO
Department of
Higher Education

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2015 Colorado Completion Progress Report



Colorado is one of the most highly educated states in the nation. At the same time, it also has a high need for postsecondary credentials to meet growing and changing workforce demands. While Colorado continues to make strides in educating our citizens and filling jobs with qualified workers there is still more work to be done to achieve our goal. With ten years remaining to reach Colorado's 66% credential attainment goal by 2025, Colorado must focus its strategic work towards reaching this goal. Since establishing our completion goal, Colorado has made a tremendous amount of progress in understanding our current status and what is needed to be successful.

The Colorado Lieutenant Governor and the Colorado Department of Higher Education recently announced a statewide goal to **close the attainment gap at least by half by 2025**. Colorado currently has one of the largest gaps between the adult white population and minority populations, specifically the Hispanic population, who hold a postsecondary credential. At the same time, Colorado has one of the fastest growing Hispanic populations and is one of the top states projected to need a highly educated talent pool to meet workforce demands. Closing the attainment gap is a critical component necessary to obtain our credential attainment goal of 66% by 2025, promote equity, meet future workforce needs, and ensure a healthy Colorado.

Colorado is making progress on higher education goals but more work is needed to reach our targets by 2025.

Three years ago, the Colorado Commission on Higher Education (CCHE) released a statewide Master plan, Colorado Competes: A Completion Agenda for Higher Education.

This landmark report set the agenda for the Colorado Department of Higher Education (CDHE) and framed the focus of our public colleges and universities through 2025. The plan identifies four goals that address areas of critical concern to the state: (1) increasing credential attainment; (2) improving student success; (3) reducing gaps; and (4) restoring fiscal balance. Required by Senate Bill 11-052 and negotiated with each public institution's

governing board, performance contracts lay out specific metrics against which each institution's performance toward meeting the goals is measured. This report provides a progress update on how Colorado is performing on these goals.

The first section of the report focuses on credential completion and closing the attainment gap by institution. The second section of the report examines progress on the performance contract metrics by institutional governing board. Each public college or university profile shows trending graduation rates; completion rates, and enrollment, retention and completion by race and ethnicity; and whether the institutions at the governing board level are achieving or making progress towards achieving the goal metrics established in their performance contracts. Reaching our 66% credential attainment goal and closing the attainment gap by at least half by 2025 begins with understanding where we need to focus our efforts and strategies to be successful.

Statewide Progress on 66% Attainment Goal

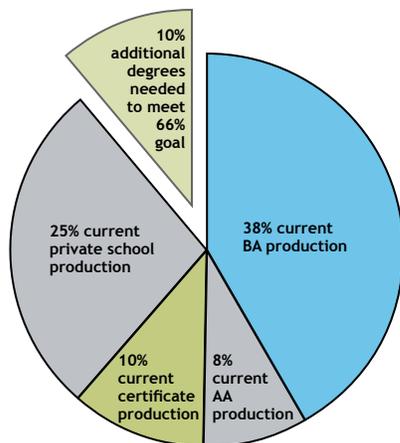
Colorado’s 66% credential attainment goal is measured by calculating the higher education attainment rate of the state’s population between the ages of 25-34. Data are derived from the most recent year of the American Community Survey of the U.S. Census. By this measure, approximately 56 percent of adults have earned a postsecondary credential ranging from certificates to graduate degrees. This is a minor increase over last year’s rate of 55.4 percent. The state’s attainment rates have slowly but steadily been increasing and potentially reflect the increasing demand of postsecondary credentials in the labor market. The adult population, aged 25 to 34,

Goal: 66% Credential Attainment of Colorado’s adult population

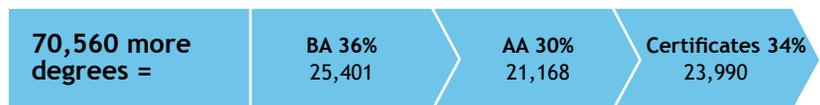
is expected to grow to just under a million people by 2025. For Colorado, to reach 66% attainment of adults by 2025, more than 620,000 adults aged 25-34 need to have earned a postsecondary credential. Fortunately, it is projected that 38 percent of this population will have a bachelor’s degree, 8 percent will have an associate degree and an additional 10 percent will have earned a certificate.

Despite population growth, in order to reach 66% of the population with a credential an additional 94,000 plus degrees are needed by 2025. While private colleges and institutions account for about 25% of degree production, Colorado public colleges and universities will need to generate over 70,500 additional credentials. Based upon current average degree production of about 55,000 degrees per year, an additional 8.3 percent increase in credentials awarded is needed to meet our 66% attainment goal. An annual increase of 8.3 percent equates to about 4,000 additional degrees in 2016 and compounds to over 9,000 additional credentials by 2025. Applying the Georgetown University’s Center for Education and Workforce projected credentials needed to meet workforce demands in Colorado the 70,500 additional degrees needed would equate to roughly equal proportions of bachelor’s degrees, associate degrees, and certificates. Colorado continues to make progress on meeting this goal but without strategic and successful efforts we will fall short of our goal by 2025.

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Additional Credentials Needed to Reach 66% Attainment Goal by 2025



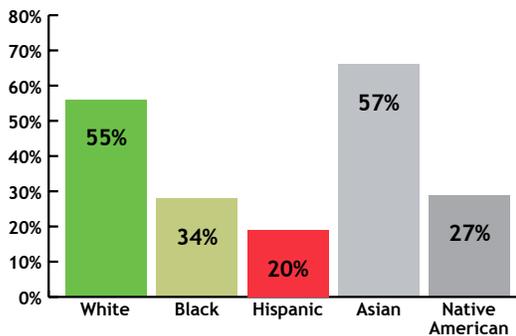
Closing the Attainment Gap by Half by 2025

With rapidly changing demographics in Colorado, we cannot reach our attainment goal without better educating our underserved populations, particularly our minority students. For that reason, the state is committed to closing the attainment gap for all students. While the overall attainment rate, associate or higher, for Colorado adults age 25-34 is 46 percent, the rate is only 19 percent for Hispanic students, 28 percent for

African Americans and 29 percent for Native Americans. The rate for Whites is 56 percent and 66 percent for Asians. Accounting for certificate completion adds another 7-10% to the attainment level for each population but does not change the gaps between the

populations. Hispanics are our fastest growing and largest minority population and there is a 37 percent point attainment gap between Hispanics and Whites. While credential attainment is at the end of the educational pipeline, disparities exist earlier in the pipeline. Of 100 underserved 9th graders, 67 will graduate high school in four years. Of the 67 who graduated high school, 30 will enroll into college. Of the 30 who enroll into college, 21 will return to college for a second year. And of the 21 who persisted through to the second year of college, 10 will earn a credential within 150 percent of time. For comparison, of 100 White students, 28 will earn a credential within 150 percent of time. The Department

Colorado Residents, adults aged 25-34, who have an associate degree or higher in 2013



of Higher Education is facilitating a collective impact initiative with numerous community partners and stakeholders to close the attainment gap in half by 2025. This work will focus on the leakiest parts of the education pipeline, to help local communities focus efforts around strategic priorities and collaborative action. The data show the leakiest parts of the pipeline to be transitioning from high school to college and from the first year of college to the second.

D By 2025, Colorado is committed to closing the attainment gap at least by half. The attainment gap is currently being measured as the difference in attainment levels between our underserved populations and the White population. Performance of the White population is by no means representing the high bar but rather is a starting point for the conversation as Whites are currently the largest population. The ultimate goal would be to have equal attainment levels for all students, regardless of demographics. The first step in achieving a long term goal of educational equity begins with halving the gap. Halving the gap means an increase in credential attainment levels to at least 36 percent for the Hispanic population, 42 percent for African Americans and 42 percent for Native Americans.

Another target within individual racial and ethnic populations is to take current attainment levels and add half of this number on top of the current production. For example, currently African Americans have a credential attainment rate of 28%, if you halve the rate and then add it to the current production you get a target attainment rate of 42% of this population holding a credential by 2025. Applying this methodology to the adult population aged 25-34, Colorado needs to see, approximately, an additional 2,882 credentials awarded to Hispanic students annually, 415 annual credentials awarded to African Americans, and 46 annual credentials awarded to Native Americans. The table below highlights the annual and additional number of students in each race/ethnicity category needed to halve the gap by 2025. These calculations do not account for certificate completion which would add an additional 8-10 percent of credentials needed or close to 36,000 additional degrees needed to halve the attainment gap. These additional degrees account for about half of all the credentials needed to reach our overall attainment goal of 66% and clearly points to the need to focus on better serving our underserved populations. ***Halving the gap is just the beginning of a long road to equity with a long term goal of eliminating an attainment gap for all Coloradans and putting us on the road to meeting our 66% attainment goal.***

Colorado 25-34 Population

	2015	2025	Additional Degrees Needed to Halve the Gap	Annual Additional Credentials Needed to Halve the Gap
Hispanic	33,179	62,000	28,821	2,882
African American/Black	8,550	12,700	4,150	415
Native Americans	1,040	1,500	460	46

Equity Gap Scorecard

Another way to discuss equity is through the work of Dr. Estela Bensimon at the Center of Urban Education at the University of Southern California. In her analysis, *Measuring Equity in Higher Education: An Accountability Framework for California Colleges and Universities*, Dr. Bensimon gauges equity of opportunities and equity of outcomes across all subpopulations to highlight disparities between ethnic groups to create an “equity index”. While Dr. Bensimon’s work encompasses various perspectives on institutional performance such as access, retention, excellence, and institutional receptivity, this report modifies the equity index and only focuses on equity within the context of completion of degrees/credentials.

For each indicator, an equity index is assigned based on the following equation:

$$\text{Equity Index} = \frac{\text{Target Group with Outcome} / \text{Total Students with Outcome}}{\text{Target Group in Population} / \text{Total Students in Population}}$$

For the purposes of this report, graduation rates in Colorado were assessed using the above equation and the number of additional students per race/ethnicity category were derived in order for equity to be reached at statewide and at Colorado four year colleges and two year colleges. The tables below show a “gap scorecard” by race/ethnicity and gender and the number of students needed either at the state level or institution type to reach equity. The tables below represent a snapshot in time and are provided to illustrate where equity gaps exist and to provide information to begin the conversation around obtaining equity in our postsecondary system in Colorado.

Four Year Public Colleges and Universities

	Number of Students Enrolled	Number of Degrees Awarded	Gap Scorecard	Students needed for equity
Asian	1589	287	1.04	0
Black or African American, non-Hispanic	2701	302	0.64	169
Hawaiian or Pacific Islander	188	27	0.82	6
Hispanic	11364	1467	0.74	513
Native American or Alaskan Native	1372	203	0.85	36
Unknown Ethnicity	4093	904	1.27	0
White, non-Hispanic	43933	8254	1.08	0
More than one race/ethnicity (non-hispanic)	2260	231	0.59	163
Non-Resident Alien	1189	288	1.39	0

Colorado Community Colleges and Local District Colleges

	Number of Students Enrolled	Number of Degrees Awarded	Gap Scorecard	Students needed for equity
Asian	3213	334	0.77	99
Black or African American, non-Hispanic	7865	597	0.56	463
Hawaiian or Pacific Islander	337	43	0.95	3
Hispanic	21698	2535	0.87	388
Native American or Alaskan Native	1116	148	0.98	3
Unknown Ethnicity	8009	921	0.85	158
White, non-Hispanic	66969	10351	1.15	0
More than one race/ethnicity (non-hispanic)	4404	431	0.73	163
Non-Resident Alien	1760	178	0.75	60

Colorado Statewide Colleges and Universities

	Number of Students Enrolled	Number of Degrees Awarded	Gap Scorecard	Students needed for equity
Asian	4802	621	0.87	97
Black or African American, non-Hispanic	10566	899	0.57	680
Hawaiian or Pacific Islander	525	70	0.89	9
Hispanic	33062	4002	0.81	938
Native American or Alaskan Native	2488	351	0.94	21
Unknown Ethnicity	12102	1825	1.01	0
White, non-Hispanic	110902	18605	1.12	0
More than one race/ethnicity (non-hispanic)	6664	662	0.66	334
Non-Resident Alien	2949	466	1.06	0

Gender Breakdown by Group

Statewide	Number of Students Enrolled	Number of Degrees Awarded	Gap Scorecard	Students needed for Equity
Males	11871	83526	0.94	694
Females	15600	99086	1.05	0
Total	27471	182612	1.00	0
4-Year Publics	Number of Students Enrolled	Number of Degrees Awarded	Gap Scorecard	Students needed for Equity
Males	5170	32601	0.91	516
Females	6786	35943	1.08	0
Total	11956	68544	1.00	0
Community and Local Colleges	Number of Students Enrolled	Number of Degrees Awarded	Gap Scorecard	Students needed for Equity
Males	6701	50925	0.97	226
Females	8814	63143	1.03	0
Total	15515	114068	1.00	0

Statewide Strategies

To not fall short on our statewide goals, the CCHE and CDHE are focusing on three main strategies including: closing the attainment gap, reengaging and educating adults who have some college credit but did not earn a credential and making college affordable through adoption and implementation of a new tuition policy in Colorado as well as coordinated efforts to decrease a student's time to degree. The Closing the Attainment Gap initiative is currently underway and making significant strides through a collective impact model and statewide partners. DHE will partner with our colleges and universities to perform more analyses around equity and identify more specific gaps that need our attention. Currently there are approximately 300,000 to 400,000 adults in Colorado aged 25-34 who have some college but no credential and who are not currently enrolled in college. DHE, along with institutions, is working on strategies, such as Guided Pathways to Success and Prior Learning Assessment, to help these students return to college and earn a degree. The Lumina Foundation estimates that states should realistically expect 15% of this population to return to college and earn a degree through targeted efforts. Educating this population would go a long way towards reaching our attainment goals.

In order to reach our goals, the affordability of higher education must also be addressed. In response, CCHE has been developing tuition policies that balance affordable and accessible higher education while reflecting the reality of the cost drivers that institutions face. This has included linking tuition policies to the State's investment in higher education and ensuring that the major elements of higher education financing policy - appropriations, tuition, and financial aid - are aligned in order to address college affordability. Linking these three elements is essential for making strategic policy decisions that contribute to student access, attainment and success while maintaining quality. The Department believes progress in these three strategic focus areas will significantly improve outcomes for Colorado students. The following section examines progress at the institutional level on completion and closing the attainment gap. Following this section, the report measures progress on our statewide goals through metrics established at the institutional governing board level per Senate Bill 52. Together, Colorado is making strides towards a more equitable and educated population.

COMPLETION DASHBOARD

Adams State University



Students who started college in 2008

Traditional college graduation rates only account for students starting and finishing at the same campus. While a good indicator of a college's effectiveness, a closer look at Colorado's completion rates reveals a more complex situation with many students taking longer to graduate and transferring to other colleges. The situation is even more complex when race/ethnicity is considered.

	Original Institution	Colorado Transfer Institution	Total	1-Year Difference Total Completion Rate (2007-08 Cohorts)
Completed within 4 Years	9.2%	2.3%	11.5%	-0.5%
Completed within 5 Years	21.1%	4.8%	26.0%	2.1%
Completed within 6 Years	23.2%	6.1%	29.3%	0.2%

For every 100 students who start college as full-time students . . .

At the national level, many students are taking longer to graduate. Graduating on time equates to less money spent on tuition, student fees, books, and room and board.

12 STUDENTS complete within 4 years



26 STUDENTS complete within 5 years



29 STUDENTS complete within 6 years



GREEN = original institution; YELLOW = Colorado transfer institution.



The Completion Gap

Full-time students who started at this college in 2008

“We cannot sustain our economy and our twenty-first century workforce without ensuring that all Coloradans, including those from traditionally underserved populations, have the opportunity to successfully pursue a high quality postsecondary education.”

— Lieutenant Governor Joseph Garcia

Race/Ethnicity	Complete within 4 Years (Same Level/Original or Transfer Institution)	Complete within 6 Years (Same Level/Original or Transfer Institution)	1-Year Difference 6 Year Completion Rate (2007-08 Cohorts)
Asian	9.1%	27.3%	***
Black or African American, non-Hispanic	0.0%	13.3%	***
Native American or Alaskan Native	9.1%	27.3%	***
Hispanic	5.1%	15.4%	-8.6%
White, non-Hispanic	15.0%	37.2%	3.4%
Non-Resident Alien N/A	—	—	—
Unknown Ethnicity	23.1%	38.5%	***

*** indicates student population size less than 30. Such a small number leads to volatility in graduation rates and reduced statistical significance.

COMPLETION DASHBOARD

Adams State University

Attainment Gap Momentum Points
Among Colorado's top higher education goals is reducing the attainment gap among students from underserved communities. The attainment gap is the difference in credential attainment rates between populations. In addition to being an equity problem, Colorado's economy depends upon these students having access to, and succeeding in, higher education. Enrollment, retention, and completion serve as the critical momentum points in addressing the attainment gap issue.

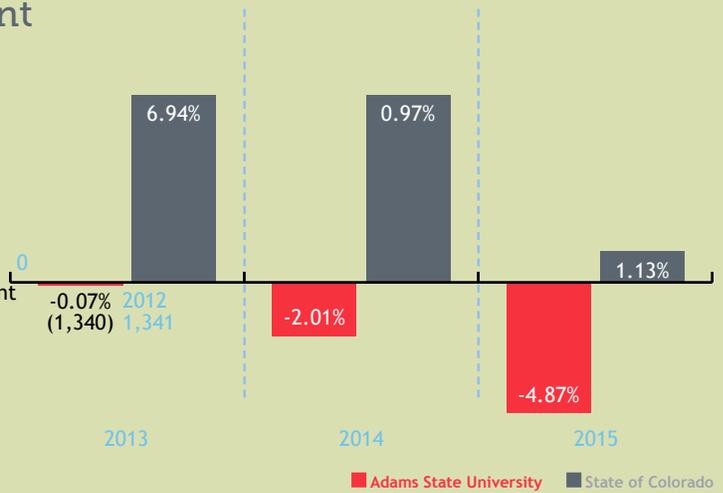
Attainment Gap Methodology
Enrollment, award and retention data are approximations aggregated from the most recently available information in the Department of Higher Education student record database. "Underserved" is defined as any student self-identifying as belonging to at least one of the following racial groups: Hispanic, Black or African American, Hawaiian or Pacific Islander, and Native American. Non-resident Alien students are omitted.

Retention rate is calculated for the first time, full time Fall 2012 cohort. Rate for two year schools treats students earning a credential within the timeframe as retained.

Enrollment Percent Change

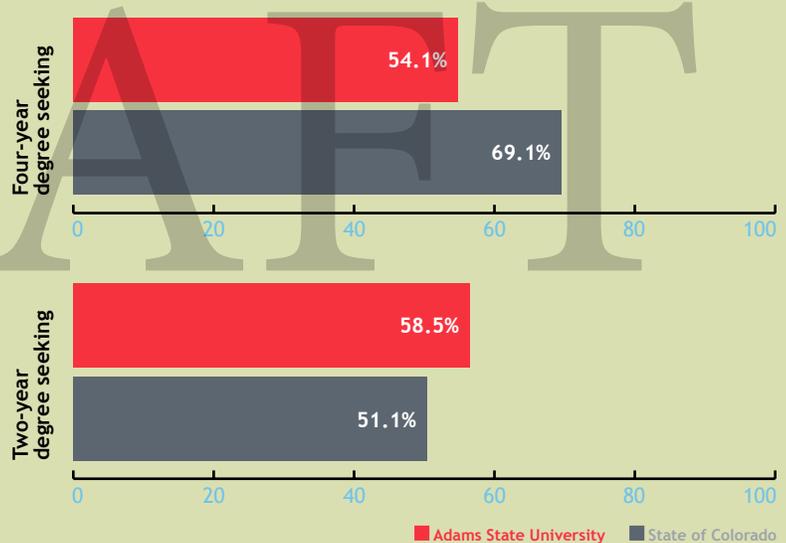
Annual percent change in total enrollment of degree-seeking, underserved students. 2012 baseline enrollment count is provided.

2012-15
Total Growth
▼ -6.86%



Retention

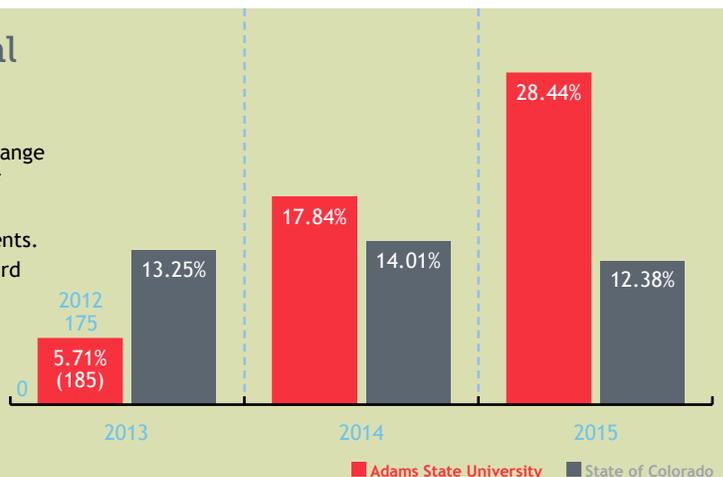
Fall to Fall retention rate for underserved students.



Credential Percent Change

Annual percent change in total number of awards earned by underserved students. 2012 baseline award count is provided.

2012-15
Total Growth
▲ 60.00%



COMPLETION DASHBOARD

Colorado Mesa University



Colorado Mesa University's data sets include Western Colorado Community College (WCCC), which fulfills the institution's two year mission. In 2014, 260 students successfully transferred from WCCC into four-year programs.

Students who started college in 2008

Traditional college graduation rates only account for students starting and finishing at the same campus. While a good indicator of a college's effectiveness, a closer look at Colorado's completion rates reveals a more complex situation with many students taking longer to graduate and transferring to other colleges. The situation is even more complex when race/ethnicity is considered.

	Original Institution	Colorado Transfer Institution	Total	1-Year Difference Total Completion Rate (2007-08 Cohorts)
Completed within 4 years	15.9%	2.2%	18.1%	3.9%
Completed within 5 years	26.3%	5.5%	31.7%	-0.5%
Completed within 6 years	31.7%	6.7%	38.4%	-0.4%

For every 100 students who start college as full-time students . . .

At the national level, many students are taking longer to graduate. Graduating on time equates to less money spent on tuition, student fees, books, and room and board.

18 STUDENTS complete within 4 years



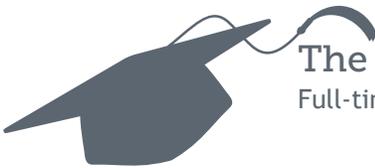
32 STUDENTS complete within 5 years



38 STUDENTS complete within 6 years



GREEN = original institution; YELLOW = Colorado transfer institution.



The Completion Gap

Full-time students who started at this college in 2008

"We cannot sustain our economy and our twenty-first century workforce without ensuring that all Coloradans, including those from traditionally underserved populations, have the opportunity to successfully pursue a high quality postsecondary education."

— Lieutenant Governor Joseph Garcia

Race/Ethnicity	Complete within 4 Years (Same Level/Original or Transfer Institution)	Complete within 6 Years (Same Level/Original or Transfer Institution)	1-Year Difference 6 Year Completion Rate (2007-08 Cohorts)
Asian	8.7%	39.1%	***
Black or African American, non-Hispanic	7.7%	15.4%	***
Native American or Alaskan Native	S	S	S
Hispanic	15.4%	37.2%	6.1%
White, non-Hispanic	19.1%	39.0%	-1.7%
Non-Resident Alien	S	S	S
Unknown Ethnicity	15.2%	42.4%	22.4%

*** indicates student population size less than 30. Such a small number leads to volatility in graduation rates and reduced statistical significance.

S — indicates suppressed data due to small cohort size.

COMPLETION DASHBOARD

Colorado Mesa University

Attainment Gap Momentum Points
Among Colorado's top higher education goals is reducing the attainment gap among students from underserved communities. The attainment gap is the difference in credential attainment rates between populations. In addition to being an equity problem, Colorado's economy depends upon these students having access to, and succeeding in, higher education. Enrollment, retention, and completion serve as the critical momentum points in addressing the attainment gap issue.

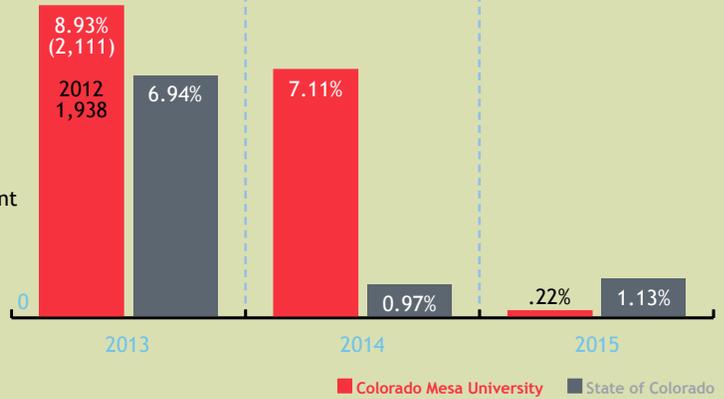
Attainment Gap Methodology
Enrollment, award and retention data are approximations aggregated from the most recently available information in the Department of Higher Education student record database. "Underserved" is defined as any student self-identifying as belonging to at least one of the following racial groups: Hispanic, Black or African American, Hawaiian or Pacific Islander, and Native American. Non-resident Alien students are omitted.

Retention rate is calculated for the first time, full time Fall 2012 cohort. Rate for two year schools treats students earning a credential within the timeframe as retained.

Enrollment Percent Change

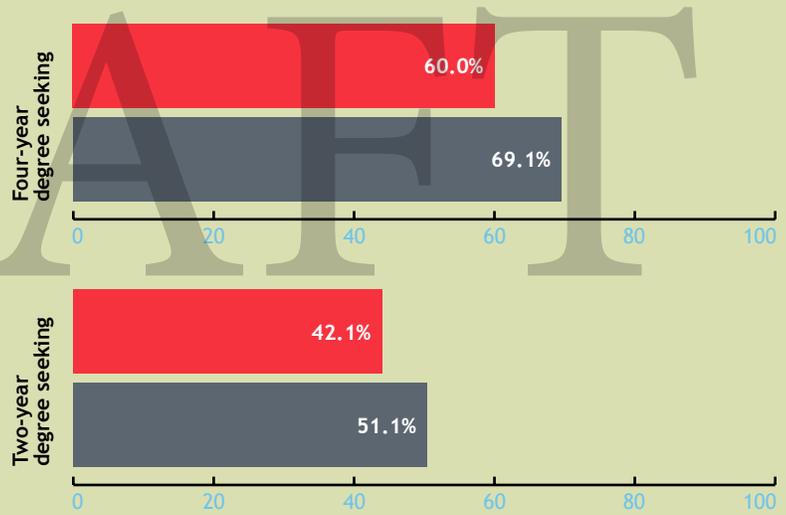
Annual percent change in total enrollment of degree-seeking, underserved students. 2012 baseline enrollment count is provided.

2012-15
Total Growth
▲ 16.92%



Retention

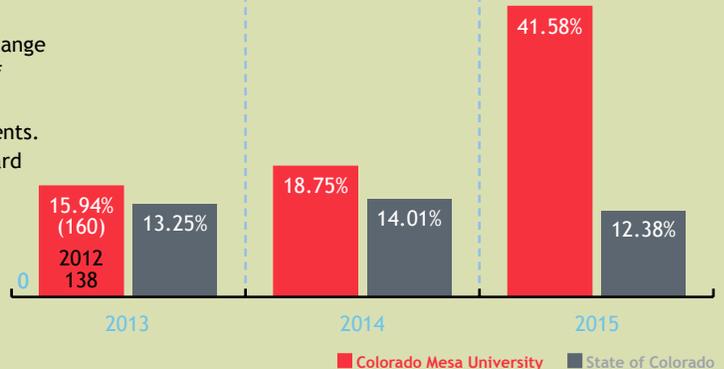
Fall to Fall retention rate for underserved students.



Awards Percent Change

Annual percent change in total number of awards earned by underserved students. 2012 baseline award count is provided.

2012-15
Total Growth
▲ 94.93%



COMPLETION DASHBOARD

Colorado School of Mines

Students who started college in 2008

Traditional college graduation rates only account for students starting and finishing at the same campus. While a good indicator of a college’s effectiveness, a closer look at Colorado’s completion rates reveals a more complex situation with many students taking longer to graduate and transferring to other colleges. The situation is even more complex when race/ethnicity is considered.

	Original Institution	Colorado Transfer Institution	Total	1-Year Difference Total Completion Rate (2007-08 Cohorts)
Completed within 4 years	46.3%	0.6%	46.9%	4.4%
Completed within 5 years	72.8%	1.8%	74.6%	4.7%
Completed within 6 years	76.1%	2.6%	78.7%	2.8%

For every 100 students who start college as full-time students . . .

At the national level, many students are taking longer to graduate. Graduating on time equates to less money spent on tuition, student fees, books, and room and board.

47 STUDENTS complete within 4 years



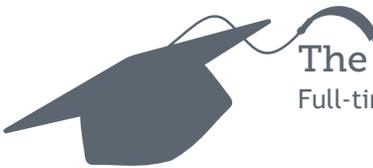
75 STUDENTS complete within 5 years



79 STUDENTS complete within 6 years



GREEN = original institution; YELLOW = Colorado transfer institution.



The Completion Gap

Full-time students who started at this college in 2008

“We cannot sustain our economy and our twenty-first century workforce without ensuring that all Coloradans, including those from traditionally underserved populations, have the opportunity to successfully pursue a high quality postsecondary education.”

– Lieutenant Governor Joseph Garcia

Race/Ethnicity	Complete within 4 Years (Same Level/Original or Transfer Institution)	Complete within 6 Years (Same Level/Original or Transfer Institution)	1-Year Difference 6 Year Completion Rate (2007-08 Cohorts)
Asian	47.9%	79.2%	-6.5%
Black or African American, non-Hispanic	46.2%	76.9%	***
Native American or Alaskan Native	S	S	S
Hispanic	37.3%	82.4%	8.8%
White, non-Hispanic	48.2%	79.8%	2.7%
Non-Resident Alien	28.6%	42.9%	***
Unknown Ethnicity	49.5%	80.8%	3.8%

*** indicates student population size less than 30. Such a small number leads to volatility in graduation rates and reduced statistical significance.

S – indicates suppressed data due to small cohort size.

COMPLETION DASHBOARD

Colorado School of Mines

Attainment Gap Momentum Points
Among Colorado's top higher education goals is reducing the attainment gap among students from underserved communities. The attainment gap is the difference in credential attainment rates between populations. In addition to being an equity problem, Colorado's economy depends upon these students having access to, and succeeding in, higher education. Enrollment, retention, and completion serve as the critical momentum points in addressing the attainment gap issue.

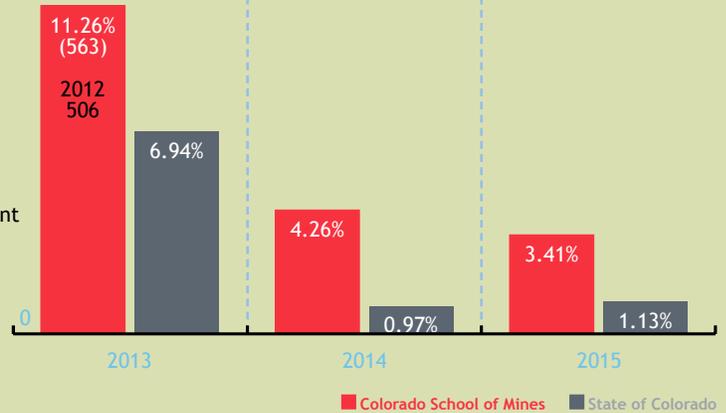
Attainment Gap Methodology
Enrollment, award and retention data are approximations aggregated from the most recently available information in the Department of Higher Education student record database. "Underserved" is defined as any student self-identifying as belonging to at least one of the following racial groups: Hispanic, Black or African American, Hawaiian or Pacific Islander, and Native American. Non-resident Alien students are omitted.

Retention rate is calculated for the first time, full time Fall 2012 cohort. Rate for two year schools treats students earning a credential within the timeframe as retained.

Enrollment Percent Change

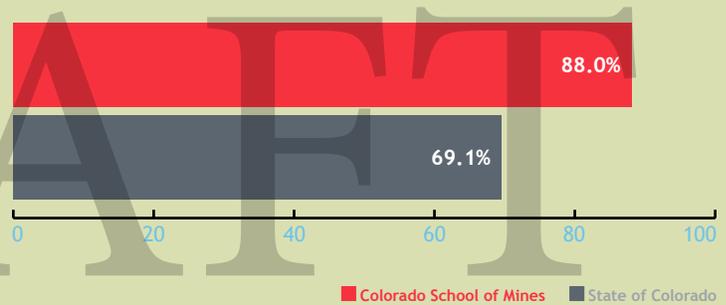
Annual percent change in total enrollment of degree-seeking, underserved students. 2012 baseline enrollment count is provided.

2012-15
Total Growth
▲ 19.96%



Retention

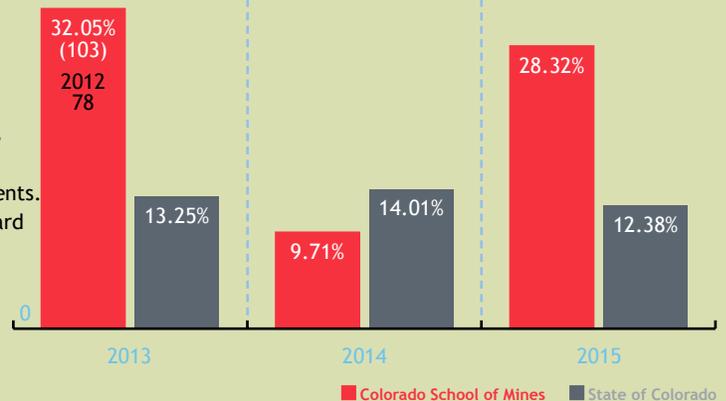
Fall to Fall retention rate for underserved students.



Awards Percent Change

Annual percent change in total number of awards earned by underserved students. 2012 baseline award count is provided.

2012-15
Total Growth
▲ 85.90%



COMPLETION DASHBOARD

Colorado State University



Students who started college in 2008

Traditional college graduation rates only account for students starting and finishing at the same campus. While a good indicator of a college's effectiveness, a closer look at Colorado's completion rates reveals a more complex situation with many students taking longer to graduate and transferring to other colleges. The situation is even more complex when race/ethnicity is considered.

	Original Institution	Colorado Transfer Institution	Total	1-Year Difference Total Completion Rate (2007-08 Cohorts)
Completed within 4 years	38.6%	2.0%	40.6%	1.9%
Completed within 5 years	61.6%	4.3%	65.9%	2.2%
Completed within 6 years	65.3%	5.6%	70.8%	1.2%

For every 100 students who start college as full-time students . . .

At the national level, many students are taking longer to graduate. Graduating on time equates to less money spent on tuition, student fees, books, and room and board.

41 STUDENTS complete within 4 years



66 STUDENTS complete within 5 years



71 STUDENTS complete within 6 years



GREEN = original institution; YELLOW = Colorado transfer institution.

DRAWN



The Completion Gap

Full-time students who started at this college in 2008

“We cannot sustain our economy and our twenty-first century workforce without ensuring that all Coloradans, including those from traditionally underserved populations, have the opportunity to successfully pursue a high quality postsecondary education.”

— Lieutenant Governor Joseph Garcia

Race/Ethnicity	Complete within 4 Years (Same Level/Original or Transfer Institution)	Complete within 6 Years (Same Level/Original or Transfer Institution)	1-Year Difference 6 Year Completion Rate (2007-08 Cohorts)
Asian	41.2%	62.6%	-12.2%
Black or African American, non-Hispanic	34.7%	63.6%	0.3%
Native American or Alaskan Native	30.2%	65.1%	9.7%
Hispanic	31.4%	62.5%	-2.3%
White, non-Hispanic	41.7%	72.3%	1.9%
Non-Resident Alien	36.4%	48.5%	48.5%
Unknown Ethnicity	41.4%	73.0%	12.1%

COMPLETION DASHBOARD

Colorado State University

Attainment Gap Momentum Points
Among Colorado's top higher education goals is reducing the attainment gap among students from underserved communities. The attainment gap is the difference in credential attainment rates between populations. In addition to being an equity problem, Colorado's economy depends upon these students having access to, and succeeding in, higher education. Enrollment, retention, and completion serve as the critical momentum points in addressing the attainment gap issue.

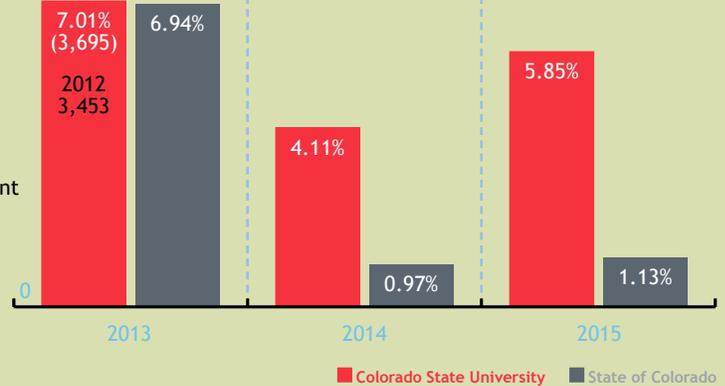
Attainment Gap Methodology
Enrollment, award and retention data are approximations aggregated from the most recently available information in the Department of Higher Education student record database. "Underserved" is defined as any student self-identifying as belonging to at least one of the following racial groups: Hispanic, Black or African American, Hawaiian or Pacific Islander, and Native American. Non-resident Alien students are omitted.

Retention rate is calculated for the first time, full time Fall 2012 cohort. Rate for two year schools treats students earning a credential within the timeframe as retained.

Enrollment Percent Change

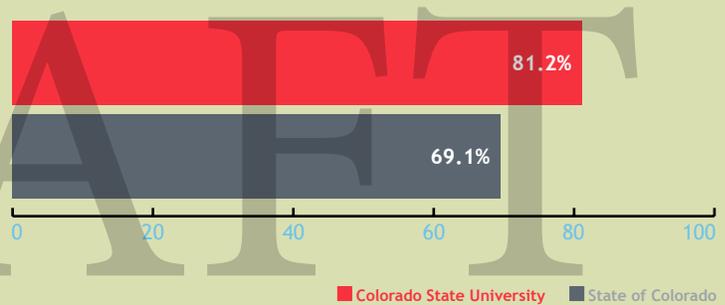
Annual percent change in total enrollment of degree-seeking, underserved students. 2012 baseline enrollment count is provided.

2012-15
Total Growth
▲ 17.93%



Retention

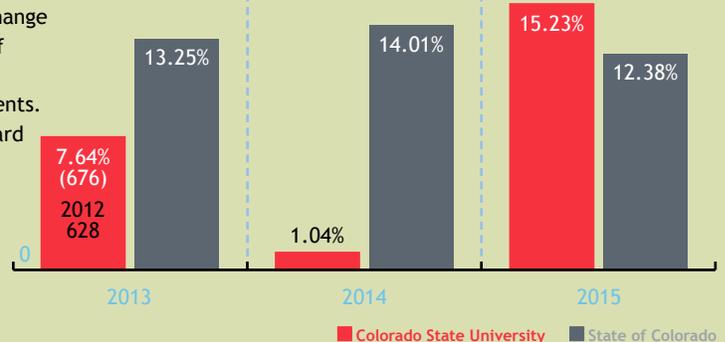
Fall to Fall retention rate for underserved students.



Awards Percent Change

Annual percent change in total number of awards earned by underserved students. 2012 baseline award count is provided.

2012-15
Total Growth
▲ 25.32%



Key ■ Colorado State University
□ State of Colorado

COMPLETION DASHBOARD

Colorado State University - Pueblo



Students who started college in 2008

Traditional college graduation rates only account for students starting and finishing at the same campus. While a good indicator of a college's effectiveness, a closer look at Colorado's completion rates reveals a more complex situation with many students taking longer to graduate and transferring to other colleges. The situation is even more complex when race/ethnicity is considered.

	Original Institution	Colorado Transfer Institution	Total	1-Year Difference Total Completion Rate (2007-08 Cohorts)
Completed within 4 years	16.0%	0.8%	16.8%	-1.8%
Completed within 5 years	27.8%	2.9%	30.7%	-0.9%
Completed within 6 years	31.8%	4.6%	36.4%	-1.1%

For every 100 students who start college as full-time students . . .

At the national level, many students are taking longer to graduate. Graduating on time equates to less money spent on tuition, student fees, books, and room and board.

17 STUDENTS complete within 4 years



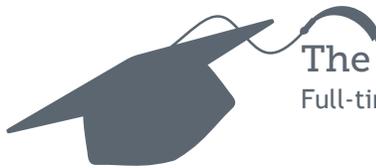
31 STUDENTS complete within 5 years



36 STUDENTS complete within 6 years



GREEN = original institution; YELLOW = Colorado transfer institution.



The Completion Gap

Full-time students who started at this college in 2008

“We cannot sustain our economy and our twenty-first century workforce without ensuring that all Coloradans, including those from traditionally underserved populations, have the opportunity to successfully pursue a high quality postsecondary education.”

— Lieutenant Governor Joseph Garcia

Race/Ethnicity	Complete within 4 Years (Same Level/Original or Transfer Institution)	Complete within 6 Years (Same Level/Original or Transfer Institution)	1-Year Difference 6 Year Completion Rate (2007-08 Cohorts)
Asian	13.5%	27.0%	-2.4%
Black or African American, non-Hispanic	7.5%	29.2%	-3.2%
Native American or Alaskan Native	22.2%	22.2%	***
Hispanic	13.5%	29.9%	-0.1%
White, non-Hispanic	20.5%	42.0%	-1.9%
Non-Resident Alien	0.0%	16.7%	***
Unknown Ethnicity	20.4%	44.4%	-5.6%

*** indicates student population size less than 30. Such a small number leads to volatility in graduation rates and reduced statistical significance.

COMPLETION DASHBOARD

Colorado State University - Pueblo

Attainment Gap Momentum Points
Among Colorado's top higher education goals is reducing the attainment gap among students from underserved communities. The attainment gap is the difference in credential attainment rates between populations. In addition to being an equity problem, Colorado's economy depends upon these students having access to, and succeeding in, higher education. Enrollment, retention, and completion serve as the critical momentum points in addressing the attainment gap issue.

Attainment Gap Methodology

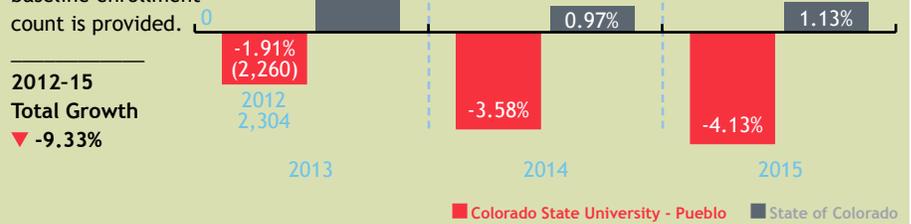
Enrollment, award and retention data are approximations aggregated from the most recently available information in the Department of Higher Education student record database. "Underserved" is defined as any student self-identifying as belonging to at least one of the following racial groups: Hispanic, Black or African American, Hawaiian or Pacific Islander, and Native American. Non-resident Alien students are omitted.

Retention rate is calculated for the first time, full time Fall 2012 cohort. Rate for two year schools treats students earning a credential within the timeframe as retained.

Enrollment Percent Change

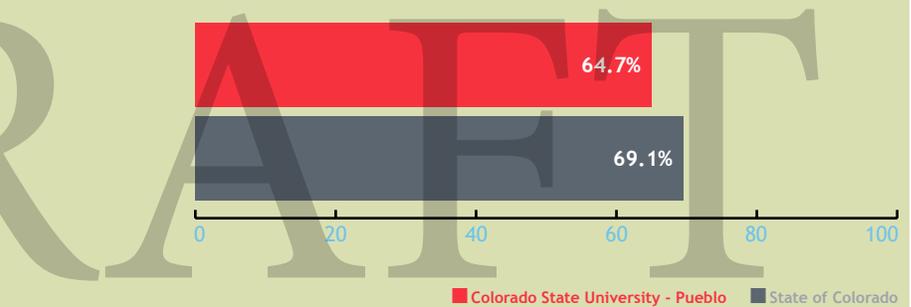
Annual percent change in total enrollment of degree-seeking, underserved students. 2012 baseline enrollment count is provided.

2012-15
Total Growth
▼ -9.33%



Retention

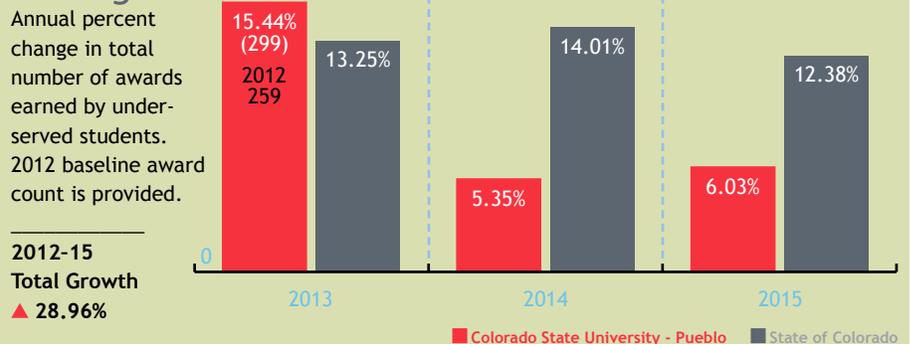
Fall to Fall retention rate for underserved students.



Awards Percent Change

Annual percent change in total number of awards earned by underserved students. 2012 baseline award count is provided.

2012-15
Total Growth
▲ 28.96%



COMPLETION DASHBOARD

Fort Lewis College



Students who started college in 2008

Traditional college graduation rates only account for students starting and finishing at the same campus. While a good indicator of a college's effectiveness, a closer look at Colorado's completion rates reveals a more complex situation with many students taking longer to graduate and transferring to other colleges. The situation is even more complex when race/ethnicity is considered.

	Original Institution	Colorado Transfer Institution	Total	1-Year Difference Total Completion Rate (2007-08 Cohorts)
Completed within 4 years	17.4%	1.9%	19.3%	0.3%
Completed within 5 years	31.3%	5.7%	37.0%	-1.4%
Completed within 6 years	37.6%	8.4%	46.0%	1.4%

For every 100 students who start college as full-time students . . .

At the national level, many students are taking longer to graduate. Graduating on time equates to less money spent on tuition, student fees, books, and room and board.

19 STUDENTS complete within 4 years



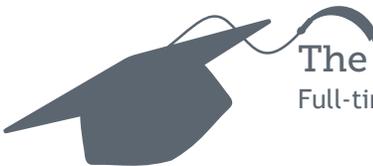
37 STUDENTS complete within 5 years



46 STUDENTS complete within 6 years



GREEN = original institution; YELLOW = Colorado transfer institution.



The Completion Gap

Full-time students who started at this college in 2008

“We cannot sustain our economy and our twenty-first century workforce without ensuring that all Coloradans, including those from traditionally underserved populations, have the opportunity to successfully pursue a high quality postsecondary education.”

— Lieutenant Governor Joseph Garcia

Race/Ethnicity	Complete within 4 Years (Same Level/Original or Transfer Institution)	Complete within 6 Years (Same Level/Original or Transfer Institution)	1-Year Difference 6 Year Completion Rate (2007-08 Cohorts)
Asian	S	S	S
Black or African American, non-Hispanic	S	S	S
Native American or Alaskan Native	8.3%	33.1%	2.0%
Hispanic	20.9%	44.2%	-5.8%
White, non-Hispanic	22.2%	50.9%	1.9%
Non-Resident Alien	45.5%	72.7%	***
Unknown Ethnicity	20.3%	42.0%	-2.9%

*** indicates student population size less than 30. Such a small number leads to volatility in graduation rates and reduced statistical significance.

S — indicates suppressed data due to small cohort size.

COMPLETION DASHBOARD

Fort Lewis College

Attainment Gap Momentum Points
Among Colorado's top higher education goals is reducing the attainment gap among students from underserved communities. The attainment gap is the difference in credential attainment rates between populations. In addition to being an equity problem, Colorado's economy depends upon these students having access to, and succeeding in, higher education. Enrollment, retention, and completion serve as the critical momentum points in addressing the attainment gap issue.

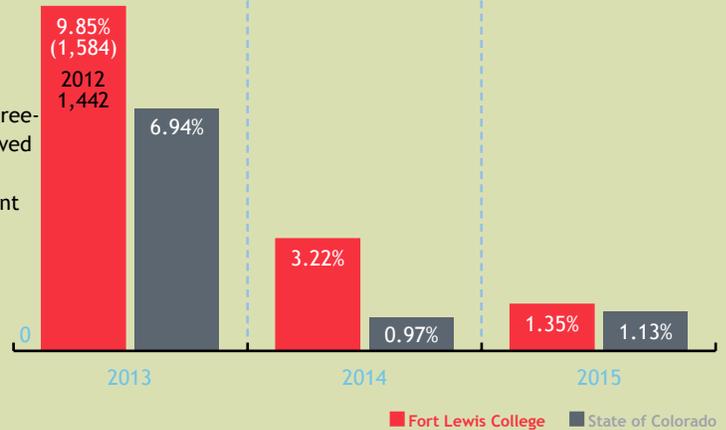
Attainment Gap Methodology
Enrollment, award and retention data are approximations aggregated from the most recently available information in the Department of Higher Education student record database. "Underserved" is defined as any student self-identifying as belonging to at least one of the following racial groups: Hispanic, Black or African American, Hawaiian or Pacific Islander, and Native American. Non-resident Alien students are omitted.

Retention rate is calculated for the first time, full time Fall 2012 cohort. Rate for two year schools treats students earning a credential within the timeframe as retained.

Enrollment Percent Change

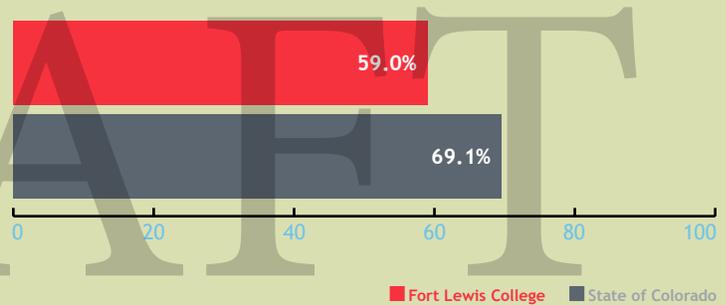
Annual percent change in total enrollment of degree-seeking, underserved students. 2012 baseline enrollment count is provided.

2012-15
Total Growth
▲ 14.91%



Retention

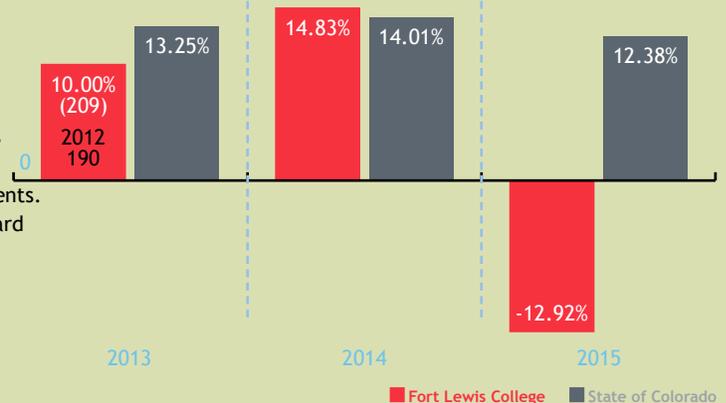
Fall to Fall retention rate for underserved students.



Awards Percent Change

Annual percent change in total number of awards earned by underserved students. 2012 baseline award count is provided.

2012-15
Total Growth
▲ 10.00%



COMPLETION DASHBOARD

Metropolitan State University of Denver



Students who started college in 2008

Traditional college graduation rates only account for students starting and finishing at the same campus. While a good indicator of a college's effectiveness, a closer look at Colorado's completion rates reveals a more complex situation with many students taking longer to graduate and transferring to other colleges. The situation is even more complex when race/ethnicity is considered.

	Original Institution	Colorado Transfer Institution	Total	1-Year Difference Total Completion Rate (2007-08 Cohorts)
Completed within 4 years	4.6%	1.1%	5.7%	-1.4%
Completed within 5 years	15.1%	3.6%	18.8%	-2.0%
Completed within 6 years	24.0%	4.8%	28.9%	-2.3%

For every 100 students who start college as full-time students . . .

At the national level, many students are taking longer to graduate. Graduating on time equates to less money spent on tuition, student fees, books, and room and board.

6 STUDENTS complete within 4 years



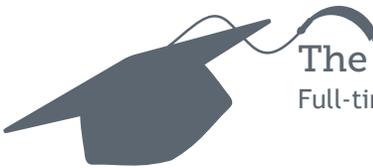
19 STUDENTS complete within 5 years



29 STUDENTS complete within 6 years



GREEN = original institution; YELLOW = Colorado transfer institution.



The Completion Gap

Full-time students who started at this college in 2008

“We cannot sustain our economy and our twenty-first century workforce without ensuring that all Coloradans, including those from traditionally underserved populations, have the opportunity to successfully pursue a high quality postsecondary education.”

— Lieutenant Governor Joseph Garcia

Race/Ethnicity	Complete within 4 Years (Same Level/Original or Transfer Institution)	Complete within 6 Years (Same Level/Original or Transfer Institution)	1-Year Difference 6 Year Completion Rate (2007-08 Cohorts)
Asian	7.8%	31.1%	9.0%
Black or African American, non-Hispanic	0.8%	9.9%	-8.4%
Native American or Alaskan Native	0.0%	19.2%	***
Hispanic	3.0%	23.8%	-3.0%
White, non-Hispanic	7.1%	33.3%	-0.7%
Non-Resident Alien	S	S	S
Unknown Ethnicity	4.0%	19.2%	-7.5%

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S — indicates suppressed data due to small cohort size.

COMPLETION DASHBOARD

Metropolitan State University of Denver

Attainment Gap Momentum Points
Among Colorado's top higher education goals is reducing the attainment gap among students from underserved communities. The attainment gap is the difference in credential attainment rates between populations. In addition to being an equity problem, Colorado's economy depends upon these students having access to, and succeeding in, higher education. Enrollment, retention, and completion serve as the critical momentum points in addressing the attainment gap issue.

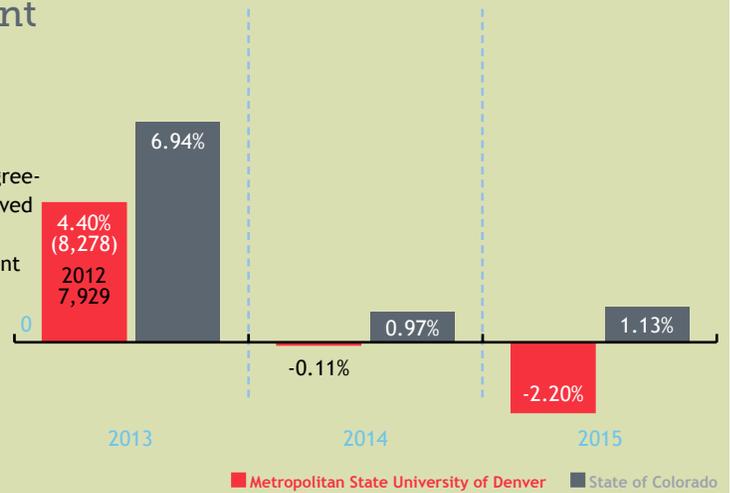
Attainment Gap Methodology
Enrollment, award and retention data are approximations aggregated from the most recently available information in the Department of Higher Education student record database. "Underserved" is defined as any student self-identifying as belonging to at least one of the following racial groups: Hispanic, Black or African American, Hawaiian or Pacific Islander, and Native American. Non-resident Alien students are omitted.

Retention rate is calculated for the first time, full time Fall 2012 cohort. Rate for two year schools treats students earning a credential within the timeframe as retained.

Enrollment Percent Change

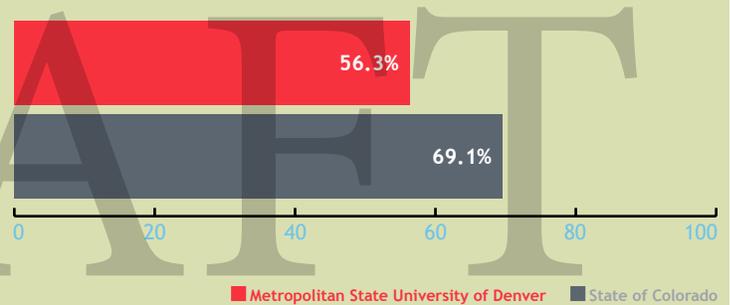
Annual percent change in total enrollment of degree-seeking, underserved students. 2012 baseline enrollment count is provided.

2012-15
Total Growth
▲ 2.22%



Retention

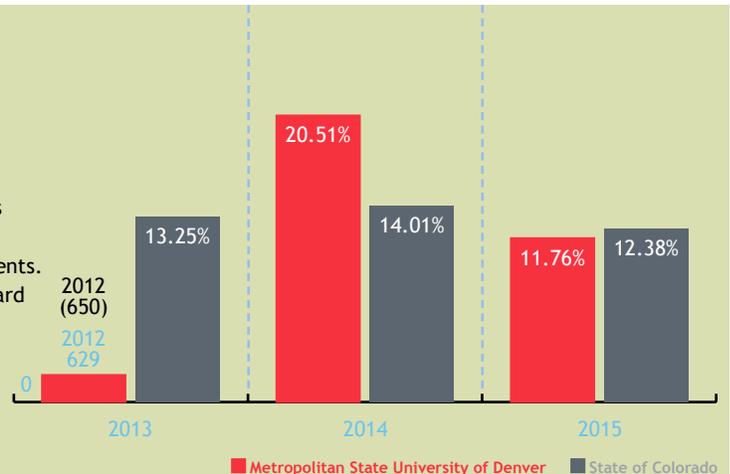
Fall to Fall retention rate for underserved students.



Awards Percent Change

Annual percent change in total number of awards earned by underserved students. 2012 baseline award count is provided.

2012-15
Total Growth
▲ 37.38%



COMPLETION DASHBOARD

University of Colorado Boulder



Students who started college in 2008

Traditional college graduation rates only account for students starting and finishing at the same campus. While a good indicator of a college's effectiveness, a closer look at Colorado's completion rates reveals a more complex situation with many students taking longer to graduate and transferring to other colleges. The situation is even more complex when race/ethnicity is considered.

	Original Institution	Colorado Transfer Institution	Total	1-Year Difference Total Completion Rate (2007-08 Cohorts)
Completed within 4 years	46.0%	1.4%	47.3%	2.2%
Completed within 5 years	65.4%	2.8%	68.1%	0.1%
Completed within 6 years	69.6%	3.9%	73.5%	0.2%

For every 100 students who start college as full-time students . . .

At the national level, many students are taking longer to graduate. Graduating on time equates to less money spent on tuition, student fees, books, and room and board.

47 STUDENTS complete within 4 years



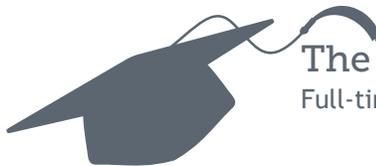
68 STUDENTS complete within 5 years



74 STUDENTS complete within 6 years



GREEN = original institution; YELLOW = Colorado transfer institution.



The Completion Gap

Full-time students who started at this college in 2008

Race/Ethnicity	Complete within 4 Years (Same Level/Original or Transfer Institution)	Complete within 6 Years (Same Level/Original or Transfer Institution)	1-Year Difference 6 Year Completion Rate (2007-08 Cohorts)
Asian	45.3%	74.8%	-1.5%
Black or African American, non-Hispanic	34.5%	63.6%	10.3%
Native American or Alaskan Native	22.9%	48.6%	-14.6%
Hispanic	38.0%	69.0%	6.7%
White, non-Hispanic	49.2%	74.4%	-0.2%
Non-Resident Alien	29.3%	60.3%	-4.9%
Unknown Ethnicity	44.6%	73.0%	-1.1%

“We cannot sustain our economy and our twenty-first century workforce without ensuring that all Coloradans, including those from traditionally underserved populations, have the opportunity to successfully pursue a high quality postsecondary education.”

— Lieutenant Governor Joseph Garcia

COMPLETION DASHBOARD

University of Colorado Boulder

Attainment Gap Momentum Points
Among Colorado's top higher education goals is reducing the attainment gap among students from underserved communities. The attainment gap is the difference in credential attainment rates between populations. In addition to being an equity problem, Colorado's economy depends upon these students having access to, and succeeding in, higher education. Enrollment, retention, and completion serve as the critical momentum points in addressing the attainment gap issue.

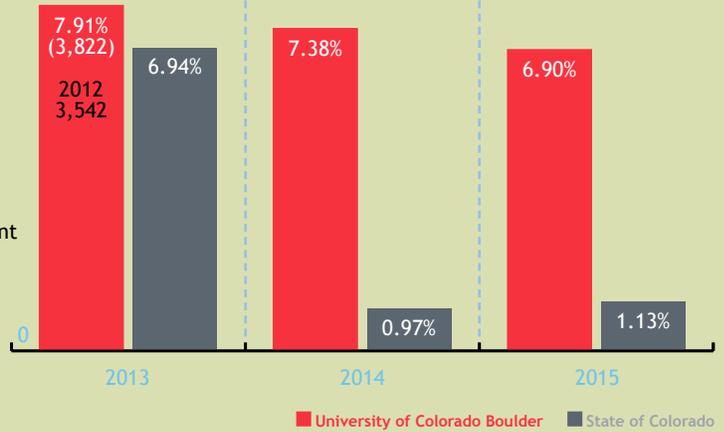
Attainment Gap Methodology
Enrollment, award and retention data are approximations aggregated from the most recently available information in the Department of Higher Education student record database. "Underserved" is defined as any student self-identifying as belonging to at least one of the following racial groups: Hispanic, Black or African American, Hawaiian or Pacific Islander, and Native American. Non-resident Alien students are omitted.

Retention rate is calculated for the first time, full time Fall 2012 cohort. Rate for two year schools treats students earning a credential within the timeframe as retained.

Enrollment Percent Change

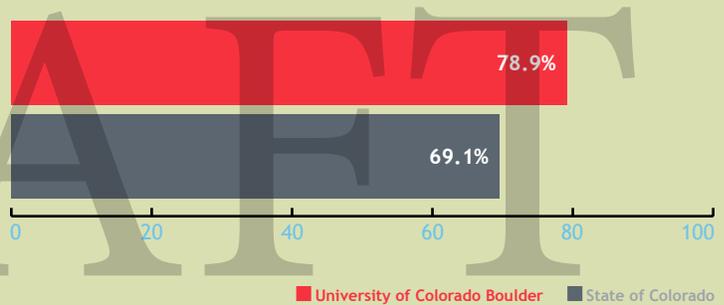
Annual percent change in total enrollment of degree-seeking, underserved students. 2012 baseline enrollment count is provided.

2012-15
Total Growth
▲ 23.86%



Retention

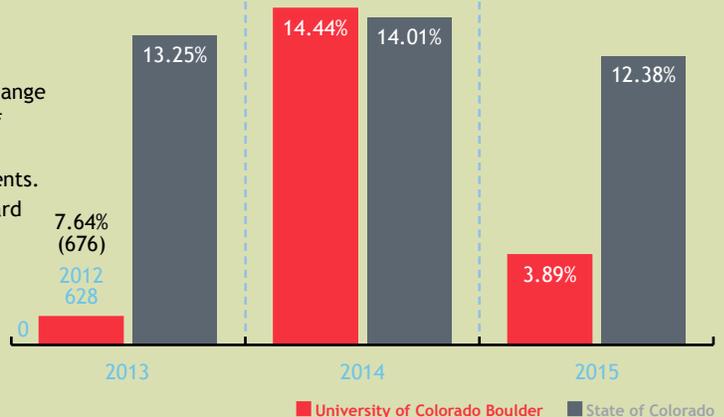
Fall to Fall retention rate for underserved students.



Awards Percent Change

Annual percent change in total number of awards earned by underserved students. 2012 baseline award count is provided.

2012-15
Total Growth
▲ 20.37%



COMPLETION DASHBOARD

University of Colorado Colorado Springs

Students who started college in 2008

Traditional college graduation rates only account for students starting and finishing at the same campus. While a good indicator of a college's effectiveness, a closer look at Colorado's completion rates reveals a more complex situation with many students taking longer to graduate and transferring to other colleges. The situation is even more complex when race/ethnicity is considered.

	Original Institution	Colorado Transfer Institution	Total	1-Year Difference Total Completion Rate (2007-08 Cohorts)
Completed within 4 years	25.7%	2.6%	28.3%	0.2%
Completed within 5 years	40.6%	5.2%	45.8%	-1.1%
Completed within 6 years	45.7%	7.5%	53.2%	0.6%

For every 100 students who start college as full-time students . . .

At the national level, many students are taking longer to graduate. Graduating on time equates to less money spent on tuition, student fees, books, and room and board.

28 STUDENTS complete within 4 years



46 STUDENTS complete within 5 years



53 STUDENTS complete within 6 years



GREEN = original institution; YELLOW = Colorado transfer institution.



The Completion Gap

Full-time students who started at this college in 2008

“We cannot sustain our economy and our twenty-first century workforce without ensuring that all Coloradans, including those from traditionally underserved populations, have the opportunity to successfully pursue a high quality postsecondary education.”

— Lieutenant Governor
Joseph Garcia

Race/Ethnicity	Complete within 4 Years (Same Level/Original or Transfer Institution)	Complete within 6 Years (Same Level/Original or Transfer Institution)	1-Year Difference 6 Year Completion Rate (2007-08 Cohorts)
Asian	21.2%	61.5%	21.5%
Black or African American, non-Hispanic	21.6%	56.8%	12.1%
Native American or Alaskan Native	25.0%	58.3%	***
Hispanic	20.6%	41.3%	-6.6%
White, non-Hispanic	30.1%	54.3%	-0.8%
Non-Resident Alien	S	S	S
Unknown Ethnicity	32.0%	56.0%	2.9%

*** indicates student population size less than 30. Such a small number leads to volatility in graduation rates and reduced statistical significance.

S — indicates suppressed data due to small cohort size.

COMPLETION DASHBOARD

University of Colorado Colorado Springs

Attainment Gap Momentum Points
Among Colorado's top higher education goals is reducing the attainment gap among students from underserved communities. The attainment gap is the difference in credential attainment rates between populations. In addition to being an equity problem, Colorado's economy depends upon these students having access to, and succeeding in, higher education. Enrollment, retention, and completion serve as the critical momentum points in addressing the attainment gap issue.

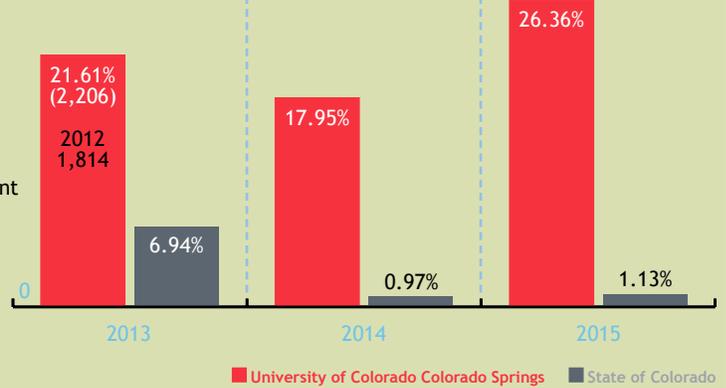
Attainment Gap Methodology
Enrollment, award and retention data are approximations aggregated from the most recently available information in the Department of Higher Education student record database. "Underserved" is defined as any student self-identifying as belonging to at least one of the following racial groups: Hispanic, Black or African American, Hawaiian or Pacific Islander, and Native American. Non-resident Alien students are omitted.

Retention rate is calculated for the first time, full time Fall 2012 cohort. Rate for two year schools treats students earning a credential within the timeframe as retained.

Enrollment Percent Change

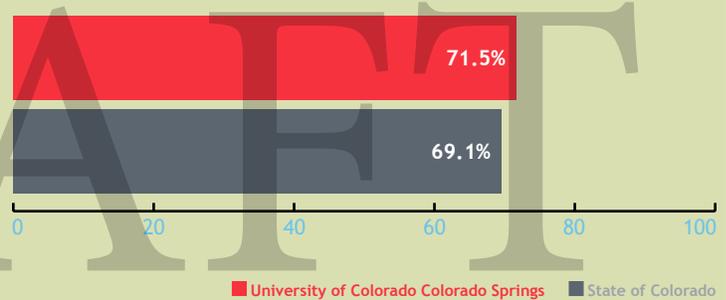
Annual percent change in total enrollment of degree-seeking, underserved students. 2012 baseline enrollment count is provided.

2012-15
Total Growth
▲ 81.26%



Retention

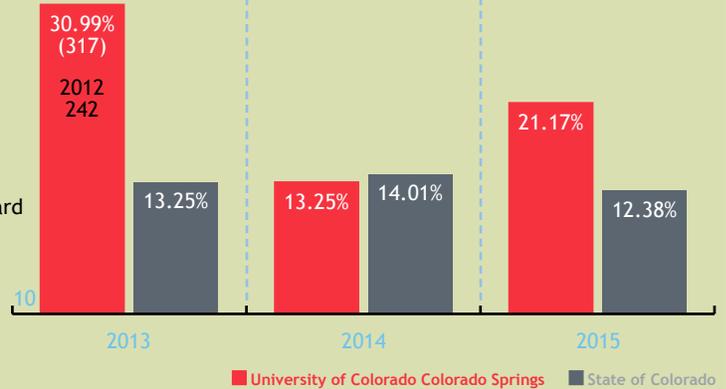
Fall to Fall retention rate for underserved students.



Awards Percent Change

Annual percent change in total number of awards earned by underserved students. 2012 baseline award count is provided.

2012-15
Total Growth
▲ 79.75%



COMPLETION DASHBOARD

University of Colorado Denver



University of Colorado
Denver

Students who started college in 2008

Traditional college graduation rates only account for students starting and finishing at the same campus. While a good indicator of a college's effectiveness, a closer look at Colorado's completion rates reveals a more complex situation with many students taking longer to graduate and transferring to other colleges. The situation is even more complex when race/ethnicity is considered.

	Original Institution	Colorado Transfer Institution	Total	1-Year Difference Total Completion Rate (2007-08 Cohorts)
Completed within 4 years	15.0%	3.4%	18.4%	0.2%
Completed within 5 years	32.1%	7.8%	39.9%	1.9%
Completed within 6 years	40.8%	10.0%	50.9%	1.5%

For every 100 students who start college as full-time students . . .

At the national level, many students are taking longer to graduate. Graduating on time equates to less money spent on tuition, student fees, books, and room and board.

18 STUDENTS complete within 4 years



40 STUDENTS complete within 5 years



51 STUDENTS complete within 6 years



GREEN = original institution; YELLOW = Colorado transfer institution.



The Completion Gap

Full-time students who started at this college in 2008

“We cannot sustain our economy and our twenty-first century workforce without ensuring that all Coloradans, including those from traditionally underserved populations, have the opportunity to successfully pursue a high quality postsecondary education.”

— Lieutenant Governor
Joseph Garcia

Race/Ethnicity	Complete within 4 Years (Same Level/Original or Transfer Institution)	Complete within 6 Years (Same Level/Original or Transfer Institution)	1-Year Difference 6 Year Completion Rate (2007-08 Cohorts)
Asian	15.4%	55.7%	6.1%
Black or African American, non-Hispanic	11.7%	45.0%	8.6%
Native American or Alaskan Native	S	S	S
Hispanic	12.8%	40.9%	-3.8%
White, non-Hispanic	21.1%	52.9%	2.3%
Non-Resident Alien	17.1%	54.3%	-8.5%
Unknown Ethnicity	23.8%	57.1%	***

*** indicates student population size less than 30. Such a small number leads to volatility in graduation rates and reduced statistical significance.

S — indicates suppressed data due to small cohort size.

COMPLETION DASHBOARD

University of Colorado Denver

Attainment Gap Momentum Points
Among Colorado's top higher education goals is reducing the attainment gap among students from underserved communities. The attainment gap is the difference in credential attainment rates between populations. In addition to being an equity problem, Colorado's economy depends upon these students having access to, and succeeding in, higher education. Enrollment, retention, and completion serve as the critical momentum points in addressing the attainment gap issue.

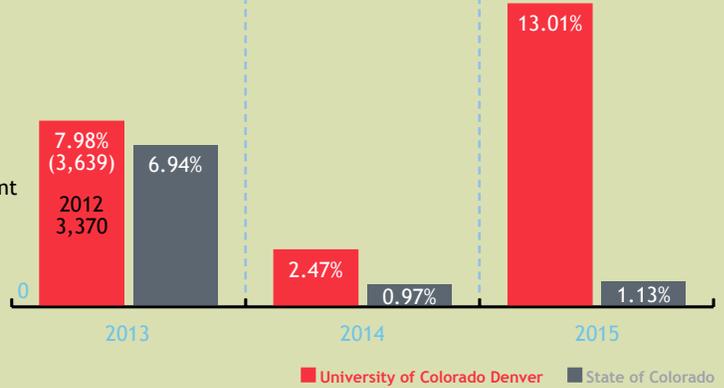
Attainment Gap Methodology
Enrollment, award and retention data are approximations aggregated from the most recently available information in the Department of Higher Education student record database. "Underserved" is defined as any student self-identifying as belonging to at least one of the following racial groups: Hispanic, Black or African American, Hawaiian or Pacific Islander, and Native American. Non-resident Alien students are omitted.

Retention rate is calculated for the first time, full time Fall 2012 cohort. Rate for two year schools treats students earning a credential within the timeframe as retained.

Enrollment Percent Change

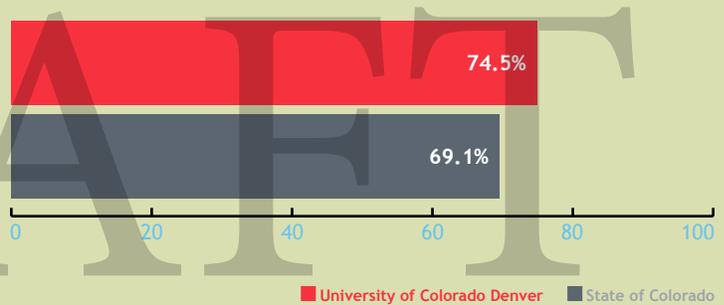
Annual percent change in total enrollment of degree-seeking, underserved students. 2012 baseline enrollment count is provided.

2012-15
Total Growth
▲ 25.04%



Retention

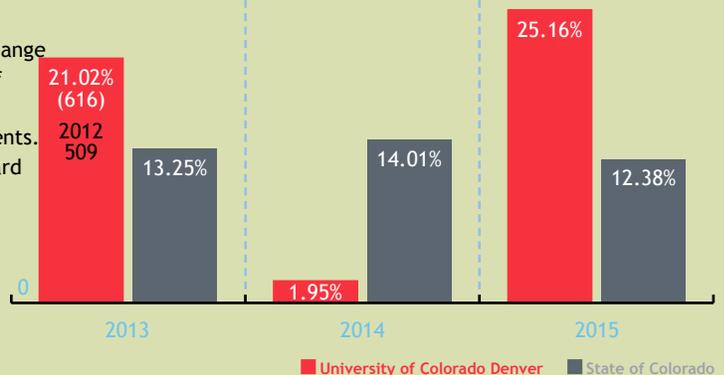
Fall to Fall retention rate for underserved students.



Awards Percent Change

Annual percent change in total number of awards earned by underserved students. 2012 baseline award count is provided.

2012-15
Total Growth
▲ 54.42%



COMPLETION DASHBOARD

University of Northern Colorado



Students who started college in 2008

Traditional college graduation rates only account for students starting and finishing at the same campus. While a good indicator of a college's effectiveness, a closer look at Colorado's completion rates reveals a more complex situation with many students taking longer to graduate and transferring to other colleges. The situation is even more complex when race/ethnicity is considered.

	Original Institution	Colorado Transfer Institution	Total	1-Year Difference Total Completion Rate (2007-08 Cohorts)
Completed within 4 years	26.9%	2.5%	29.5%	0.1%
Completed within 5 years	43.0%	6.8%	49.7%	0.4%
Completed within 6 years	46.4%	9.0%	55.3%	0.2%

For every 100 students who start college as full-time students . . .

At the national level, many students are taking longer to graduate. Graduating on time equates to less money spent on tuition, student fees, books, and room and board.

30 STUDENTS complete within 4 years



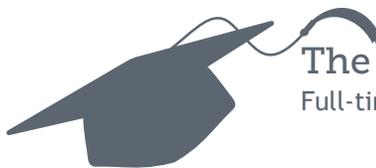
50 STUDENTS complete within 5 years



55 STUDENTS complete within 6 years



GREEN = original institution; YELLOW = Colorado transfer institution.



The Completion Gap

Full-time students who started at this college in 2008

Race/Ethnicity	Complete within 4 Years (Same Level/Original or Transfer Institution)	Complete within 6 Years (Same Level/Original or Transfer Institution)	1-Year Difference 6 Year Completion Rate (2007-08 Cohorts)
Asian	24.5%	42.9%	-4.3%
Black or African American, non-Hispanic	19.5%	36.8%	-0.6%
Native American or Alaskan Native	13.3%	40.0%	***
Hispanic	19.0%	47.8%	5.6%
White, non-Hispanic	32.1%	58.2%	0.3%
Non-Resident Alien	22.7%	50.0%	***
Unknown Ethnicity	21.3%	50.0%	-5.8%

“We cannot sustain our economy and our twenty-first century workforce without ensuring that all Coloradans, including those from traditionally underserved populations, have the opportunity to successfully pursue a high quality postsecondary education.”

— Lieutenant Governor Joseph Garcia

*** indicates student population size less than 30. Such a small number leads to volatility in graduation rates and reduced statistical significance.

COMPLETION DASHBOARD

University of Northern Colorado

Attainment Gap Momentum Points
Among Colorado's top higher education goals is reducing the attainment gap among students from underserved communities. The attainment gap is the difference in credential attainment rates between populations. In addition to being an equity problem, Colorado's economy depends upon these students having access to, and succeeding in, higher education. Enrollment, retention, and completion serve as the critical momentum points in addressing the attainment gap issue.

Attainment Gap Methodology

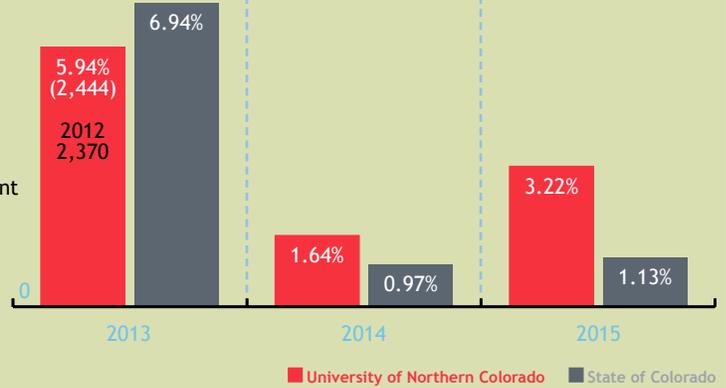
Enrollment, award and retention data are approximations aggregated from the most recently available information in the Department of Higher Education student record database. "Underserved" is defined as any student self-identifying as belonging to at least one of the following racial groups: Hispanic, Black or African American, Hawaiian or Pacific Islander, and Native American. Non-resident Alien students are omitted.

Retention rate is calculated for the first time, full time Fall 2012 cohort. Rate for two year schools treats students earning a credential within the timeframe as retained.

Enrollment Percent Change

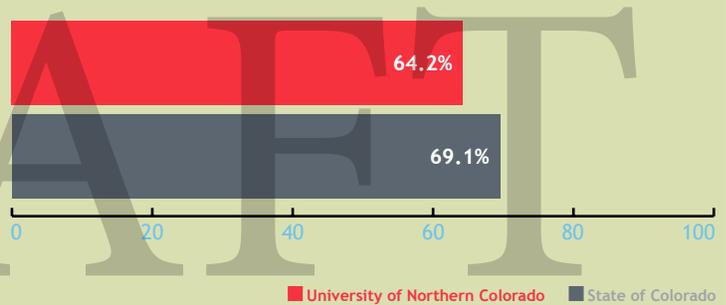
Annual percent change in total enrollment of degree-seeking, underserved students. 2012 baseline enrollment count is provided.

2012-15
Total Growth
▲ 11.14%



Retention

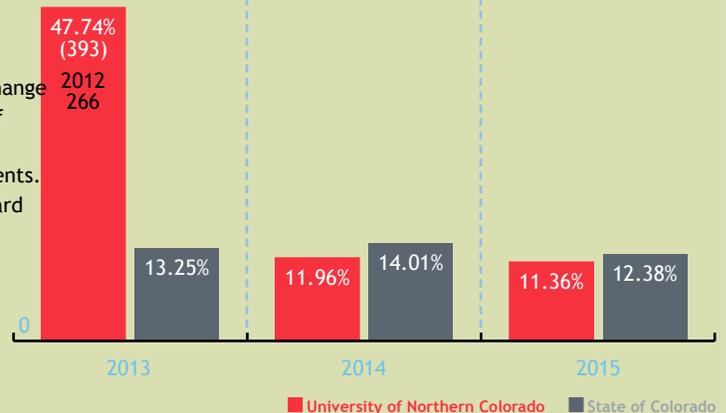
Fall to Fall retention rate for underserved students.



Awards Percent Change

Annual percent change in total number of awards earned by underserved students. 2012 baseline award count is provided.

2012-15
Total Growth
▲ 84.21%



COMPLETION DASHBOARD

Western State Colorado University

Students who started college in 2008

Traditional college graduation rates only account for students starting and finishing at the same campus. While a good indicator of a college’s effectiveness, a closer look at Colorado’s completion rates reveals a more complex situation with many students taking longer to graduate and transferring to other colleges. The situation is even more complex when race/ethnicity is considered.

	Original Institution	Colorado Transfer Institution	Total	1-Year Difference Total Completion Rate (2007-08 Cohorts)
Completed within 4 years	19.1%	2.6%	21.7%	-3.7%
Completed within 5 years	33.8%	5.5%	39.3%	-8.2%
Completed within 6 years	35.6%	7.5%	43.1%	-10.6%

For every 100 students who start college as full-time students . . .

At the national level, many students are taking longer to graduate. Graduating on time equates to less money spent on tuition, student fees, books, and room and board.

22 STUDENTS complete within 4 years



40 STUDENTS complete within 5 years



43 STUDENTS complete within 6 years



GREEN = original institution; YELLOW = Colorado transfer institution.



The Completion Gap

Full-time students who started at this college in 2008

“We cannot sustain our economy and our twenty-first century workforce without ensuring that all Coloradans, including those from traditionally underserved populations, have the opportunity to successfully pursue a high quality postsecondary education.”

— Lieutenant Governor Joseph Garcia

Race/Ethnicity	Complete within 4 Years (Same Level/Original or Transfer Institution)	Complete within 6 Years (Same Level/Original or Transfer Institution)	1-Year Difference 6 Year Completion Rate (2007-08 Cohorts)
Asian	S	S	S
Black or African American, non-Hispanic	S	S	S
Native American or Alaskan Native	N/A	—	-
Hispanic	13.5%	35.1%	7.1%
White, non-Hispanic	23.8%	45.5%	-10.8%
Non-Resident Alien	N/A	—	—
Unknown Ethnicity	9.8%	29.5%	-23.0%

S — indicates suppressed data due to small cohort size.

COMPLETION DASHBOARD

Western State Colorado University

Attainment Gap Momentum Points
Among Colorado's top higher education goals is reducing the attainment gap among students from underserved communities. The attainment gap is the difference in credential attainment rates between populations. In addition to being an equity problem, Colorado's economy depends upon these students having access to, and succeeding in, higher education. Enrollment, retention, and completion serve as the critical momentum points in addressing the attainment gap issue.

Attainment Gap Methodology

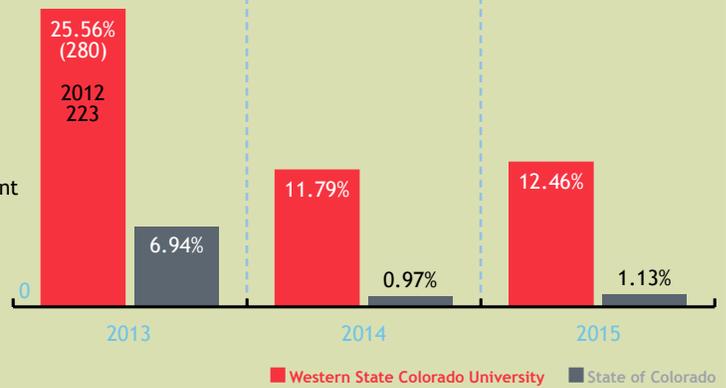
Enrollment, award and retention data are approximations aggregated from the most recently available information in the Department of Higher Education student record database. "Underserved" is defined as any student self-identifying as belonging to at least one of the following racial groups: Hispanic, Black or African American, Hawaiian or Pacific Islander, and Native American. Non-resident Alien students are omitted.

Retention rate is calculated for the first time, full time Fall 2012 cohort. Rate for two year schools treats students earning a credential within the timeframe as retained.

Enrollment Percent Change

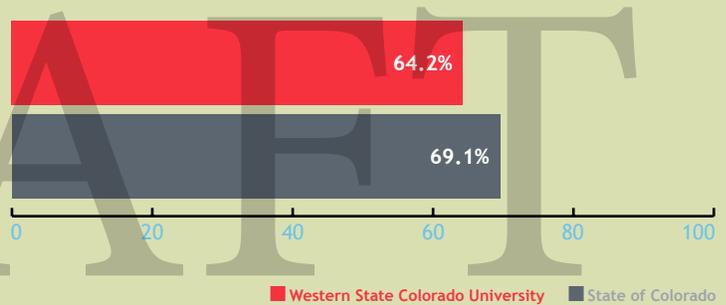
Annual percent change in total enrollment of degree-seeking, underserved students. 2012 baseline enrollment count is provided.

2012-15
Total Growth
▲ 57.85%



Retention

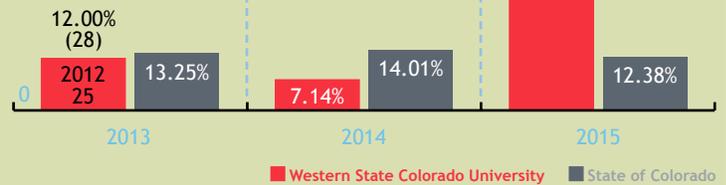
Fall to Fall retention rate for underserved students.



Awards Percent Change

Annual percent change in total number of awards earned by underserved students. 2012 baseline award count is provided.

2012-15
Total Growth
▲ 96.00%



COMPLETION DASHBOARD

Colorado State University – Global Campus

Attainment Gap Momentum Points

Among Colorado's top higher education goals is reducing the attainment gap among students from underserved communities. The attainment gap is the difference in credential attainment rates between populations. In addition to being an equity problem, Colorado's economy depends upon these students having access to, and succeeding in, higher education. Enrollment retention and completion serve as the critical momentum points in addressing the attainment gap issue.

Attainment Gap Methodology

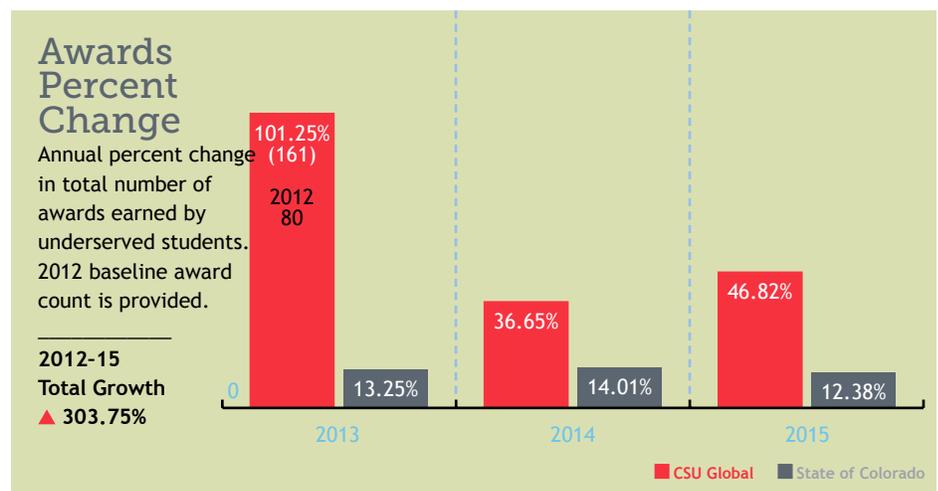
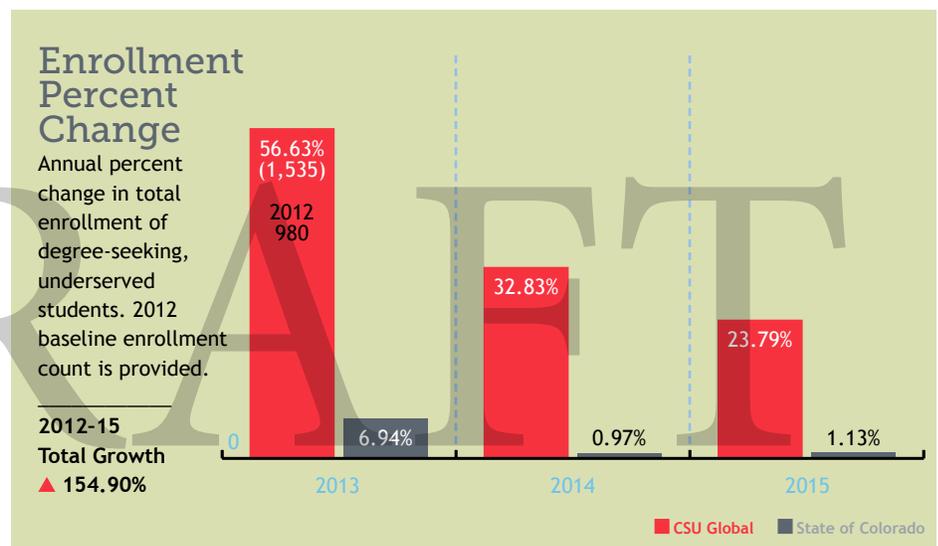
Enrollment, award and retention data are approximations aggregated from the most recently available information in the Department of Higher Education student record database. "Underserved" is defined as any student self-identifying as belonging to at least one of the following racial groups: Hispanic, Black or African American, Hawaiian or Pacific Islander, and Native American. Non-resident Alien students are omitted.

Retention rate is calculated for the first time, full time Fall 2012 cohort. Rate for two year schools treats students earning a credential within the timeframe as retained.

Colorado State University-Global Campus (CSU-Global) is a regionally accredited,

100% online state university. As an independent university within the CSU System, its mission is focused on advancing student success in a global society through dynamic bachelor's degrees, master's degrees, and other educational programs for working adults.

CSU-Global did not serve first time freshmen prior to 2015, and therefore graduation and retention rates are not available. The university's awards and enrollment count are included below.





DRAFT

TWO-YEAR AND
COMMUNITY COLLEGES

COMPLETION DASHBOARD

Aims Community College



Students who started college in 2011

Traditional college graduation rates only account for students starting and finishing at the same campus. While a good indicator of a college's effectiveness, a closer look at Colorado's completion rates reveals a more complex situation with many students taking longer to graduate and transferring to other colleges. The situation is even more complex when race/ethnicity is considered.

	Associate Degree & Certificate 2+ years	Certificate <2 years	Total Completion Rate	Difference (2011-2010 Cohort)
Graduated at Original or Transfer Institution 2011 Cohort	13.59%	15%	28.1%	-4.7%

For every 100 students who start college as full-time students . . .

14 STUDENTS complete with a Degree or Certificate (2+ years) while 15 STUDENTS complete with a Certificate (<2 years)



GREEN = original institution; YELLOW = Colorado transfer institution.

Associate degrees and certificates are valuable credentials in the current labor market. However, an **important part of a two-year school's mission is to prepare students for transfer into four-year schools.**

Count of Transfers Out

	2011	2012	2013	2014
Aims Community College	350	400	368	302



The Completion Gap

Graduated at Original or Transfer Institution 2011 Cohort

Race/Ethnicity	Associate Degree & Certificate 2+ years	Certificate <2 years	Total Completion Rate	1-Year Difference Total Completion Rate 2010-11 Cohort
Hispanic	10.7%	11.9%	22.6%	4.8%
White, non-Hispanic	15.0%	16.7%	31.7%	-8.2%
Other Ethnicity, non-Hispanic	17.2%	10.3%	27.6%	***

*** indicates a student population size less than 30 - small number leads to volatility in graduation rates and reduced statistical significance.

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— Lieutenant Governor Joseph Garcia

COMPLETION DASHBOARD

Aims Community College

Attainment Gap Momentum Points
Among Colorado's top higher education goals is reducing the attainment gap among students from underserved communities. The attainment gap is the difference in credential attainment rates between populations. In addition to being an equity problem, Colorado's economy depends upon these students having access to, and succeeding in, higher education. Enrollment, retention, and completion serve as the critical momentum points in addressing the attainment gap issue.

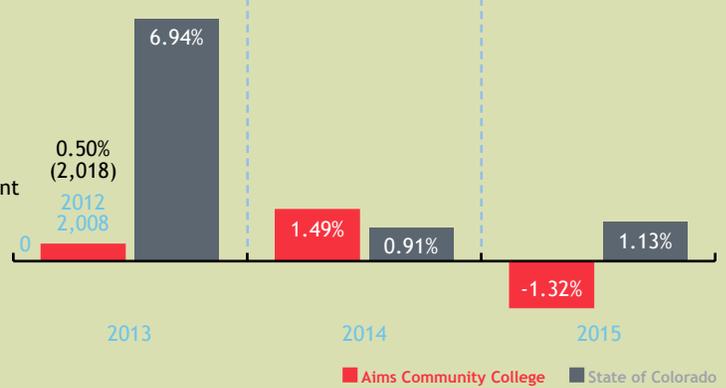
Attainment Gap Methodology
Enrollment, award and retention data are approximations aggregated from the most recently available information in the Department of Higher Education student record database. "Underserved" is defined as any student self-identifying as belonging to at least one of the following racial groups: Hispanic, Black or African American, Hawaiian or Pacific Islander, and Native American. Non-resident Alien students are omitted.

Retention rate is calculated for the first time, full time Fall 2012 cohort. Rate for two year schools treats students earning a credential within the timeframe as retained.

Enrollment Percent Change

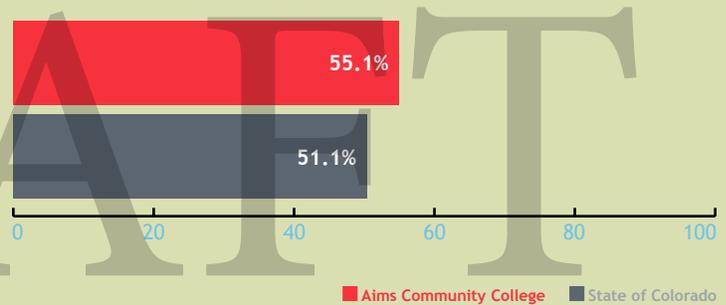
Annual percent change in total enrollment of degree-seeking, underserved students. 2012 baseline enrollment count is provided.

2012-15 Total Growth
▲ 0.65%



Retention

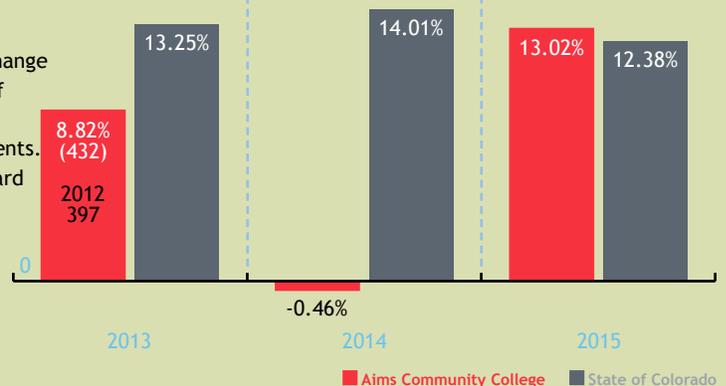
Fall to Fall retention rate for underserved students.



Awards Percent Change

Annual percent change in total number of awards earned by underserved students. 2012 baseline award count is provided.

2012-15 Total Growth
▲ 22.42%



COMPLETION DASHBOARD

Arapahoe Community College



Students who started college in 2011

Traditional college graduation rates only account for students starting and finishing at the same campus. While a good indicator of a college's effectiveness, a closer look at Colorado's completion rates reveals a more complex situation with many students taking longer to graduate and transferring to other colleges. The situation is even more complex when race/ethnicity is considered.

	Associate Degree & Certificate 2+ years	Certificate <2 years	Total Completion Rate	Difference (2011-2010 Cohort)
Graduated at Original or Transfer Institution 2011 Cohort	10.30%	9%	18.9%	0.3%

For every 100 students who start college as full-time students . . .

10 STUDENTS complete with a Degree or Certificate (2+ years) while 9 STUDENTS complete with a Certificate (<2 years)



GREEN = original institution; YELLOW = Colorado transfer institution.

Associate degrees and certificates are valuable credentials in the current labor market. However, an **important part of a two-year school's mission is to prepare students for transfer into four-year schools.**

Count of Transfers Out

	2011	2012	2013	2014
Arapahoe Community College	658	684	698	657



The Completion Gap

Graduated at Original or Transfer Institution 2011 Cohort

Race/Ethnicity	Associate Degree & Certificate 2+ years	Certificate <2 years	Total Completion Rate	1-Year Difference Total Completion Rate 2010-11 Cohort
Hispanic	12.3%	9.6%	21.9%	***
White, non-Hispanic	11.1%	9.2%	20.3%	0.5%
Other Ethnicity, non-Hispanic	5.7%	5.7%	11.5%	***

*** indicates a student population size less than 30 - small number leads to volatility in graduation rates and reduced statistical significance.

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— Lieutenant Governor Joseph Garcia

COMPLETION DASHBOARD

Arapahoe Community College

Attainment Gap Momentum Points
Among Colorado's top higher education goals is reducing the attainment gap among students from underserved communities. The attainment gap is the difference in credential attainment rates between populations. In addition to being an equity problem, Colorado's economy depends upon these students having access to, and succeeding in, higher education. Enrollment, retention, and completion serve as the critical momentum points in addressing the attainment gap issue.

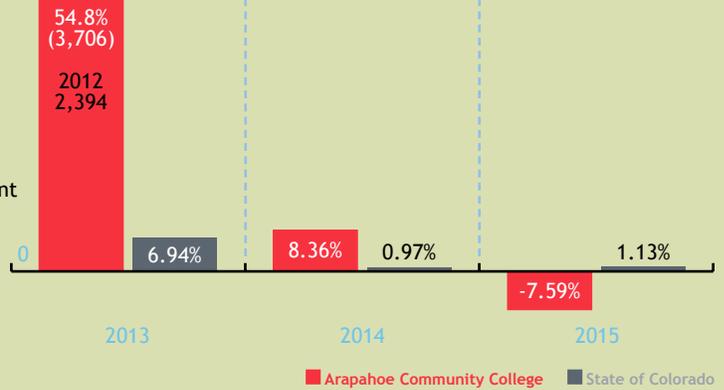
Attainment Gap Methodology
Enrollment, award and retention data are approximations aggregated from the most recently available information in the Department of Higher Education student record database. "Underserved" is defined as any student self-identifying as belonging to at least one of the following racial groups: Hispanic, Black or African American, Hawaiian or Pacific Islander, and Native American. Non-resident Alien students are omitted.

Retention rate is calculated for the first time, full time Fall 2012 cohort. Rate for two year schools treats students earning a credential within the timeframe as retained.

Enrollment Percent Change

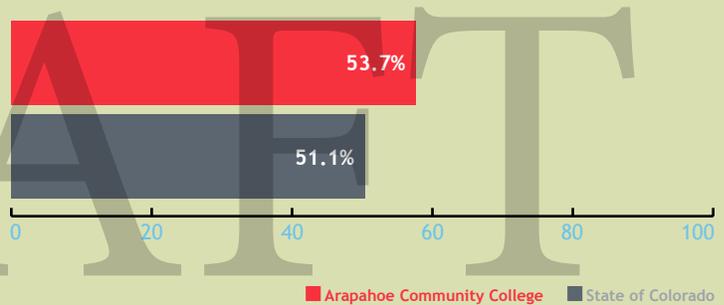
Annual percent change in total enrollment of degree-seeking, underserved students. 2012 baseline enrollment count is provided.

2012-15
Total Growth
▲ 55.01%



Retention

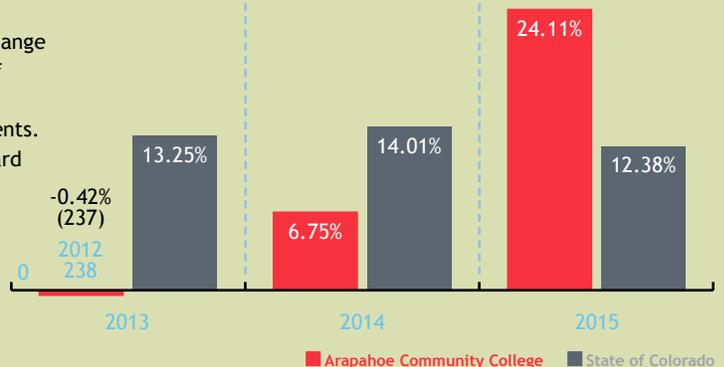
Fall to Fall retention rate for underserved students.



Awards Percent Change

Annual percent change in total number of awards earned by underserved students. 2012 baseline award count is provided.

2012-15
Total Growth
▲ 31.93%



Key ■ Arapahoe Community College
□ State of Colorado

COMPLETION DASHBOARD

Colorado Mountain College



Students who started college in 2011

Traditional college graduation rates only account for students starting and finishing at the same campus. While a good indicator of a college's effectiveness, a closer look at Colorado's completion rates reveals a more complex situation with many students taking longer to graduate and transferring to other colleges. The situation is even more complex when race/ethnicity is considered.

Beginning in 2013, Colorado Mountain College earned authorization to award Bachelor's Degrees. In 2013, 51 degrees were awarded and in 2014, the number grew to 84 degrees.

Associate degrees and certificates are valuable credentials in the current labor market. However, an **important part of a two-year school's mission is to prepare students for transfer into four-year schools.**

	Associate Degree & Certificate 2+ years	Certificate <2 years	Total Completion Rate	Difference (2011-2010 Cohort)
Graduated at Original or Transfer Institution 2011 Cohort	18.43%	5%	23.7%	1.8%

For every 100 students who start college as full-time students . . .

18 STUDENTS complete with a Degree or Certificate (2+ years) while 5 STUDENTS complete with a Certificate (<2 years)



GREEN = original institution; YELLOW = Colorado transfer institution.

Count of Transfers Out

	2011	2012	2013	2014
Arapahoe Community College	240	276	273	248



The Completion Gap

Graduated at Original or Transfer Institution 2011 Cohort

Race/Ethnicity	Associate Degree & Certificate 2+ years	Certificate <2 years	Total Completion Rate	1-Year Difference Total Completion Rate 2010-11 Cohort
Hispanic	N/A	N/A	N/A	***
White, non-Hispanic	18.7%	4.6%	23.3%	3.4%
Other Ethnicity, non-Hispanic	17.6%	7.7%	25.3%	***

*** indicates a student population size less than 30 - small number leads to volatility in graduation rates and reduced statistical significance.

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— Lieutenant Governor
Joseph Garcia

COMPLETION DASHBOARD

Colorado Mountain College

Attainment Gap Momentum Points
Among Colorado's top higher education goals is reducing the attainment gap among students from underserved communities. The attainment gap is the difference in credential attainment rates between populations. In addition to being an equity problem, Colorado's economy depends upon these students having access to, and succeeding in, higher education. Enrollment, retention, and completion serve as the critical momentum points in addressing the attainment gap issue.

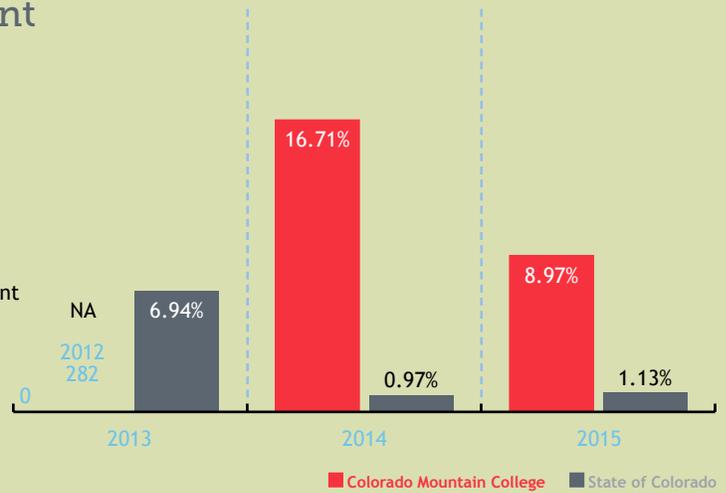
Attainment Gap Methodology
Enrollment, award and retention data are approximations aggregated from the most recently available information in the Department of Higher Education student record database. "Underserved" is defined as any student self-identifying as belonging to at least one of the following racial groups: Hispanic, Black or African American, Hawaiian or Pacific Islander, and Native American. Non-resident Alien students are omitted.

Retention rate is calculated for the first time, full time Fall 2012 cohort. Rate for two year schools treats students earning a credential within the timeframe as retained.

Enrollment Percent Change

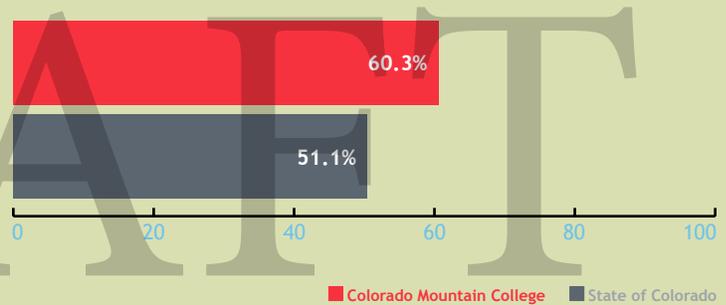
Annual percent change in total enrollment of degree-seeking, underserved students. 2012 baseline enrollment count is provided.

2012-15 Total Growth
▲ 81.91%



Retention

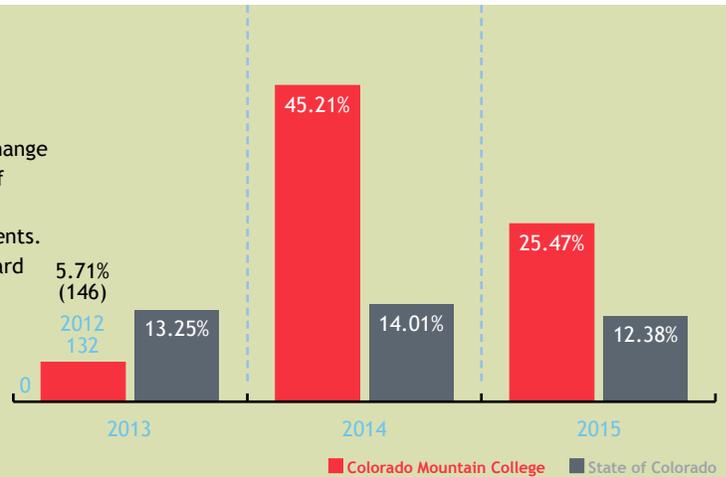
Fall to Fall retention rate for underserved students.



Awards Percent Change

Annual percent change in total number of awards earned by underserved students. 2012 baseline award count is provided.

2012-15 Total Growth
▲ 101.52%



Key ■ Colorado Mountain College
□ State of Colorado

COMPLETION DASHBOARD

Colorado Northwestern Community College



Students who started college in 2011

Traditional college graduation rates only account for students starting and finishing at the same campus. While a good indicator of a college's effectiveness, a closer look at Colorado's completion rates reveals a more complex situation with many students taking longer to graduate and transferring to other colleges. The situation is even more complex when race/ethnicity is considered.

	Associate Degree & Certificate 2+ years	Certificate <2 years	Total Completion Rate	Difference (2011-2010 Cohort)
Graduated at Original or Transfer Institution 2011 Cohort	14.86%	17%	31.8%	-3.1%

For every 100 students who start college as full-time students . . .

15 STUDENTS complete with a Degree or Certificate (2+ years) while 17 STUDENTS complete with a Certificate (<2 years)



GREEN = original institution; YELLOW = Colorado transfer institution.

Associate degrees and certificates are valuable credentials in the current labor market. However, an **important part of a two-year school's mission is to prepare students for transfer into four-year schools.**

Count of Transfers Out

	2011	2012	2013	2014
Colorado Northwestern Community College	55	48	50	52



The Completion Gap

Graduated at Original or Transfer Institution 2011 Cohort

Race/Ethnicity	Associate Degree & Certificate 2+ years	Certificate <2 years	Total Completion Rate	1-Year Difference Total Completion Rate 2010-11 Cohort
Hispanic	0.0%	13.3%	13.3%	***
White, non-Hispanic	17.0%	18.0%	35.0%	-2.9%
Other Ethnicity, non-Hispanic	15.2%	15.2%	30.3%	***

*** indicates a student population size less than 30 - small number leads to volatility in graduation rates and reduced statistical significance.

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— Lieutenant Governor Joseph Garcia

COMPLETION DASHBOARD

Colorado Northwestern Community College

Attainment Gap Momentum Points
Among Colorado's top higher education goals is reducing the attainment gap among students from underserved communities. The attainment gap is the difference in credential attainment rates between populations. In addition to being an equity problem, Colorado's economy depends upon these students having access to, and succeeding in, higher education. Enrollment, retention, and completion serve as the critical momentum points in addressing the attainment gap issue.

Attainment Gap Methodology

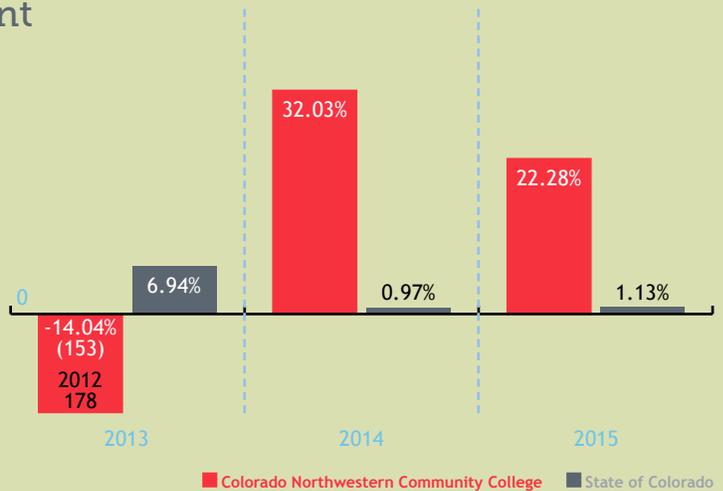
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Retention rate is calculated for the first time, full time Fall 2012 cohort. Rate for two year schools treats students earning a credential within the timeframe as retained.

Enrollment Percent Change

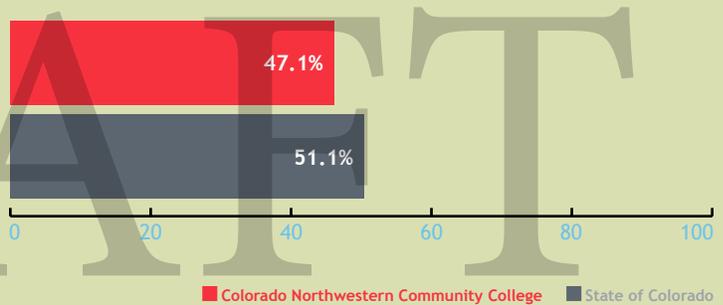
Annual percent change in total enrollment of degree-seeking, underserved students. 2012 baseline enrollment count is provided.

2012-15
Total Growth
▲ 38.76%



Retention

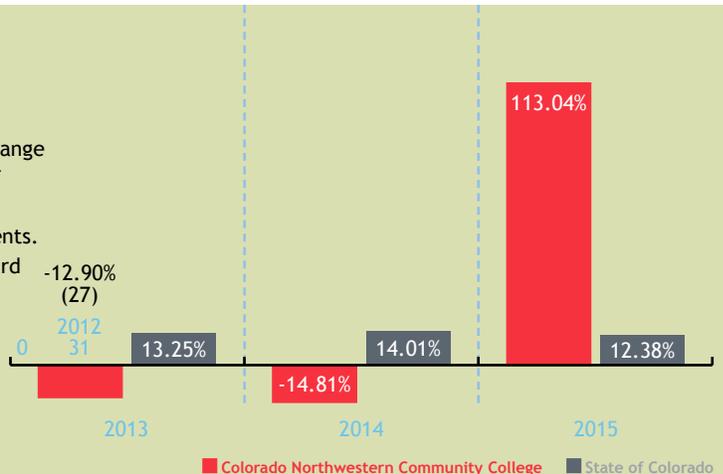
Fall to Fall retention rate for underserved students.



Awards Percent Change

Annual percent change in total number of awards earned by underserved students. 2012 baseline award count is provided.

2012-15
Total Growth
▲ 58.06%



Key ■ Colorado Northwestern Community College
□ State of Colorado

COMPLETION DASHBOARD

Community College of Aurora



Students who started college in 2011

Traditional college graduation rates only account for students starting and finishing at the same campus. While a good indicator of a college's effectiveness, a closer look at Colorado's completion rates reveals a more complex situation with many students taking longer to graduate and transferring to other colleges. The situation is even more complex when race/ethnicity is considered.

	Associate Degree & Certificate 2+ years	Certificate <2 years	Total Completion Rate	Difference (2011-2010 Cohort)
Graduated at Original or Transfer Institution 2011 Cohort	9.73%	10%	20.1%	-2.2%

For every 100 students who start college as full-time students . . .

10 STUDENTS complete with a Degree or Certificate (2+ years) while 10 STUDENTS complete with a Certificate (<2 years)



GREEN = original institution; YELLOW = Colorado transfer institution.

Associate degrees and certificates are valuable credentials in the current labor market. However, an **important part of a two-year school's mission is to prepare students for transfer into four-year schools.**

Count of Transfers Out

	2011	2012	2013	2014
Community College of Aurora	418	426	418	429



The Completion Gap

Graduated at Original or Transfer Institution 2011 Cohort

Race/Ethnicity	Associate Degree & Certificate 2+ years	Certificate <2 years	Total Completion Rate	1-Year Difference Total Completion Rate 2010-11 Cohort
Hispanic	5.3%	7.9%	13.2%	***
White, non-Hispanic	13.1%	16.2%	29.3%	0.3%
Other Ethnicity, non-Hispanic	7.9%	5.1%	12.9%	***

*** indicates a student population size less than 30 - small number leads to volatility in graduation rates and reduced statistical significance.

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— Lieutenant Governor Joseph Garcia

COMPLETION DASHBOARD

Community College of Aurora

Attainment Gap Momentum Points
Among Colorado's top higher education goals is reducing the attainment gap among students from underserved communities. The attainment gap is the difference in credential attainment rates between populations. In addition to being an equity problem, Colorado's economy depends upon these students having access to, and succeeding in, higher education. Enrollment, retention, and completion serve as the critical momentum points in addressing the attainment gap issue.

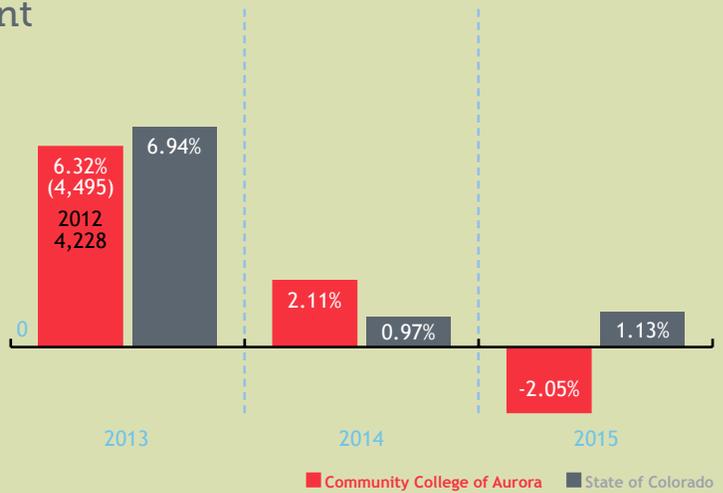
Attainment Gap Methodology
Enrollment, award and retention data are approximations aggregated from the most recently available information in the Department of Higher Education student record database. "Underserved" is defined as any student self-identifying as belonging to at least one of the following racial groups: Hispanic, Black or African American, Hawaiian or Pacific Islander, and Native American. Non-resident Alien students are omitted.

Retention rate is calculated for the first time, full time Fall 2012 cohort. Rate for two year schools treats students earning a credential within the timeframe as retained.

Enrollment Percent Change

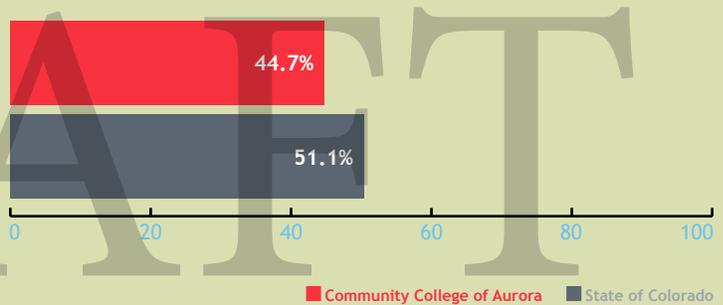
Annual percent change in total enrollment of degree-seeking, underserved students. 2012 baseline enrollment count is provided.

2012-15
Total Growth
▲ 6.34%



Retention

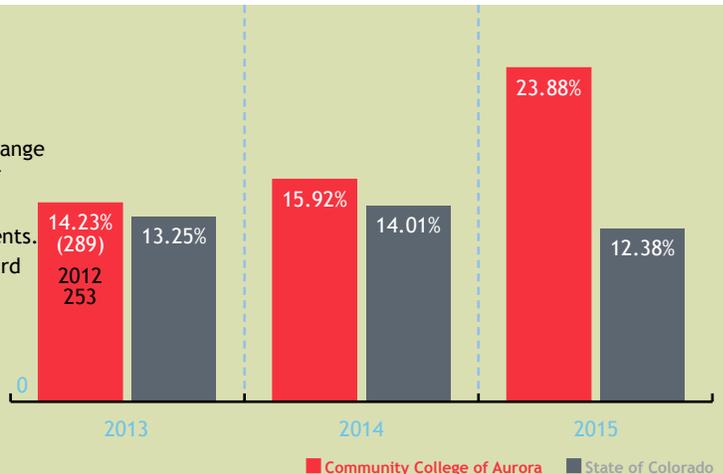
Fall to Fall retention rate for underserved students.



Awards Percent Change

Annual percent change in total number of awards earned by underserved students. 2012 baseline award count is provided.

2012-15
Total Growth
▲ 64.03%



COMPLETION DASHBOARD

Community College of Denver



Students who started college in 2011

Traditional college graduation rates only account for students starting and finishing at the same campus. While a good indicator of a college's effectiveness, a closer look at Colorado's completion rates reveals a more complex situation with many students taking longer to graduate and transferring to other colleges. The situation is even more complex when race/ethnicity is considered.

	Associate Degree & Certificate 2+ years	Certificate <2 years	Total Completion Rate	Difference (2011-2010 Cohort)
Graduated at Original or Transfer Institution 2011 Cohort	8.35%	3%	11.0%	-0.1%

For every 100 students who start college as full-time students . . .

8 STUDENTS complete with a Degree or Certificate (2+ years) while 3 STUDENTS complete with a Certificate (<2 years)



GREEN = original institution; YELLOW = Colorado transfer institution.

Associate degrees and certificates are valuable credentials in the current labor market. However, an **important part of a two-year school's mission is to prepare students for transfer into four-year schools.**

Count of Transfers Out

	2011	2012	2013	2014
Community College of Denver	745	976	894	784



The Completion Gap

Graduated at Original or Transfer Institution 2011 Cohort

Race/Ethnicity	Associate Degree & Certificate 2+ years	Certificate <2 years	Total Completion Rate	1-Year Difference Total Completion Rate 2010-11 Cohort
Hispanic	7.6%	4.4%	12.0%	***
White, non-Hispanic	7.6%	2.5%	10.2%	***
Other Ethnicity, non-Hispanic	9.3%	1.8%	11.1%	0.5%

*** indicates a student population size less than 30 - small number leads to volatility in graduation rates and reduced statistical significance.

"We cannot sustain our economy and our twenty-first century workforce without ensuring that all Coloradans, including those from traditionally underserved populations, have the opportunity to successfully pursue a high quality postsecondary education."

— Lieutenant Governor Joseph Garcia

COMPLETION DASHBOARD

Community College of Denver

Attainment Gap Momentum Points
Among Colorado's top higher education goals is reducing the attainment gap among students from underserved communities. The attainment gap is the difference in credential attainment rates between populations. In addition to being an equity problem, Colorado's economy depends upon these students having access to, and succeeding in, higher education. Enrollment, retention, and completion serve as the critical momentum points in addressing the attainment gap issue.

Attainment Gap Methodology

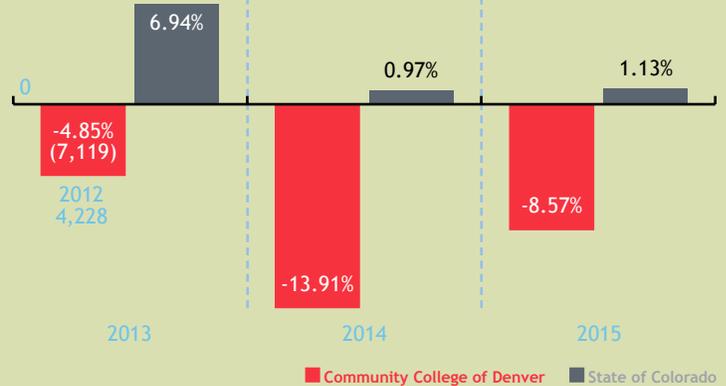
Enrollment, award and retention data are approximations aggregated from the most recently available information in the Department of Higher Education student record database. "Underserved" is defined as any student self-identifying as belonging to at least one of the following racial groups: Hispanic, Black or African American, Hawaiian or Pacific Islander, and Native American. Non-resident Alien students are omitted.

Retention rate is calculated for the first time, full time Fall 2012 cohort. Rate for two year schools treats students earning a credential within the timeframe as retained.

Enrollment Percent Change

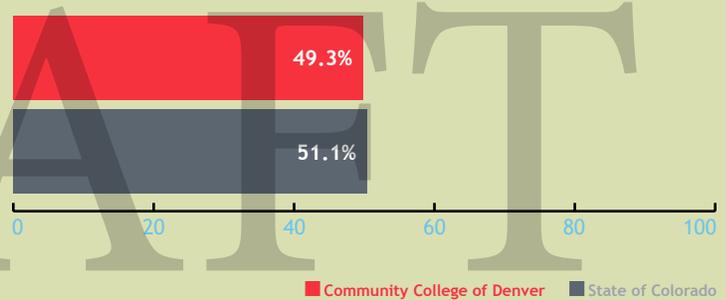
Annual percent change in total enrollment of degree-seeking, underserved students. 2012 baseline enrollment count is provided.

2012-15
Total Growth
▼ -25.10%



Retention

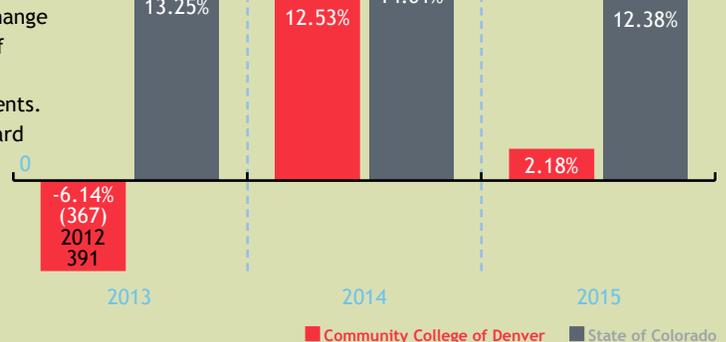
Fall to Fall retention rate for underserved students.



Awards Percent Change

Annual percent change in total number of awards earned by underserved students. 2012 baseline award count is provided.

2012-15
Total Growth
▲ 7.93%



COMPLETION DASHBOARD

Front Range Community College



Students who started college in 2011

Traditional college graduation rates only account for students starting and finishing at the same campus. While a good indicator of a college's effectiveness, a closer look at Colorado's completion rates reveals a more complex situation with many students taking longer to graduate and transferring to other colleges. The situation is even more complex when race/ethnicity is considered.

	Associate Degree & Certificate 2+ years	Certificate <2 years	Total Completion Rate	Difference (2011-2010 Cohort)
Graduated at Original or Transfer Institution 2011 Cohort	13.58%	7%	20.6%	1.8%

For every 100 students who start college as full-time students . . .

14 STUDENTS complete with a Degree or Certificate (2+ years) while 7 STUDENTS complete with a Certificate (<2 years)



GREEN = original institution; YELLOW = Colorado transfer institution.

Associate degrees and certificates are valuable credentials in the current labor market. However, an **important part of a two-year school's mission is to prepare students for transfer into four-year schools.**

Count of Transfers Out

	2011	2012	2013	2014
Front Range Community College	1589	1788	1780	1698



The Completion Gap

Graduated at Original or Transfer Institution 2011 Cohort

Race/Ethnicity	Associate Degree & Certificate 2+ years	Certificate <2 years	Total Completion Rate	1-Year Difference Total Completion Rate 2010-11 Cohort
Hispanic	7.1%	5.4%	12.5%	***
White, non-Hispanic	14.9%	7.7%	22.6%	2.0%
Other Ethnicity, non-Hispanic	13.7%	6.1%	19.8%	4.3%

*** indicates a student population size less than 30 - small number leads to volatility in graduation rates and reduced statistical significance.

"We cannot sustain our economy and our twenty-first century workforce without ensuring that all Coloradans, including those from traditionally underserved populations, have the opportunity to successfully pursue a high quality postsecondary education."

— Lieutenant Governor Joseph Garcia

COMPLETION DASHBOARD

Front Range Community College

Attainment Gap Momentum Points
Among Colorado's top higher education goals is reducing the attainment gap among students from underserved communities. The attainment gap is the difference in credential attainment rates between populations. In addition to being an equity problem, Colorado's economy depends upon these students having access to, and succeeding in, higher education. Enrollment, retention, and completion serve as the critical momentum points in addressing the attainment gap issue.

Attainment Gap Methodology
Enrollment, award and retention data are approximations aggregated from the most recently available information in the Department of Higher Education student record database. "Underserved" is defined as any student self-identifying as belonging to at least one of the following racial groups: Hispanic, Black or African American, Hawaiian or Pacific Islander, and Native American. Non-resident Alien students are omitted.

Retention rate is calculated for the first time, full time Fall 2012 cohort. Rate for two year schools treats students earning a credential within the timeframe as retained.

Enrollment Percent Change

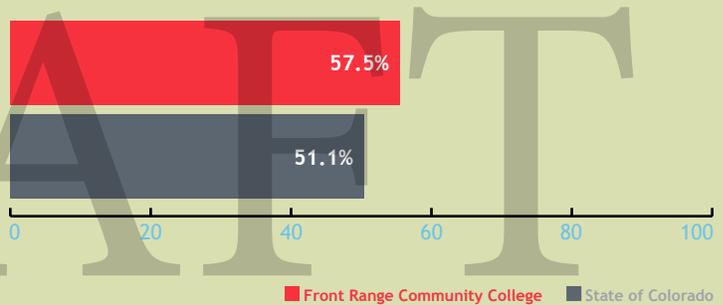
Annual percent change in total enrollment of degree-seeking, underserved students. 2012 baseline enrollment count is provided.

2012-15
Total Growth
▲ 0.10%



Retention

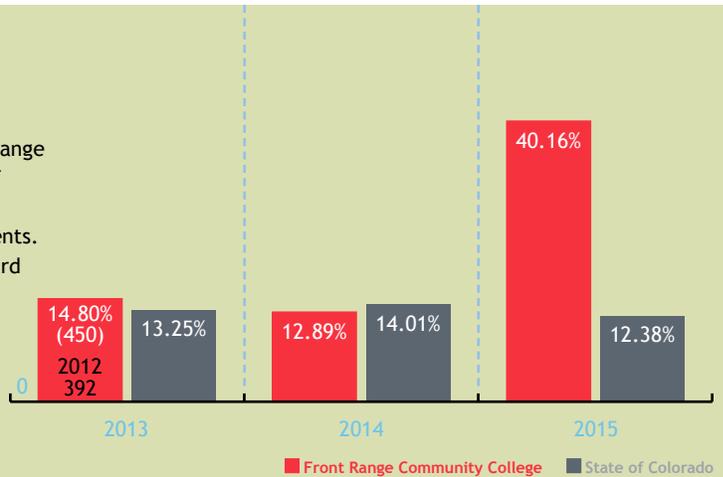
Fall to Fall retention rate for underserved students.



Awards Percent Change

Annual percent change in total number of awards earned by underserved students. 2012 baseline award count is provided.

2012-15
Total Growth
▲ 81.63%



COMPLETION DASHBOARD

Lamar Community College



Students who started college in 2011

Traditional college graduation rates only account for students starting and finishing at the same campus. While a good indicator of a college's effectiveness, a closer look at Colorado's completion rates reveals a more complex situation with many students taking longer to graduate and transferring to other colleges. The situation is even more complex when race/ethnicity is considered.

	Associate Degree & Certificate 2+ years	Certificate <2 years	Total Completion Rate	Difference (2011-2010 Cohort)
Graduated at Original or Transfer Institution 2011 Cohort	25.17%	10%	35.1%	6.7%

For every 100 students who start college as full-time students . . .

25 STUDENTS complete with a Degree or Certificate (2+ years) while 10 STUDENTS complete with a Certificate (<2 years)



GREEN = original institution; YELLOW = Colorado transfer institution.

Associate degrees and certificates are valuable credentials in the current labor market. However, an **important part of a two-year school's mission is to prepare students for transfer into four-year schools.**

Count of Transfers Out

	2011	2012	2013	2014
Lamar Community College	34	51	46	51



The Completion Gap

Graduated at Original or Transfer Institution 2011 Cohort

Race/Ethnicity	Associate Degree & Certificate 2+ years	Certificate <2 years	Total Completion Rate	1-Year Difference Total Completion Rate 2010-11 Cohort
Hispanic	10.3%	20.7%	31.0%	***
White, non-Hispanic	33.3%	8.6%	41.9%	13.4%
Other Ethnicity, non-Hispanic	13.8%	3.4%	17.2%	***

*** indicates a student population size less than 30 - small number leads to volatility in graduation rates and reduced statistical significance.

"We cannot sustain our economy and our twenty-first century workforce without ensuring that all Coloradans, including those from traditionally underserved populations, have the opportunity to successfully pursue a high quality postsecondary education."

— Lieutenant Governor Joseph Garcia

COMPLETION DASHBOARD

Lamar Community College

Attainment Gap Momentum Points
Among Colorado's top higher education goals is reducing the attainment gap among students from underserved communities. The attainment gap is the difference in credential attainment rates between populations. In addition to being an equity problem, Colorado's economy depends upon these students having access to, and succeeding in, higher education. Enrollment, retention, and completion serve as the critical momentum points in addressing the attainment gap issue.

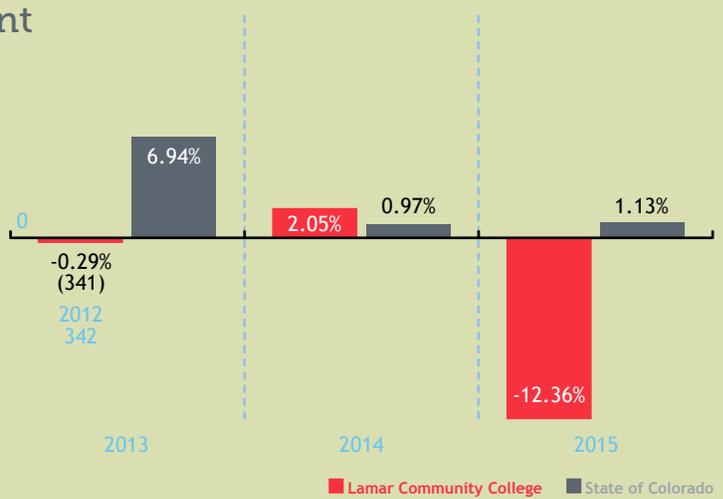
Attainment Gap Methodology
Enrollment, award and retention data are approximations aggregated from the most recently available information in the Department of Higher Education student record database. "Underserved" is defined as any student self-identifying as belonging to at least one of the following racial groups: Hispanic, Black or African American, Hawaiian or Pacific Islander, and Native American. Non-resident Alien students are omitted.

Retention rate is calculated for the first time, full time Fall 2012 cohort. Rate for two year schools treats students earning a credential within the timeframe as retained.

Enrollment Percent Change

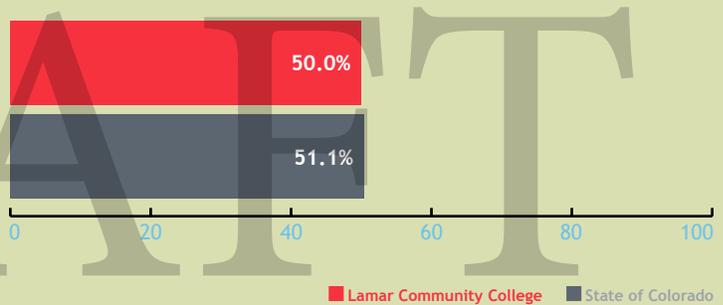
Annual percent change in total enrollment of degree-seeking, underserved students. 2012 baseline enrollment count is provided.

2012-15
Total Growth
▼ -10.82%



Retention

Fall to Fall retention rate for underserved students.



Awards Percent Change

Annual percent change in total number of awards earned by underserved students. 2012 baseline award count is provided.

2012-15
Total Growth
▼ -5.66%



COMPLETION DASHBOARD

Morgan Community College



Students who started college in 2011

Traditional college graduation rates only account for students starting and finishing at the same campus. While a good indicator of a college's effectiveness, a closer look at Colorado's completion rates reveals a more complex situation with many students taking longer to graduate and transferring to other colleges. The situation is even more complex when race/ethnicity is considered.

	Associate Degree & Certificate 2+ years	Certificate <2 years	Total Completion Rate	Difference (2011-2010 Cohort)
Graduated at Original or Transfer Institution 2011 Cohort	23.88%	9%	32.8%	-5.1%

For every 100 students who start college as full-time students . . .

24 STUDENTS complete with a Degree or Certificate (2+ years) while 9 STUDENTS complete with a Certificate (<2 years)



GREEN = original institution; YELLOW = Colorado transfer institution.

Associate degrees and certificates are valuable credentials in the current labor market. However, an **important part of a two-year school's mission is to prepare students for transfer into four-year schools.**

Count of Transfers Out

	2011	2012	2013	2014
Morgan Community College	50	48	49	44



The Completion Gap

Graduated at Original or Transfer Institution 2011 Cohort

Race/Ethnicity	Associate Degree & Certificate 2+ years	Certificate <2 years	Total Completion Rate	1-Year Difference Total Completion Rate 2010-11 Cohort
Hispanic	11.8%	0.0%	11.8%	***
White, non-Hispanic	30.0%	12.5%	42.5%	***
Other Ethnicity, non-Hispanic	20.0%	10.0%	30.0%	***

*** indicates a student population size less than 30 - small number leads to volatility in graduation rates and reduced statistical significance.

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COMPLETION DASHBOARD

Morgan Community College

Attainment Gap Momentum Points
Among Colorado's top higher education goals is reducing the attainment gap among students from underserved communities. The attainment gap is the difference in credential attainment rates between populations. In addition to being an equity problem, Colorado's economy depends upon these students having access to, and succeeding in, higher education. Enrollment, retention, and completion serve as the critical momentum points in addressing the attainment gap issue.

Attainment Gap Methodology
Enrollment, award and retention data are approximations aggregated from the most recently available information in the Department of Higher Education student record database. "Underserved" is defined as any student self-identifying as belonging to at least one of the following racial groups: Hispanic, Black or African American, Hawaiian or Pacific Islander, and Native American. Non-resident Alien students are omitted.

Retention rate is calculated for the first time, full time Fall 2012 cohort. Rate for two year schools treats students earning a credential within the timeframe as retained.

Enrollment Percent Change

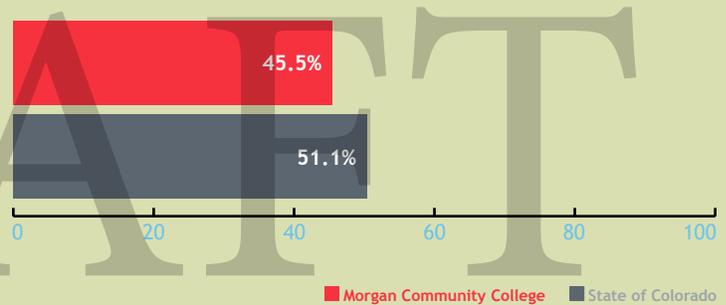
Annual percent change in total enrollment of degree-seeking, underserved students. 2012 baseline enrollment count is provided.

2012-15
Total Growth
▲ 21.32%



Retention

Fall to Fall retention rate for underserved students.



Awards Percent Change

Annual percent change in total number of awards earned by underserved students. 2012 baseline award count is provided.

2012-15
Total Growth
▼ -9.71%



COMPLETION DASHBOARD

Northeastern Junior College



Students who started college in 2011

Traditional college graduation rates only account for students starting and finishing at the same campus. While a good indicator of a college's effectiveness, a closer look at Colorado's completion rates reveals a more complex situation with many students taking longer to graduate and transferring to other colleges. The situation is even more complex when race/ethnicity is considered.

	Associate Degree & Certificate 2+ years	Certificate <2 years	Total Completion Rate	Difference (2011-2010 Cohort)
Graduated at Original or Transfer Institution 2011 Cohort	23.63%	6%	29.9%	-6.5%

For every 100 students who start college as full-time students . . .

14 STUDENTS complete with a Degree or Certificate (2+ years) while 7 STUDENTS complete with a Certificate (<2 years)



GREEN = original institution; YELLOW = Colorado transfer institution.

Associate degrees and certificates are valuable credentials in the current labor market. However, an **important part of a two-year school's mission is to prepare students for transfer into four-year schools.**

Count of Transfers Out

	2011	2012	2013	2014
Northeastern Junior College	139	124	143	118



The Completion Gap

Graduated at Original or Transfer Institution 2011 Cohort

Race/Ethnicity	Associate Degree & Certificate 2+ years	Certificate <2 years	Total Completion Rate	1-Year Difference Total Completion Rate 2010-11 Cohort
Hispanic	13.0%	7.4%	20.4%	***
White, non-Hispanic	30.0%	6.6%	36.6%	-8.4%
Other Ethnicity, non-Hispanic	14.3%	4.8%	19.0%	***

*** indicates a student population size less than 30 - small number leads to volatility in graduation rates and reduced statistical significance.

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COMPLETION DASHBOARD

Northeastern Junior College

Attainment Gap Momentum Points
Among Colorado's top higher education goals is reducing the attainment gap among students from underserved communities. The attainment gap is the difference in credential attainment rates between populations. In addition to being an equity problem, Colorado's economy depends upon these students having access to, and succeeding in, higher education. Enrollment, retention, and completion serve as the critical momentum points in addressing the attainment gap issue.

Attainment Gap Methodology
Enrollment, award and retention data are approximations aggregated from the most recently available information in the Department of Higher Education student record database. "Underserved" is defined as any student self-identifying as belonging to at least one of the following racial groups: Hispanic, Black or African American, Hawaiian or Pacific Islander, and Native American. Non-resident Alien students are omitted.

Retention rate is calculated for the first time, full time Fall 2012 cohort. Rate for two year schools treats students earning a credential within the timeframe as retained.

Enrollment Percent Change

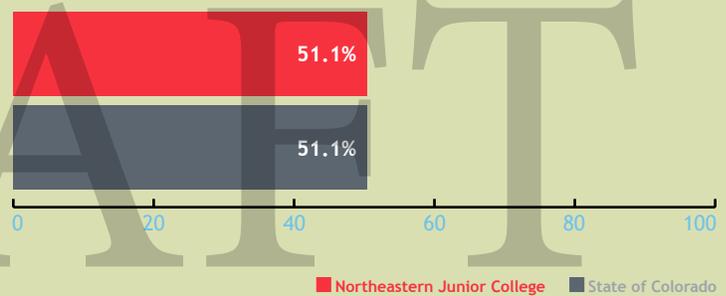
Annual percent change in total enrollment of degree-seeking, underserved students. 2012 baseline enrollment count is provided.

2012-15
Total Growth
▲ 17.47%



Retention

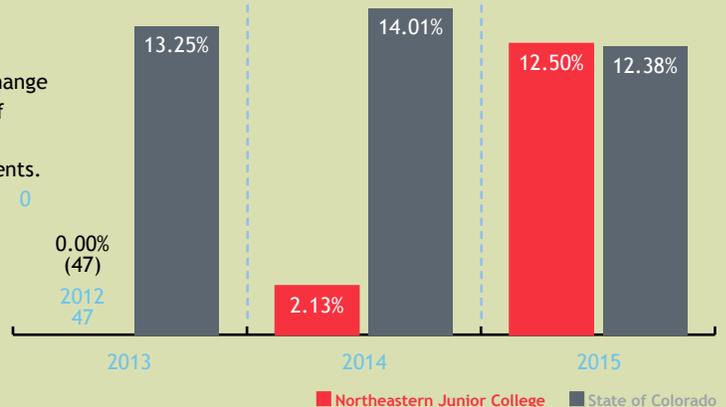
Fall to Fall retention rate for underserved students.



Awards Percent Change

Annual percent change in total number of awards earned by underserved students. 2012 baseline award count is provided.

2012-15
Total Growth
▲ 14.89%



COMPLETION DASHBOARD

Otero Junior College



Students who started college in 2011

Traditional college graduation rates only account for students starting and finishing at the same campus. While a good indicator of a college's effectiveness, a closer look at Colorado's completion rates reveals a more complex situation with many students taking longer to graduate and transferring to other colleges. The situation is even more complex when race/ethnicity is considered.

	Associate Degree & Certificate 2+ years	Certificate <2 years	Total Completion Rate	Difference (2011-2010 Cohort)
Graduated at Original or Transfer Institution 2011 Cohort	23.68%	14%	37.7%	6.6%

For every 100 students who start college as full-time students . . .

24 STUDENTS complete with a Degree or Certificate (2+ years) while 14 STUDENTS complete with a Certificate (<2 years)



GREEN = original institution; YELLOW = Colorado transfer institution.

Associate degrees and certificates are valuable credentials in the current labor market. However, an **important part of a two-year school's mission is to prepare students for transfer into four-year schools.**

Count of Transfers Out

	2011	2012	2013	2014
Otero Junior College	86	104	115	83



The Completion Gap

Graduated at Original or Transfer Institution 2011 Cohort

Race/Ethnicity	Associate Degree & Certificate 2+ years	Certificate <2 years	Total Completion Rate	1-Year Difference Total Completion Rate 2010-11 Cohort
Hispanic	15.5%	12.7%	28.2%	***
White, non-Hispanic	32.3%	16.2%	48.5%	13.7%
Other Ethnicity, non-Hispanic	19.0%	12.1%	31.0%	***

*** indicates a student population size less than 30 - small number leads to volatility in graduation rates and reduced statistical significance.

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— Lieutenant Governor Joseph Garcia

COMPLETION DASHBOARD

Otero Junior College

Attainment Gap Momentum Points
Among Colorado's top higher education goals is reducing the attainment gap among students from underserved communities. The attainment gap is the difference in credential attainment rates between populations. In addition to being an equity problem, Colorado's economy depends upon these students having access to, and succeeding in, higher education. Enrollment, retention, and completion serve as the critical momentum points in addressing the attainment gap issue.

Attainment Gap Methodology

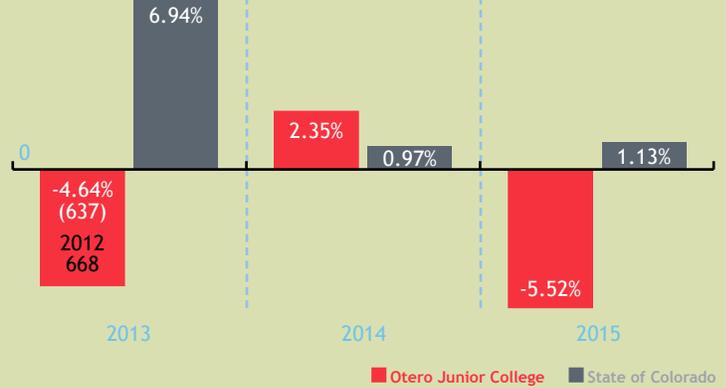
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Retention rate is calculated for the first time, full time Fall 2012 cohort. Rate for two year schools treats students earning a credential within the timeframe as retained.

Enrollment Percent Change

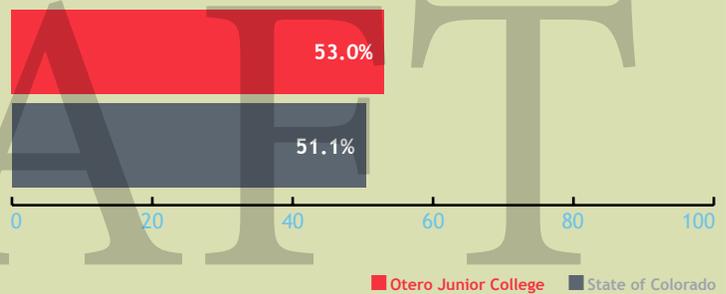
Annual percent change in total enrollment of degree-seeking, underserved students. 2012 baseline enrollment count is provided.

2012-15
Total Growth
▼ -7.78%



Retention

Fall to Fall retention rate for underserved students.



Awards Percent Change

Annual percent change in total number of awards earned by underserved students. 2012 baseline award count is provided.

2012-15
Total Growth
▲ 13.51%



COMPLETION DASHBOARD

Pikes Peak Community College



Students who started college in 2011

Traditional college graduation rates only account for students starting and finishing at the same campus. While a good indicator of a college's effectiveness, a closer look at Colorado's completion rates reveals a more complex situation with many students taking longer to graduate and transferring to other colleges. The situation is even more complex when race/ethnicity is considered.

	Associate Degree & Certificate 2+ years	Certificate <2 years	Total Completion Rate	Difference (2011-2010 Cohort)
Graduated at Original or Transfer Institution 2011 Cohort	7.80%	5%	12.3%	-2.4%

For every 100 students who start college as full-time students . . .

8 STUDENTS complete with a Degree or Certificate (2+ years) while 5 STUDENTS complete with a Certificate (<2 years)



GREEN = original institution; YELLOW = Colorado transfer institution.

Associate degrees and certificates are valuable credentials in the current labor market. However, an **important part of a two-year school's mission is to prepare students for transfer into four-year schools.**

Count of Transfers Out

	2011	2012	2013	2014
Pikes Peak Community College	816	927	926	946



The Completion Gap

Graduated at Original or Transfer Institution 2011 Cohort

Race/Ethnicity	Associate Degree & Certificate 2+ years	Certificate <2 years	Total Completion Rate	1-Year Difference Total Completion Rate 2010-11 Cohort
Hispanic	5.6%	0.0%	5.6%	***
White, non-Hispanic	9.3%	5.4%	14.6%	-3.3%
Other Ethnicity, non-Hispanic	6.3%	4.8%	11.1%	0.9%

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COMPLETION DASHBOARD

Pikes Peak Community College

Attainment Gap Momentum Points
Among Colorado's top higher education goals is reducing the attainment gap among students from underserved communities. The attainment gap is the difference in credential attainment rates between populations. In addition to being an equity problem, Colorado's economy depends upon these students having access to, and succeeding in, higher education. Enrollment, retention, and completion serve as the critical momentum points in addressing the attainment gap issue.

Attainment Gap Methodology

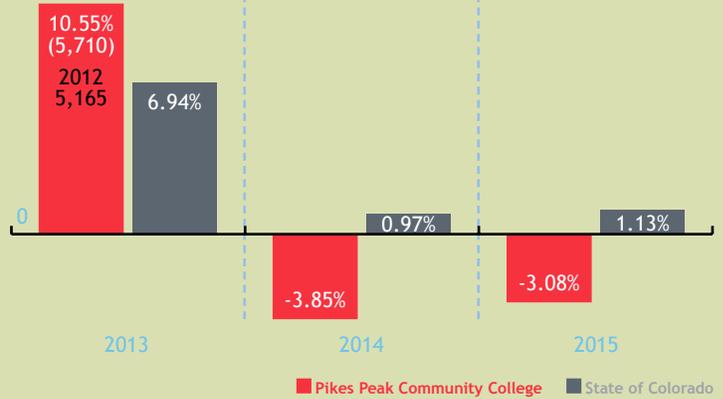
Enrollment, award and retention data are approximations aggregated from the most recently available information in the Department of Higher Education student record database. "Underserved" is defined as any student self-identifying as belonging to at least one of the following racial groups: Hispanic, Black or African American, Hawaiian or Pacific Islander, and Native American. Non-resident Alien students are omitted.

Retention rate is calculated for the first time, full time Fall 2012 cohort. Rate for two year schools treats students earning a credential within the timeframe as retained.

Enrollment Percent Change

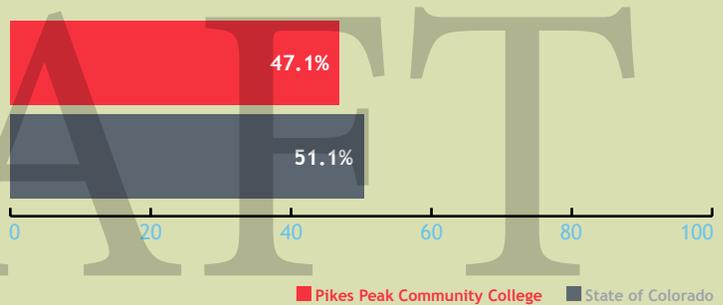
Annual percent change in total enrollment of degree-seeking, underserved students. 2012 baseline enrollment count is provided.

2012-15
Total Growth
▲ 3.02%



Retention

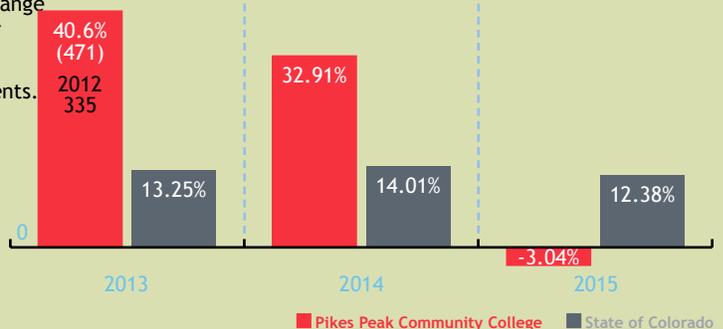
Fall to Fall retention rate for underserved students.



Awards Percent Change

Annual percent change in total number of awards earned by underserved students. 2012 baseline award count is provided.

2012-15
Total Growth
▲ 81.19%



COMPLETION DASHBOARD

Pueblo Community College



Students who started college in 2011

Traditional college graduation rates only account for students starting and finishing at the same campus. While a good indicator of a college's effectiveness, a closer look at Colorado's completion rates reveals a more complex situation with many students taking longer to graduate and transferring to other colleges. The situation is even more complex when race/ethnicity is considered.

	Associate Degree & Certificate 2+ years	Certificate <2 years	Total Completion Rate	Difference (2011-2010 Cohort)
Graduated at Original or Transfer Institution 2011 Cohort	6.54%	13%	19.4%	-6.4%

For every 100 students who start college as full-time students . . .

7 STUDENTS complete with a Degree or Certificate (2+ years) while 13 STUDENTS complete with a Certificate (<2 years)



GREEN = original institution; YELLOW = Colorado transfer institution.

Associate degrees and certificates are valuable credentials in the current labor market. However, an **important part of a two-year school's mission is to prepare students for transfer into four-year schools.**

Count of Transfers Out

	2011	2012	2013	2014
Pueblo Community College	360	362	337	332



The Completion Gap

Graduated at Original or Transfer Institution 2011 Cohort

Race/Ethnicity	Associate Degree & Certificate 2+ years	Certificate <2 years	Total Completion Rate	1-Year Difference Total Completion Rate 2010-11 Cohort
Hispanic	7.8%	12.8%	20.6%	***
White, non-Hispanic	6.2%	12.9%	19.0%	-11.0%
Other Ethnicity, non-Hispanic	5.6%	13.0%	18.5%	***

*** indicates a student population size less than 30 - small number leads to volatility in graduation rates and reduced statistical significance.

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— Lieutenant Governor Joseph Garcia

COMPLETION DASHBOARD

Pueblo Community College

Attainment Gap Momentum Points
Among Colorado's top higher education goals is reducing the attainment gap among students from underserved communities. The attainment gap is the difference in credential attainment rates between populations. In addition to being an equity problem, Colorado's economy depends upon these students having access to, and succeeding in, higher education. Enrollment, retention, and completion serve as the critical momentum points in addressing the attainment gap issue.

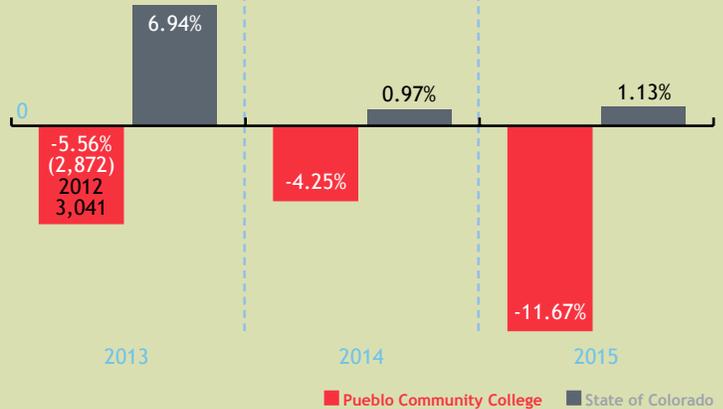
Attainment Gap Methodology
Enrollment, award and retention data are approximations aggregated from the most recently available information in the Department of Higher Education student record database. "Underserved" is defined as any student self-identifying as belonging to at least one of the following racial groups: Hispanic, Black or African American, Hawaiian or Pacific Islander, and Native American. Non-resident Alien students are omitted.

Retention rate is calculated for the first time, full time Fall 2012 cohort. Rate for two year schools treats students earning a credential within the timeframe as retained.

Enrollment Percent Change

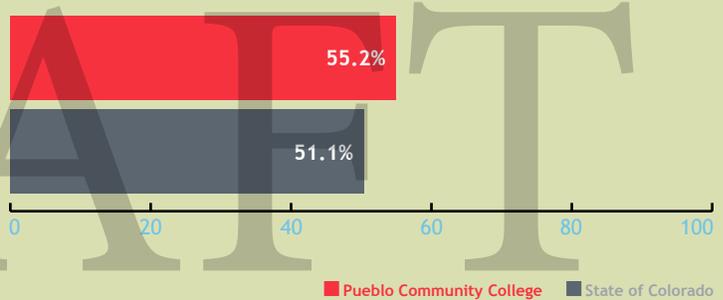
Annual percent change in total enrollment of degree-seeking, underserved students. 2012 baseline enrollment count is provided.

2012-15
Total Growth
▼ -20.12%



Retention

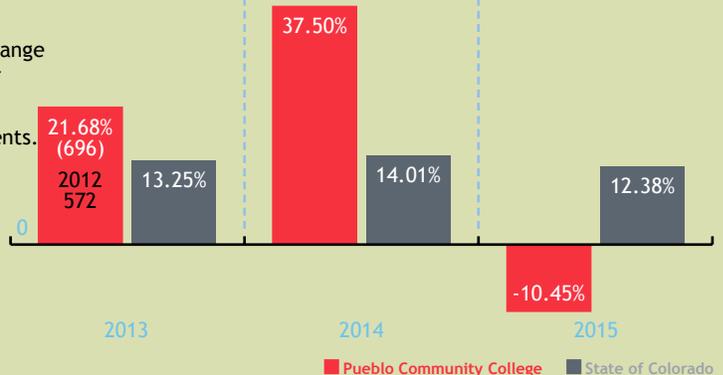
Fall to Fall retention rate for underserved students.



Awards Percent Change

Annual percent change in total number of awards earned by underserved students. 2012 baseline award count is provided.

2012-15
Total Growth
▲ 49.83%



COMPLETION DASHBOARD

Red Rocks Community College



Students who started college in 2011

Traditional college graduation rates only account for students starting and finishing at the same campus. While a good indicator of a college's effectiveness, a closer look at Colorado's completion rates reveals a more complex situation with many students taking longer to graduate and transferring to other colleges. The situation is even more complex when race/ethnicity is considered.

	Associate Degree & Certificate 2+ years	Certificate <2 years	Total Completion Rate	Difference (2011-2010 Cohort)
Graduated at Original or Transfer Institution 2011 Cohort	10.38%	19%	29.8%	6.0%

For every 100 students who start college as full-time students . . .

10 STUDENTS complete with a Degree or Certificate (2+ years) while 19 STUDENTS complete with a Certificate (<2 years)



GREEN = original institution; YELLOW = Colorado transfer institution.

Associate degrees and certificates are valuable credentials in the current labor market. However, an **important part of a two-year school's mission is to prepare students for transfer into four-year schools.**

Count of Transfers Out

	2011	2012	2013	2014
Red Rocks Community College	579	639	692	677



The Completion Gap

Graduated at Original or Transfer Institution 2011 Cohort

Race/Ethnicity	Associate Degree & Certificate 2+ years	Certificate <2 years	Total Completion Rate	1-Year Difference Total Completion Rate 2010-11 Cohort
Hispanic	2.7%	15.1%	17.8%	***
White, non-Hispanic	12.4%	23.2%	35.6%	11.3%
Other Ethnicity, non-Hispanic	7.9%	9.3%	17.1%	***

*** indicates a student population size less than 30 - small number leads to volatility in graduation rates and reduced statistical significance.

"We cannot sustain our economy and our twenty-first century workforce without ensuring that all Coloradans, including those from traditionally underserved populations, have the opportunity to successfully pursue a high quality postsecondary education."

— Lieutenant Governor Joseph Garcia

COMPLETION DASHBOARD

Red Rocks Community College

Attainment Gap Momentum Points
Among Colorado's top higher education goals is reducing the attainment gap among students from underserved communities. The attainment gap is the difference in credential attainment rates between populations. In addition to being an equity problem, Colorado's economy depends upon these students having access to, and succeeding in, higher education. Enrollment, retention, and completion serve as the critical momentum points in addressing the attainment gap issue.

Attainment Gap Methodology

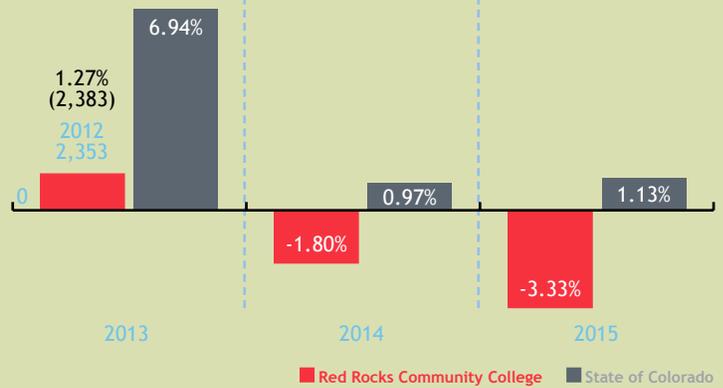
Enrollment, award and retention data are approximations aggregated from the most recently available information in the Department of Higher Education student record database. "Underserved" is defined as any student self-identifying as belonging to at least one of the following racial groups: Hispanic, Black or African American, Hawaiian or Pacific Islander, and Native American. Non-resident Alien students are omitted.

Retention rate is calculated for the first time, full time Fall 2012 cohort. Rate for two year schools treats students earning a credential within the timeframe as retained.

Enrollment Percent Change

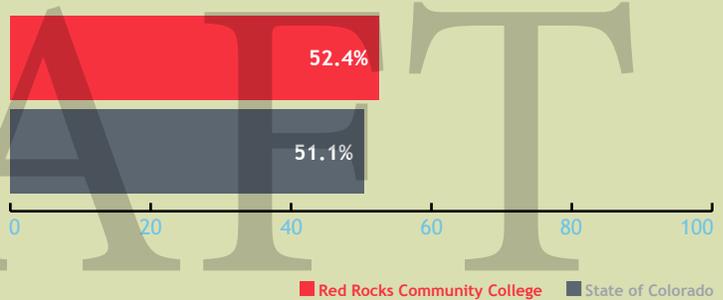
Annual percent change in total enrollment of degree-seeking, underserved students. 2012 baseline enrollment count is provided.

2012-15
Total Growth
▼ -3.87%



Retention

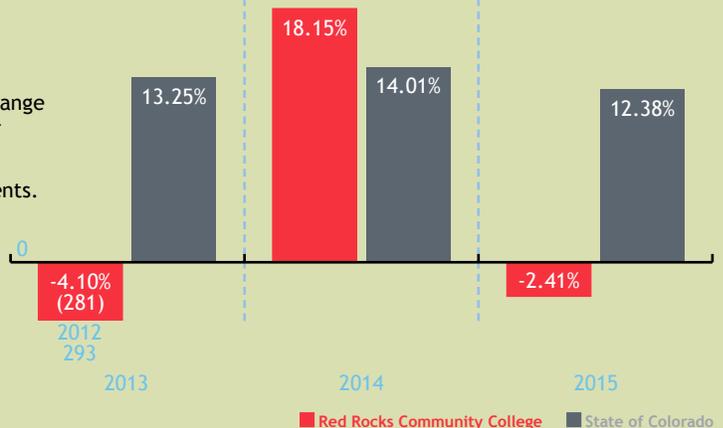
Fall to Fall retention rate for underserved students.



Awards Percent Change

Annual percent change in total number of awards earned by underserved students. 2012 baseline award count is provided.

2012-15
Total Growth
▲ 10.58%



COMPLETION DASHBOARD

Trinidad State Junior College



Students who started college in 2011

Traditional college graduation rates only account for students starting and finishing at the same campus. While a good indicator of a college's effectiveness, a closer look at Colorado's completion rates reveals a more complex situation with many students taking longer to graduate and transferring to other colleges. The situation is even more complex when race/ethnicity is considered.

	Associate Degree & Certificate 2+ years	Certificate <2 years	Total Completion Rate	Difference (2011-2010 Cohort)
Graduated at Original or Transfer Institution 2011 Cohort	13.13%	28%	41.1%	-1.3%

For every 100 students who start college as full-time students . . .

13 STUDENTS complete with a Degree or Certificate (2+ years) while 28 STUDENTS complete with a Certificate (<2 years)



GREEN = original institution; YELLOW = Colorado transfer institution.

Associate degrees and certificates are valuable credentials in the current labor market. However, an **important part of a two-year school's mission is to prepare students for transfer into four-year schools.**

Count of Transfers Out

	2011	2012	2013	2014
Trinidad State Junior College	64	78	62	49



The Completion Gap

Graduated at Original or Transfer Institution 2011 Cohort

Race/Ethnicity	Associate Degree & Certificate 2+ years	Certificate <2 years	Total Completion Rate	1-Year Difference Total Completion Rate 2010-11 Cohort
Hispanic	9.3%	30.6%	39.8%	4.4%
White, non-Hispanic	16.7%	30.3%	47.0%	-2.2%
Other Ethnicity, non-Hispanic	12.3%	17.5%	29.8%	***

*** indicates a student population size less than 30 - small number leads to volatility in graduation rates and reduced statistical significance.

"We cannot sustain our economy and our twenty-first century workforce without ensuring that all Coloradans, including those from traditionally underserved populations, have the opportunity to successfully pursue a high quality postsecondary education."

— Lieutenant Governor Joseph Garcia

COMPLETION DASHBOARD

Trinidad State Junior College

Attainment Gap Momentum Points
Among Colorado's top higher education goals is reducing the attainment gap among students from underserved communities. The attainment gap is the difference in credential attainment rates between populations. In addition to being an equity problem, Colorado's economy depends upon these students having access to, and succeeding in, higher education. Enrollment, retention, and completion serve as the critical momentum points in addressing the attainment gap issue.

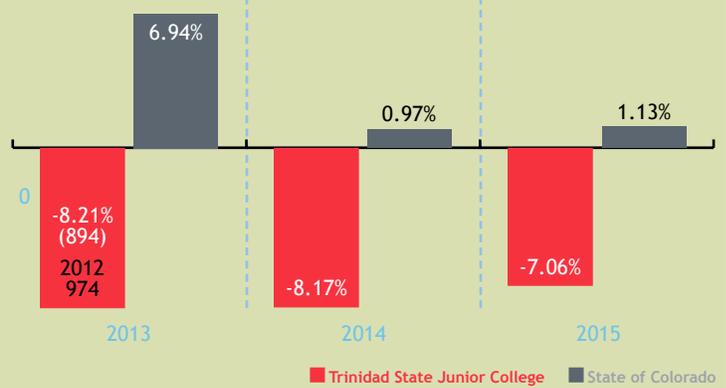
Attainment Gap Methodology
Enrollment, award and retention data are approximations aggregated from the most recently available information in the Department of Higher Education student record database. "Underserved" is defined as any student self-identifying as belonging to at least one of the following racial groups: Hispanic, Black or African American, Hawaiian or Pacific Islander, and Native American. Non-resident Alien students are omitted.

Retention rate is calculated for the first time, full time Fall 2012 cohort. Rate for two year schools treats students earning a credential within the timeframe as retained.

Enrollment Percent Change

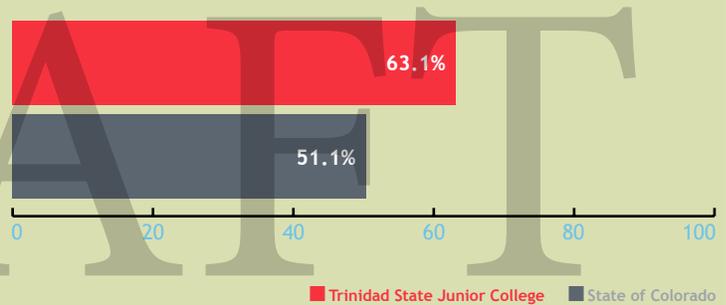
Annual percent change in total enrollment of degree-seeking, underserved students. 2012 baseline enrollment count is provided.

2012-15
Total Growth
▼ -21.66%



Retention

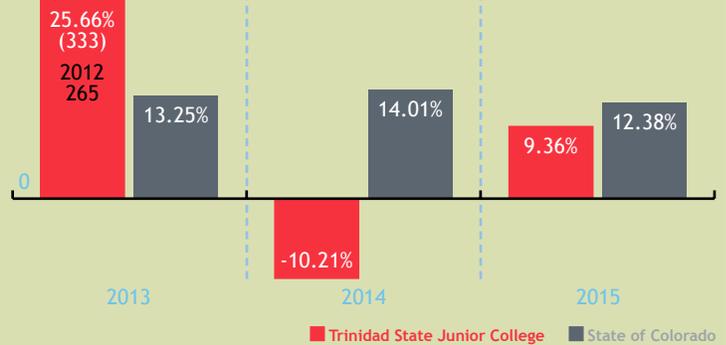
Fall to Fall retention rate for underserved students.



Awards Percent Change

Annual percent change in total number of awards earned by underserved students. 2012 baseline award count is provided.

2012-15
Total Growth
▲ 23.40%

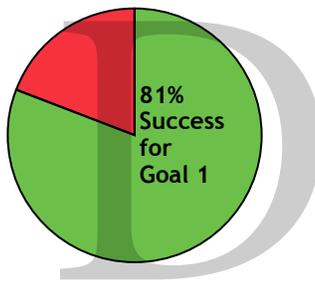




**PROGRESS REPORT
ON INSTITUTIONAL
GOVERNING BOARD
PERFORMANCE
CONTRACT METRICS**

Progress Report on Institutional Governing Board Performance Contract Metrics

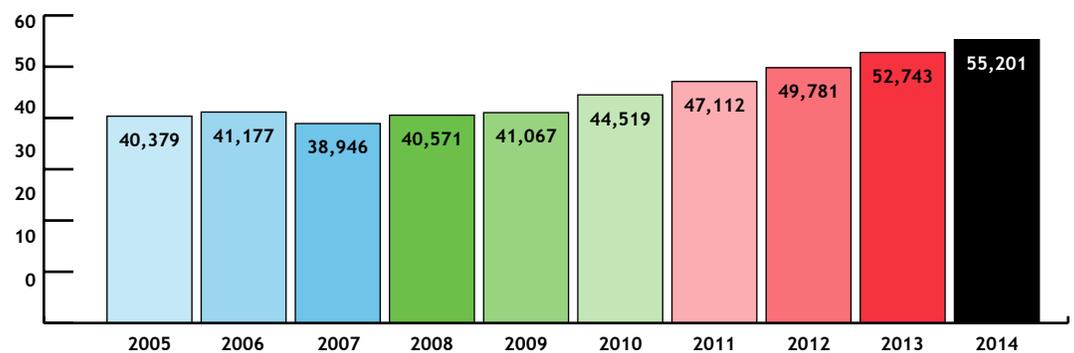
IN 2012, EACH PUBLIC INSTITUTIONAL GOVERNING BOARD AND THE LOCAL AREA VOCATIONAL SCHOOLS SIGNED PERFORMANCE CONTRACTS agreeing on their commitment to the state's top priorities of credential completion, improving student success, closing the attainment gap and a shared responsibility with the Colorado Department of Higher Education on making college affordable. While the four performance goals are intended to address areas of statewide concern, each public institution has its own role and mission, service area, and own distinct demographic challenges and target students. Recognizing these differences, the Colorado Commission on Higher Education developed performance contracts that contain specific metrics that are common to all institutions as well as individual metrics specifically developed by each institution and tied to its individual mission. These metrics were rolled up to the governing board level for system colleges. Each institution or governing board's performance will be assessed based on its progress in successfully meeting its metrics. This progress report is the first time these metrics are being presented publically. Annual measurement of progress towards our statewide and institutional goals is necessary to remain on track to reach and surpass our attainment goals.



Goal 1: Increasing Attainment

The first goal in the Master plan and related metrics in the performance contracts is to increase credential attainment. An annual increase in credential attainment is necessary to reach our 66% attainment goal. Institutions and systems chose different metrics to measure increases in credential attainment from an annual one percentage point increase in credential attainment to maintaining excellence among top quarter of peer institutions to focusing on STEM credentials or transfer students. Each college and or system was required to choose one of two consistent metrics measuring an increase in attainment and 81% report success and progress on these and other Goal 1 metrics. At the state level, degree production has steadily increased over the past five years as shown in Chart X. Each year, degree completion has, on average, increased by 3 to 4 percentage points. A steady annual increase in credential attainment, along with strategic initiatives is needed to reach our goal of 66% by 2025. Overall, the state is progressing towards meeting the goal of increasing attainment.

Statewide Degree Production





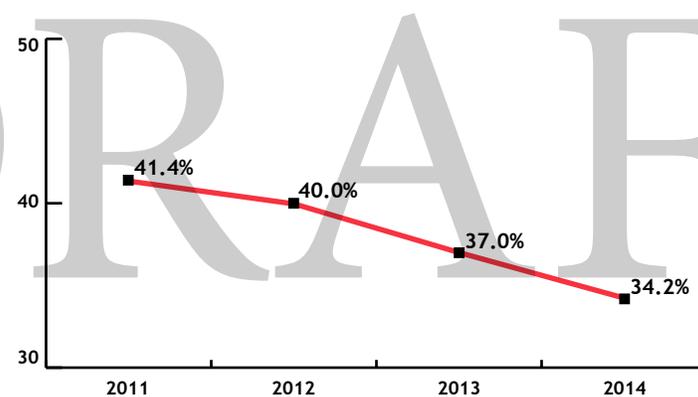
Goal 2: Improving Student Success

The second goal in the Master plan and related metrics in the performance contracts is to improve student success. Improving student success along momentum points is necessary to reach higher attainment levels. Institutions and or governing boards were required to choose one of the following two metrics to measure improving student success:

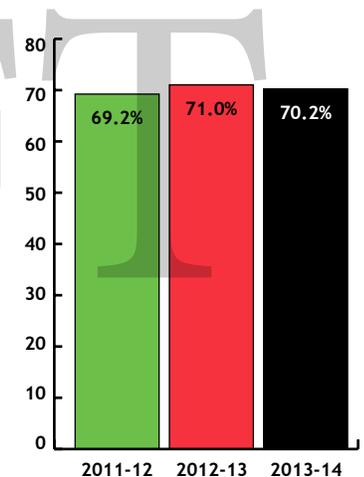
- Annually increase the successful completion (C or better) of introductory gateway courses in English and Mathematics
- Annually increase the proportion of students who accumulate at least 24 credit hours

Other metrics included for goal 2 measured an increase in retention of students, decreasing remedial rates and increasing the pass rate of courses. Well over half of all governing boards and colleges are successfully achieving the metrics for this goal. Statewide we have seen progress on obtaining this goal through a downward trend in the number of students needing remediation; while the number of students returning for their second year has remained stagnant with retention rates hovering around the same percent (approximately 70%) for over three years. Overall, the state is making progress on improving student success but still has some room for improvement.

Remedial Rates: Trending Down Over Four Years



Retention Rates



Goal 3: Reducing Gaps

The third goal in the Master plan and related metrics in the performance contracts is to reduce gaps between traditional underserved students and non-underserved students. In the performance contracts the underserved population is defined as students who identify as Hispanic/Latino, African-American, Native American, and or low-income (Pell eligible). Reducing disparities and striving towards equity is a necessary component of meeting our credential attainment goals. Institutions and or governing boards were required to choose one of the following two metrics to measure reducing gaps:

- Annually reduce disparities in graduation rates between resident underserved and resident non-underserved students
- Annually reduce disparities in degree completion (graduates per 100 FTE) between resident underserved and resident non-underserved students

Other metrics included for goal 3 measured increasing enrollment rates for underserved students, increasing STEM credentials earned for underserved populations and reducing gaps in retention rates between served and underserved students. Almost three-quarters of institutions and or institutional systems successfully achieved the goals established in their metrics. However and despite an increase in degree production over the past few years, graduation rates for underserved populations have remained flat or slightly decreased over the past three years at both two year and four year colleges for Hispanic and Black students. As discussed in the previous section of this report, closing the attainment gap by at least half by 2025 is the top priority of the Colorado Commission and Department of Higher Education. DHE is working closely with institutions and thought partners on aligning strategies to reduce disparities and it may take more time to fully see positive outcomes reflected in the performance metrics, particularly retention and graduation rates. Overall, the state is making progress on improving student success but still has some room for improvement.

Retention Rates by Race/Ethnicity

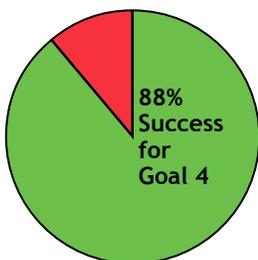
TWO YEAR PUBLIC COLLEGES

Race/Ethnicity	2014	2013	2012
Black or African American	11.2%	12.0%	10.0%
Hispanic	18.5%	19.0%	22.8%
Native American or Alaskan Native	20.9%	17.3%	11.6%

FOUR YEAR PUBLIC COLLEGES

Race/Ethnicity	2014	2013	2012
Black or African American	41.0%	41.8%	42.8%
Hispanic	45.6%	46.3%	44.4%
Native American or Alaskan Native	39.4%	40.8%	38.7%

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Goal 4: Restoring Fiscal Balance

The fourth goal in the Master plan is a shared goal of restoring fiscal balance to Colorado that will allow public institutions to maintain their high level of efficiency and productivity while aiming to reduce the cost of college for the student. Examples of common metrics for measuring this goal include:

- Maintain the institution’s rank relative to peers regarding the number of degrees awarded per \$100,000 in total operating (E&G) revenues
- Moderate resident undergraduate tuition increases when state general fund revenues increase above inflation
- Increase institutional need-based financial aid expenditures (per FTE) at a rate at or above tuition increases for resident undergraduate students.

Eighty eight percent of institutions and institutional governing boards reported success in achieving their goal metrics for restoring fiscal balance. A great deal of work is being expended for this effort through our funding allocation model, which included a 10% increase in state funding in the 2015-16 fiscal year. In fiscal years 2014-15 and

2015-16, Colorado's public institutions witnessed their smallest year-over-year percent increase in tuition rates in more than a decade; largely the result of increases in General Fund support for higher education. Additionally, Colorado is one of the first states in the nation to adopt a value-based financial framework which links statewide attainment goals and ensures that the major elements of higher education financing policy - appropriations, tuition, and financial aid - are aligned in order to address college affordability and student access and success. The state along with our colleges and universities will continue to compete for state funding for higher education and continue to demonstrate the public value of a postsecondary education to our state.

Statewide Progress

The Department and the Commission strive to share the weight of the statewide goals with institutions and strongly align our strategic work to the four objectives in the Master plan. A few key initiatives from the Department focusing on the statewide goals include:

- The Colorado Opportunity Scholarship Initiative was created in 2014 with the goal of establishing a statewide network of student support and scholarship programs. Last fall, the initiative granted \$3.4 million to organizations across the state that work with students to improve access, retention, persistence, and completion of a postsecondary credential. Those 28 programs are helping over 20,000 students with postsecondary access, persistence and retention so they can make meaningful workforce connections.
- The Colorado Funding Allocation model aligns closely with our statewide goals and incentivizes institutions by connecting financial increases to postsecondary credential attainment by rewarding institutions for the credentials granted, improves student success and outcomes by rewarding student retention/progress, and encourages institutions to increase the number of low-income students served.
- The Department is organizing efforts around a Closing the Attainment Gap Collective Impact Initiative led by our Colorado Lieutenant Governor top priority. This collective impact initiative is in the planning and outreach phase and will move to implementation phase after the first of the year. The work of the Department, colleges, student success partners, foundations, nonprofits and others will focus on the transition from high school to college and persistence into the second year knowing these are critical momentum points for college attainment of underserved students.

Progress on the performance contract metrics will be reported on an annual basis to measure success towards our statewide goals. Colleges, universities, and governing boards have fully embraced strategies on the ground to achieve their individual metrics. Working within individual roles and missions, but collectively as a state, will allow Colorado to achieve our critical statewide goals and make a better tomorrow for our citizens. The following section reports progress for each institution or governing board on their selected metrics.

PERFORMANCE CONTRACT DASHBOARD

Adams State University



Indicator	Goal Number*	Associated Value	Status
Increase undergrad credentials awarded by one percentage point per year	1	3.8%	<input checked="" type="checkbox"/>
Confer undergrad credentials at a rate at or among the top 25% of peer institutions	1	NA	<input type="checkbox"/>
Confer graduate credentials per 100 students at a level at or among top 25% of peer students	1	NA	<input type="checkbox"/>
Annually increase the proportion of students who accumulate at least 24 credit hours	2	1.3%	<input checked="" type="checkbox"/>
Increase retention rates across all student levels	2	-1.6%	<input type="checkbox"/>
Annually increase the number of credit hours taken per headcount	2	1.5%	<input checked="" type="checkbox"/>
Reduce disparity in degree completion between underserved and non-underserved (res.)	3	-0.5%	<input checked="" type="checkbox"/>
Ensure that disparity between Hispanic and non-Hispanic completion rates are among top 25% of peer institutions	3	NA	<input type="checkbox"/>
Maintain institution's rank among peers regarding the number of degrees awarded per \$100,000 in total operating revenue	4	NA	<input type="checkbox"/>
Increase institutional need-based financial aid at a rate at or above tuition increase (res.)	4	NA	<input type="checkbox"/>
Maintain affordability by measuring the number of PELL eligible students per 100 FTE	4	NA	<input type="checkbox"/>

PERFORMANCE CONTRACT DASHBOARD

Aims Community College



Indicator	Goal Number*	Associated Value	Status
Maintain graduation rates at or among the top 25% of peer institutions	1	53.8%	<input type="checkbox"/>
Increase completion rate across ALL programs (including <30hr certificates)	1	5.0%	<input checked="" type="checkbox"/>
Annually increase the proportion of students who accumulate at least 24 credit hours	2	-3.0%	<input type="checkbox"/>
Increase student % who complete final developmental course then pass college level course	2	6.2%	<input checked="" type="checkbox"/>
Reduce grad. rate disparity between underserved and non-underserved (res.)	3	-2.0%	<input checked="" type="checkbox"/>
Reduce disparity in completion of Engl. and Math gtPathway courses between underserved and non-underserved (res.)	3	-6.0%	<input checked="" type="checkbox"/>
Moderate ungraduate tuition increase (res.) when state general fund revenue increases	4	0.0%	<input checked="" type="checkbox"/>
Increase expenditure for instruction (per FTE) at a rate greater than tuition increase (res.)	4	7.0%	<input checked="" type="checkbox"/>

* Goal 1: Increasing Attainment; Goal 2: Improving Student Success; Goal 3: Reducing Gaps; Goal 4: Restoring Fiscal Balance.

PERFORMANCE CONTRACT DASHBOARD

Colorado Community College System



Indicator	Goal Number*	Associated Value	Status
Increase undergrad credentials awarded by one percentage point per year	1	8.7%	<input checked="" type="checkbox"/>
Increase transfer-out rate of associate degree-seeking students	1	12.7%	<input type="checkbox"/>
Increase retention rates across all student levels	2	0.2%	<input checked="" type="checkbox"/>
Annually increase remedial course completion rates	2	-2.3%	<input type="checkbox"/>
Reduce disparity in degree completion between underserved and non-underserved (res.)	3	-0.2%	<input checked="" type="checkbox"/>
Reduce disparity in transfer-out rate between underserved and non-underserved (res.)	3	0.8%	<input type="checkbox"/>
Moderate resident undergraduate tuition increases when state general fund revenues increase above inflation	4	NA	<input type="checkbox"/>
Maintain base resident tuition level at less than 60% of Colorado	4	41.8%	<input checked="" type="checkbox"/>

PERFORMANCE CONTRACT DASHBOARD

Colorado Mesa University



Indicator	Goal Number*	Associated Value	Status
Increase undergrad credentials awarded by one percentage point per year	1	14.2%	<input checked="" type="checkbox"/>
Increase undergrad degrees awarded in STEM and healthcare disciplines by one percent per year	1	5.0%	<input checked="" type="checkbox"/>
Increase average six-year grad rates until CCHE average reached	1	32.0%	<input checked="" type="checkbox"/>
Increase average number of undergrad degrees that meet regional workforce needs by one percent per year	1	16.0%	<input checked="" type="checkbox"/>
Increase the percentage of students by one percent per year who complete introductory, college-level courses in English and math	2	8.0%	<input checked="" type="checkbox"/>
Increase the average number of first-time, full-time, students who accumulate at least 30 credit hours by the end of their third semester	2	62.0%	<input checked="" type="checkbox"/>
Reduce grad. rate disparity between underserved and non-underserved (res.)	3	0.0%	<input checked="" type="checkbox"/>
Increase the average number of newly-enrolled resident students from underserved populations by one percent per year from the base year	3	73.0%	<input checked="" type="checkbox"/>
Remain among top 25 percent of peer institutions as measured by the average percentage of expenditures allocated to instruction	4	100.0%	<input checked="" type="checkbox"/>
Increase institutional financial aid awards (per FTE) to students with demonstrated need at a rate at or above tuition percentage increases for resident undergrad students	4	20.2%	<input checked="" type="checkbox"/>

* Goal 1: Increasing Attainment; Goal 2: Improving Student Success; Goal 3: Reducing Gaps; Goal 4: Restoring Fiscal Balance.

PERFORMANCE CONTRACT DASHBOARD

Colorado Mountain College



Indicator	Goal Number*	Associated Value	Status
Increase undergrad credentials awarded by one percentage point per year	1	21.8%	<input checked="" type="checkbox"/>
Annually increase number of graduates by 5% for bachelors degrees	1	64.70%	<input checked="" type="checkbox"/>
Annually increase the pass rate (C- or better) in all courses by 1 percent.	2	-0.06%	<input type="checkbox"/>
Increase successful completion of intro gtPathway courses in Eng. and Math	2	-0.1%	<input type="checkbox"/>
Reduce grad. rate disparity between underserved and non-underserved (res.)	3	5.7%	<input type="checkbox"/>
Increase average number of completed credits for underserved students (res.) by one percent	3	-0.4%	<input type="checkbox"/>
Maintain a tuition increase less than state average	4	-12.9%	<input checked="" type="checkbox"/>
Moderate ungraduate tuition increase (res.) when state general fund revenue increases	4	0.0%	<input checked="" type="checkbox"/>

PERFORMANCE CONTRACT DASHBOARD

Colorado School of Mines



Indicator	Goal Number*	Associated Value	Status
Maintain graduation rates at or among the top 25% of peer institutions	1	13.1%	<input checked="" type="checkbox"/>
Award over 90% of undergrad degrees in STEM disciplines	1	98.2%	<input checked="" type="checkbox"/>
Achieve 90% of BS degree recipients enrolling in graduate programs or achieving related employment within 1 year of graduation	2	97.0%	<input checked="" type="checkbox"/>
Maintain excellence by maintaining retention rates at or above 25% of peer institutions	2	7.21%	<input checked="" type="checkbox"/>
Reduce disparity in degree completion between underserved and non-underserved (res.)	3	-2.9%	<input checked="" type="checkbox"/>
Maintain % of undergrad degrees to women among top 25% nationally	3	7.58%	<input checked="" type="checkbox"/>
Maintain institution's rank among peers regarding the number of degrees awarded per \$100,000 in total operating revenue	4	NA	<input type="checkbox"/>
Remain among top 25% of public institutions in endowment per FTE	4	8.8%	<input checked="" type="checkbox"/>

* Goal 1: Increasing Attainment; Goal 2: Improving Student Success; Goal 3: Reducing Gaps; Goal 4: Restoring Fiscal Balance.

PERFORMANCE CONTRACT DASHBOARD

Colorado State University



Indicator	Goal Number*	Associated Value	Status
Increase undergrad credentials awarded by one percentage point per year	1	2.0%	<input checked="" type="checkbox"/>
Increase % of undergrad credentials awarded in STEM disciplines	1	0.3%	<input type="checkbox"/>
Increase # of graduate credentials awarded to # of graduate students enrolled	1	1.0%	<input checked="" type="checkbox"/>
Decrease median credits to graduation (res.)	1	1.7%	<input checked="" type="checkbox"/>
Increase successful completion of intro gtPathway courses in Engl. and Math	2	8.3%	<input checked="" type="checkbox"/>
Increase retention rates across all student levels	2	1.0%	<input checked="" type="checkbox"/>
Increase proportion of freshman cohort who accumulate at least 30 hours by end of first year	2	3.6%	<input checked="" type="checkbox"/>
Reduce grad. rate disparity between underserved and non-underserved (res.)	3	-5.7%	<input checked="" type="checkbox"/>
Reduce disparity in degree completion between underserved and non-underserved (res.)	3	-0.3%	<input checked="" type="checkbox"/>
Increase % of newly enrolled students from underserved populations (res.)	3	1.7%	<input checked="" type="checkbox"/>
Increase proportion of underserved students earning graduate-level degrees	3	0.3%	<input checked="" type="checkbox"/>
Maintain institution's rank among peers regarding the number of degrees awarded per \$100,000 in total operating revenue	4	4.6	<input checked="" type="checkbox"/>
Annually decrease the proportion of E&G Revenues derived from CO Resident Tuition	4	-18.0%	<input checked="" type="checkbox"/>
Expand research and engagement efforts with external funding sources that leverage institutional investments to enhance our mission of discovery, yield increased community engagement, and promote life-long learning of the citizens of Colorado	4	13.9%	<input checked="" type="checkbox"/>

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PERFORMANCE CONTRACT DASHBOARD

Colorado State University - Pueblo



Indicator	Goal Number*	Associated Value	Status
Increase undergrad credentials awarded by one percentage point per year	1	7.6%	<input checked="" type="checkbox"/>
Increase graduation rate of transfer students	1	-0.3%	<input type="checkbox"/>
Increase successful completion of intro gtPathway courses in Engl. and Math	2	3.4%	<input checked="" type="checkbox"/>
Annually increase the proportion of students who accumulate at least 24 credit hours	2	1.6%	<input checked="" type="checkbox"/>
Reduce disparity in degree completion between underserved and non-underserved (res.)	3	1.0%	<input type="checkbox"/>
Increase # of underserved students (res.) who earn awards in STEM disciplines	3	-0.4%	<input checked="" type="checkbox"/>
Moderate ungraduate tuition increase (res.) when state general fund revenue increases	4.	3.2%	<input checked="" type="checkbox"/>
Increase institutional need-based financial aid at a rate at or above tuition increase (res.)	4	3.4%	<input checked="" type="checkbox"/>

* Goal 1: Increasing Attainment; Goal 2: Improving Student Success; Goal 3: Reducing Gaps; Goal 4: Restoring Fiscal Balance.

PERFORMANCE CONTRACT DASHBOARD

Fort Lewis College



Indicator	Goal Number*	Associated Value	Status
Increase undergrad credentials awarded by one percentage point per year	1	9.3%	<input checked="" type="checkbox"/>
Increase graduation rate of transfer students	1	-4.0%	<input type="checkbox"/>
Increase % of undergrad credentials awarded in STEM disciplines	1	-0.7%	<input type="checkbox"/>
Annually increase the proportion of students who accumulate at least 24 credit hours	2	0.8%	<input checked="" type="checkbox"/>
Increase retention rates across all student levels	2	1.8%	<input checked="" type="checkbox"/>
Reduce disparity in degree completion between underserved and non-underserved (res.)	3	-4.4%	<input checked="" type="checkbox"/>
Increase # of underserved students (res.) who earn awards in STEM disciplines	3	27.1%	<input checked="" type="checkbox"/>
Reduce disparity in retention rates between all levels underserved and non-underserved (res.)	3	-1.4%	<input checked="" type="checkbox"/>
Maintain institution's rank among peers regarding the number of degrees awarded per \$100,000 in total operating revenue	4	NA	<input type="checkbox"/>
Moderate undergraduate tuition increase (res.) when state general fund revenue increases	4	7.1%	<input checked="" type="checkbox"/>

PERFORMANCE CONTRACT DASHBOARD

Metropolitan State University of Denver



Indicator	Goal Number*	Associated Value	Status
Increase undergrad credentials awarded by one percentage point per year	1	4.2%	<input checked="" type="checkbox"/>
Increase graduation rate of transfer students	1	2.5%	<input checked="" type="checkbox"/>
Increase credentials earned by underserved students (res.) by 2%	1	15.1%	<input checked="" type="checkbox"/>
Increase successful completion of intro gtPathway courses in Engl. and Math	2	67.8%	<input checked="" type="checkbox"/>
Annually increase the proportion of students who accumulate at least 24 credit hours	2	32%	<input checked="" type="checkbox"/>
Increase retention rates across all student levels	2	-2.6%	<input type="checkbox"/>
Reduce grad. rate disparity between underserved and non-underserved (res.)	3	0.1%	<input checked="" type="checkbox"/>
Increase # of underserved students (res.) who earn awards in STEM disciplines	3	2.62%	<input checked="" type="checkbox"/>
Increase Hispanic enrollment by 8.25% annually	3	4%	<input type="checkbox"/>
Maintain institution's rank among peers regarding the number of degrees awarded per \$100,000 in total operating revenue	4	9	<input checked="" type="checkbox"/>
Increase institutional need-based financial aid at a rate at or above tuition increase (res.)	4	14.10%	<input checked="" type="checkbox"/>

* Goal 1: Increasing Attainment; Goal 2: Improving Student Success; Goal 3: Reducing Gaps; Goal 4: Restoring Fiscal Balance.

PERFORMANCE CONTRACT DASHBOARD

University of Colorado System



University of Colorado

Indicator	Goal Number*	Associated Value	Status
Increase undergrad credentials awarded by one percentage point per year	1	2.6%	<input checked="" type="checkbox"/>
Increase # of graduate and professional credentials awarded	1	3.9%	<input checked="" type="checkbox"/>
Increase retention rates across all student levels	2	-0.2%	<input type="checkbox"/>
Increase # of students who transfer from Colorado Community Colleges	2	5.1%	<input checked="" type="checkbox"/>
Reduce grad. rate disparity between underserved and non-underserved (res.)	3	0.3%	<input checked="" type="checkbox"/>
Increase # of credentials earned by underserved students (res.)	3	9.4%	<input checked="" type="checkbox"/>
Increase institutional need-based financial aid at a rate at or above tuition increase (res.)	4	2.0%	<input checked="" type="checkbox"/>
Maintain % administrative expenses at or below peer average	4	62.6%	<input checked="" type="checkbox"/>
Maintain a high grade (AA- or higher) designation by external bond rating agencies	4	AA+	<input checked="" type="checkbox"/>

PERFORMANCE CONTRACT DASHBOARD

University of Northern Colorado



UNIVERSITY OF NORTHERN COLORADO

Indicator	Goal Number*	Associated Value	Status
Confer undergrad credentials at a rate at or among the top 25% of peer institutions	1	22.2%	<input checked="" type="checkbox"/>
Increase graduation rate of transfer students	1	6.3%	<input checked="" type="checkbox"/>
Increase successful completion of intro gtPathway courses in Engl. and Math	2	-0.1%	<input type="checkbox"/>
Increase retention rate for all Pell-eligible students	2	-1.6%	<input type="checkbox"/>
Annually increase retention rates for Pell-eligible students	2	70.14%	<input checked="" type="checkbox"/>
Reduce disparity in degree completion between underserved and non-underserved (res.)	3	1.8%	<input type="checkbox"/>
Reduce disparity in retention rates between all levels underserved and non-underserved (res.)	3	0.6%	<input type="checkbox"/>
Moderate ungraduate tuition increase (res.) when state general fund revenue increases	4	NA	<input checked="" type="checkbox"/>
Maintain position in top quartile of peers in # of degrees awarded per \$100k in operating revenue	4	1	<input checked="" type="checkbox"/>

* Goal 1: Increasing Attainment; Goal 2: Improving Student Success; Goal 3: Reducing Gaps; Goal 4: Restoring Fiscal Balance.

PERFORMANCE CONTRACT DASHBOARD

Western State Colorado University



Indicator	Goal Number*	Associated Value	Status
Confer undergrad credentials at a rate at or among the top 25% of peer institutions	1	7	<input checked="" type="checkbox"/>
Increase # of credentials earned in STEM disciplines	1	12.5%	<input checked="" type="checkbox"/>
Increase retention rates across all student levels	2	1.4%	<input checked="" type="checkbox"/>
Increase success rate of students identified with remedial needs transferring into credit-bearing courses	2	5.6%	<input checked="" type="checkbox"/>
Maintain 80% successful completion (C or better) of introductory gtPathways courses in English and Math	2	84.15%	<input checked="" type="checkbox"/>
Reduce grad. rate disparity between underserved and non-underserved (res.)	3	-2.2%	<input checked="" type="checkbox"/>
Reduce disparity in degree completion between underserved and non-underserved (res.)	3	-1.4%	<input checked="" type="checkbox"/>
Increase % of newly enrolled students from underserved populations (res.)	3	-3.8%	<input checked="" type="checkbox"/>
Reduce disparity in retention rates between all levels underserved and non-underserved (res.)	3	1.5%	<input type="checkbox"/>
Increase % of underserved students as defined by gender and region	3	6.8%	<input checked="" type="checkbox"/>
Maintain institution's rank among peers regarding the number of degrees awarded per \$100,000 in total operating revenue	4	6	<input checked="" type="checkbox"/>
Maintain ranking at or among top 50% of peer institutions in admin expenditures as % of total expenditures	4	72.0%	<input checked="" type="checkbox"/>

DRAFT

* Goal 1: Increasing Attainment; Goal 2: Improving Student Success; Goal 3: Reducing Gaps; Goal 4: Restoring Fiscal Balance.

TOPIC: TALENT PIPELINE REPORT

PREPARED BY: DR. LAUREN VICTOR, RESEARCH & POLICY ANALYST

I. SUMMARY

The Colorado Department of Higher Education has collaborated with the Colorado Workforce Development Council and other state agencies to develop the second annual Talent Pipeline Report, in accordance with C.R.S. 24-46.3-103 (see attached report). This report was delivered to the State Legislature on October 15, 2015.

The Talent Pipeline Report provides an overview of current trends in Colorado's talent pipeline and how those trends impact our current and future workforce, occupations with positive outlooks, analysis of in-demand skills, and education/training strategies currently being enacted by the state and local partners. It also provides recommendations for future work to improve our state's talent development system.

II. BACKGROUND

In 2014, SB 14-205 was passed, codifying cross-agency workforce development strategies and collaboration, and mandating an annual Talent Pipeline Report. This report is released by the Colorado Workforce Development Council, prepared in partnership with the Department of Higher Education, the Department of Education, the Department of Labor and Employment, and the Office of Economic Development and International Trade, with support from the Office of State Planning and Budgeting and the State Demography Office at the Department of Local Affairs.

III. STAFF ANALYSIS

Colorado has a reputation for meeting its workforce needs in part by importing a large share of highly educated workers; the state also retains educated Colorado-born residents quite well, relative to other states. Yet, Colorado must also ensure that the education and training pipelines within the state are adequately preparing youth and adults for the workforce and are aligned with the needs of the economy. We know that our conventional talent pipeline of students completing high school and directly entering a college or university and graduating on-time accounts for just a portion of our students, and that there are a number of productive pathways an individual can follow to acquire essential skills for employment.

As part of our state strategy to streamline such opportunities, we are utilizing sector partnerships - such as the Northern Colorado Manufacturing Partnership and Greater Metro Denver Healthcare Partnership - to expand the work of outlining career pathways, identifying specific competencies for critical positions in their region and sector, and forging tighter partnerships across regional educational entities to cultivate the talent pipeline for local businesses.

While Colorado has above average adult educational attainment levels, there are significant educational attainment gaps between Asian and white adults, as compared to Hispanic, black and

Native American adults. There continues to be disproportionate underrepresentation of these minority populations at our colleges and universities, as well as disproportionate employment in various fields. Many factors contributing to this situation start early in an individual's life, and include socio-economic conditions, cultural influences and family history.

After highlighting some of the challenges in our education pipeline, this report explores Colorado jobs that have high growth rates and openings, and typically offer a living wage. Many of the occupations that meet these parameters are concentrated in healthcare, information technology, construction and extraction, and business and finance. The vast majority of these jobs typically require some level of formalized postsecondary training/education, such as an apprenticeship, certificate or postsecondary degree.

As noted in the first annual Talent Pipeline Report, better alignment of skills terms and definitions across education and workforce entities would more clearly communicate the intersections and expectations for successful employment in Colorado. Earlier this year, Colorado's Departments of Education and Higher Education collaborated with the Colorado Workforce Development Council to facilitate a discussion of statewide participants from business and industry, education, higher education, non-profit organizations, and government sectors. The group identified 20 core skills necessary to enter the workforce or continue education beyond high school; these include skills such as critical thinking, creativity, self-direction, cultural awareness, time management and self-advocacy.

A final section provides recommendations for continuing to improve our talent development network. In preparing this report, the agencies identified areas in which they jointly recommend further exploration.

Recommendations include:

Priority: Close the Attainment Gap

- Overcome barriers to expanding concurrent enrollment and embed concurrent enrollment as a critical career pathways tool to align education, training and work-based learning, so students and potential employees have a clear picture of what education and experience is necessary to pursue a specific career.
- Research policy and statutory barriers or perceived barriers to work-based learning, and provide resources and incentives to elevate and accelerate coordinated initiatives for the development of experiential learning partnerships between business and providers.
- Develop policies that support expansion of services to underserved populations to ensure access to career pathways to employment (e.g., underserved minorities, veterans, youth, long-term unemployed, ex-offenders, persons with special needs and disabilities), including education, training, work exposure and experience, as well as wraparound services needed for success.
- Develop policies and initiatives to re-engage adults in educational settings so that they can acquire the skills and credentials necessary to enter and to participate more fully in the workforce.

- Promote Postsecondary and Workforce Readiness Competencies through continued support for graduation guidelines, continued support for implementation of PWR definition across K-12 and postsecondary sectors, as well as other innovative pilots connecting these competencies to school and district accountability.

Priority: Align Resources and Provide Access to Information

- Under existing legislative authority, continue and expand the work of sector partnerships to cover more industries and geographic areas of the state, resulting in a common set of skills definitions statewide.
- Allow funds provided through previous legislation, HB 15-1276, to be used for statewide awareness of and access to concurrent enrollment and work-based learning opportunities that will allow students to engage in career exploration.
- Policies and mechanisms should be developed to collect and to use cross-agency data in a way that provides critical information needed for better decision-making. This is done with a commitment to the strongest possible standards of data privacy and protection of personal information.

Priority: Increase Job Placement, Retention and Wage Growth

- Repeal and replace the existing Colorado Work Force Act, C.R.S. 8-83-201 to 8-83-206, amend other pieces of state legislation that govern partner programs required by WIOA, and build upon the success of current workforce system initiatives and promising practices in use throughout the state, as recommended by the statewide taskforce on new CO-WIOA legislation.
- Support streamlined regulations of credentialing to result in a more rapid response to filling high demand occupations.
- Research best practices in local recruiting, training and retaining healthcare workers and teachers in rural areas of the state.

IV. STAFF RECOMMENDATIONS

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

V. STATUTORY AUTHORITY

24-46.3-303. Annual report - The state work force development council and the department of education shall annually review the work of the statewide coordinator in implementing the duties described in section 24-46.3-302. The state work force development council shall include a summary of the review in the Colorado talent report prepared pursuant to section 24-46.3-103(3).

ATTACHMENT(S):

- 2015 Talent Pipeline Report

THE COLORADO
TALENT
PIPELINE
REPORT

**PRESENTED TO THE
COLORADO STATE
LEGISLATURE
OCTOBER 15, 2015**



THE COLORADO TALENT PIPELINE REPORT

Presented to the Colorado State Legislature October 15, 2015



The Colorado Workforce Development Council is an industry-led coalition of state agencies and their local system partners, collaborating to align the work of economic development, workforce development, education and training to meet the needs of Colorado's students, jobseekers and businesses.

In accordance with 24-46.3-103 C.R.S. as amended by SB 14-205, this Talent Pipeline report was prepared by the Colorado Workforce Development Council (CWDC) in partnership with the Department of Higher Education, the Department of Education, the Department of Labor and Employment, and the Office of Economic Development and International Trade, with support from the Office of State Planning and Budgeting and the State Demography Office at the Department of Local Affairs.



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EXECUTIVE SUMMARY



In accordance with 24-46.3-103 C.R.S., this Talent Pipeline Report was prepared by the Colorado Workforce Development Council (CWDC) in partnership with the Department of Higher Education, the Department of Education, the Department of Labor and Employment, and the Office of Economic Development and International Trade, with support from the Office of State Planning and Budgeting and the State Demography Office at the Department of Local Affairs. This report provides insight into the state's educational attainment data, occupations with positive outlooks, analysis of in-demand skills, and education/training strategies currently being enacted in Colorado. It also provides recommendations for future work to improve our state's talent development system.

Colorado has a reputation for meeting its workforce needs in part by attracting a large share of highly educated workers from out-of-state; Colorado must also ensure that the education and training pipelines within the state are adequately preparing youth and adults for the workforce and are aligned with the needs of the economy. We know that our conventional talent pipeline of students completing high school and directly entering a college or university and graduating on-time accounts for just a portion of our students, and that there are a number of productive pathways an individual can follow to acquire essential skills for employment.

As part of our state strategy to streamline such opportunities, we are utilizing sector partnerships, such as the Northern Colorado Manufacturing Partnership and Greater Metro Denver Healthcare Partnership, to expand the work of outlining career pathways, identifying specific competencies for critical positions in their region and sector, and forging tighter partnerships across regional educational entities to cultivate the talent pipeline for local businesses.

While Colorado has above average adult educational attainment levels, there are significant educational attainment gaps between Asian and white adults, as compared to Hispanic, black and Native American adults. Indeed, there continues to be disproportionate underrepresentation of these minority populations at our colleges and universities, as well as disproportionate employment in various fields. Many factors contributing to this situation start early in an individual's life, and include socio-economic conditions, cultural influences and family history. In this report we explore how these manifest in educational and career choices and options.

After highlighting some of the challenges in our education pipeline, this report explores Colorado jobs that have high growth rates and openings, and typically offer a living wage. Many of the occupations that meet these parameters are concentrated in healthcare, information technology, construction and extraction, and business and finance. The vast majority of these jobs typically require some level of formalized postsecondary training/education. As noted in the first annual Talent Pipeline Report, better alignment of skills terms and definitions across education and workforce entities would more clearly communicate the intersections and expectations for successful employment in Colorado. Earlier this year, Colorado's Departments of Education and Higher Education collaborated with the Colorado Workforce Development Council to facilitate a discussion of statewide participants from business and industry, education, higher education, non-profit organizations, and government sectors.

The group identified 20 core skills necessary to enter the workforce or continue education beyond high school; these include skills such as critical thinking, creativity, self-direction, cultural awareness, time management and self-advocacy.

A final section provides recommendations for continuing to improve our talent development network. Recommendations include:

- Continue expansion of concurrent enrollment and embed concurrent enrollment as a critical career pathways tool to align education, training and work-based learning, so students and potential employees have a clear picture of what education and experience is necessary to pursue a specific career;
- Research policy and statutory barriers or perceived barriers to work-based learning, and provide resources and incentives to elevate and accelerate coordinated initiatives for the development of experiential learning partnerships between business and providers;
- Support policies to re-engage adults who lack appropriate skills and/or credentials in educational settings so that they can acquire the skills and credentials necessary to enter and to participate more fully in the workforce; and
- Strengthen cross-agency data sharing capabilities, so as to have access to critical information needed for better decision-making.



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INTRODUCTION

Colorado continues to be recognized for its strong economy, low unemployment rate and highly educated workforce. At the same time, our regional economies and educational attainment levels vary greatly. Supporting the economic success of Coloradans and Colorado businesses requires us to better understand and promote a thriving talent pipeline throughout our state. As the economy continues to grow and flourish, we must enact multiple strategies to meet our workforce needs that both support the success of our own “home grown” students and workers while continuing to attract workers from outside the state.

Pursuant to statute (C.R.S. §24-46.3-103), this second annual Talent Pipeline Report will:

- Provide analysis of Colorado’s population in terms of demographic patterns that impact our potential workforce pool;
- Discuss our state’s top jobs;
- Analyze skill sets that are in high demand;
- Present a progress report on policies and practices linked to Colorado’s talent development system; and
- Share recommendations to advance Colorado’s talent pipeline, career pathways and data-related practices/opportunities.

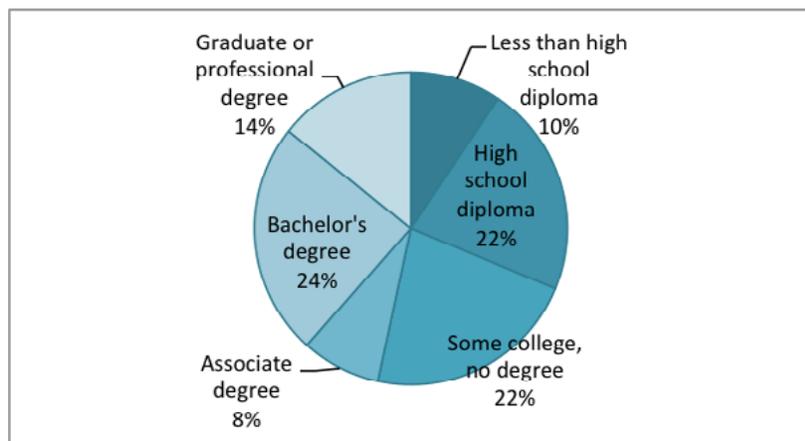
TRENDS IN COLORADO'S TALENT PIPELINE

Colorado has one of the most highly educated populations in the nation, with 68 percent of our adult population having some level of college experience or an earned credential.¹ Nearly 46 percent of our adult population has an associate degree or higher, exceeding the national average of 38 percent (U.S. Census Bureau, 2014). However, educational attainment levels are not necessarily equal across racial/ethnic and socio-economic demographic groups, and it is important for us to be aware of such issues so as to better prepare our state’s talent pool and plan for our economic future.

WHAT IS A TALENT PIPELINE?

Our use of the term “talent pipeline” refers to the pool of currently employed and potential workers to fill positions requiring various skills, knowledge and abilities in our state. In this case, we are focusing on the progression of Coloradans through our secondary and postsecondary educational and training systems into the workforce.

Figure 1: Colorado Educational Attainment, Adults 25 Years and Older



Source: U.S. Census Bureau; 2014 American Community Survey, 1-year estimates

¹ This includes individuals who fall into the “some college, no degree” category—a category that includes adults with certificates, adults currently enrolled in college, and adults who have completed some coursework, yet did not complete a credential



Despite our state's high educational attainment levels overall—with 1.67 million Colorado adults holding an associate degree or higher—there are still 330,000 adults in Colorado without a high school diploma or equivalent, about 780,000 adults whose highest level of education is a high school diploma, and 300,000 to 400,000 adults with previous college experience, but no completed certificate or degree. It is worthwhile to consider the training needs and incredible potential of Coloradans who have not completed a postsecondary credential or apprenticeship as an important resource to tap into in further developing our skilled talent pool.

Educational Attainment Levels by State of Birth

In the first Talent Pipeline Report issued in January 2015, we noted that our state's growing economy has long relied on the in-migration of highly educated individuals, as long-term trends show Colorado has typically been growing jobs faster than its natural population growth rate. Compared to other states, Colorado has one of the highest percentages of adults born elsewhere, as 70 percent of Colorado adults were not born in the state of Colorado (U.S. Census Bureau, 2014). On a positive note, Colorado-born adults living in Colorado have higher education levels relative to native born populations of other states and overall national education levels (Figure 2, below). This is an important point of comparison, as higher education levels typically reveal higher geographic mobility; it is a common trend for a state to import highly educated people from other states, while residents with lower levels of education and often lower income levels have fewer resources to facilitate a long-distance move. Ensuring the availability of continued education and training opportunities for Coloradans with lower levels of education remains key to supporting the skilled talent pipeline for middle skills jobs in particular, as well as supporting the economic sustainability of individual Coloradans.

For more information, check out the State Demography Office's [report](#) on educational attainment by place of birth.

Racial/Ethnic Educational Attainment & Workforce Gaps

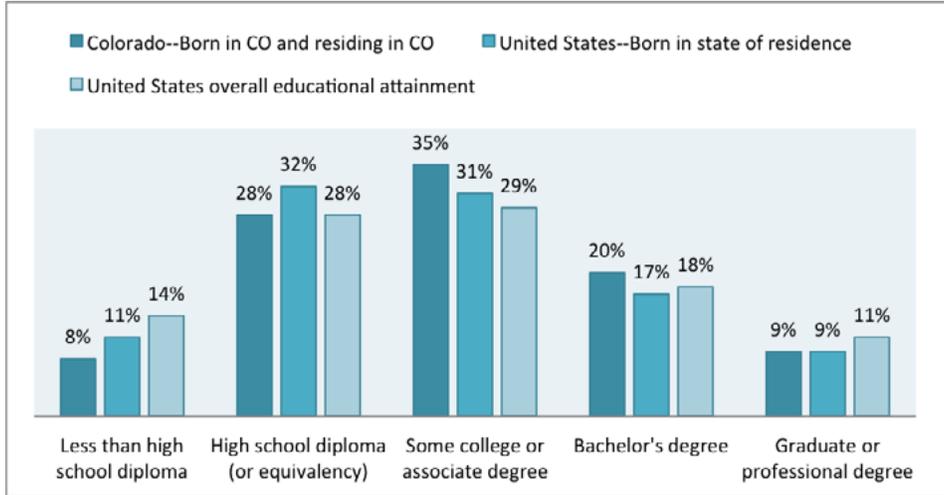
While our state's overall adult educational attainment levels are quite high, there is considerable variance in education levels for different subsets of our population, with Hispanic, black and Native American adults having significantly lower education levels than those of white or Asian adults (Figure 3). For example, just 20 percent of Hispanic adults over 25 years old hold a college degree, as compared to 53 percent of non-Hispanic white adults (U.S. Census Bureau, 2014). Many factors contribute to these discrepancies, such as inadequate academic preparation, financial constraints and familial/cultural dynamics.

There continues to be disproportionate underrepresentation of these minority populations at our colleges and universities, as well as disproportionate employment in various fields. Benefits are numerous to having a diverse workforce, including being able to more effectively connect to customers of different backgrounds or identities, increased creativity and increased productivity (Kerby & Burns, 2012). The gaps in educational achievement by race/ethnicity start from a young age, continue through K-12 education, and manifest in postsecondary educational attainment levels because of the significant gaps and leaks that are compounded along the entire educational and training pipeline.

In particular, the growing Hispanic population is changing the ethnic composition of our state, and thus the face of our future workforce. In Colorado, 31 percent of youth under the age of 18 are Hispanic (U.S. Census Bureau, 2014); the potential implications for our future workforce are significant if large segments of our population are not equipped with adequate and beneficial training and education to meet the needs of our economy.

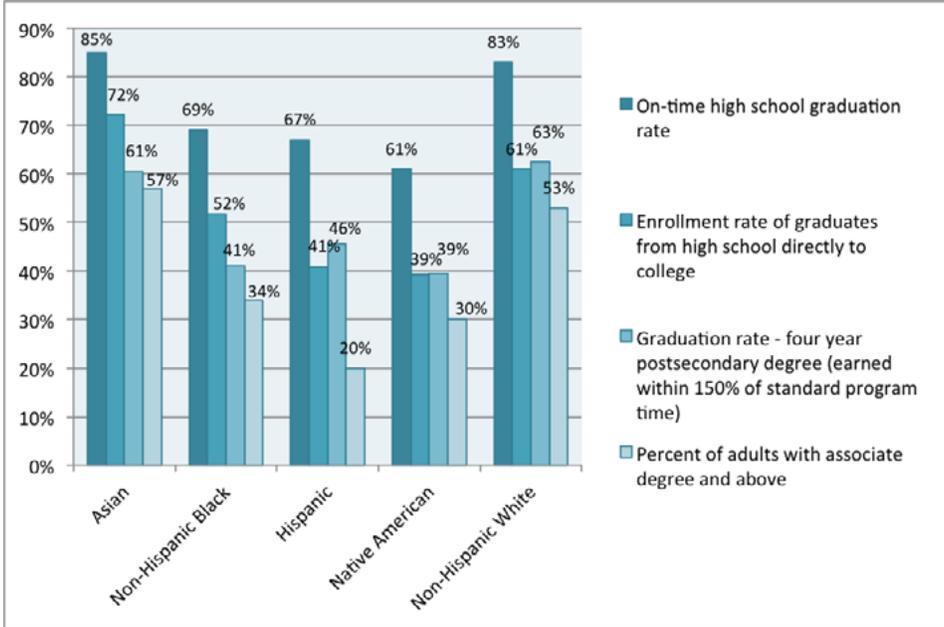
While Colorado has seen gains in educational achievement for individual racial/ethnic groups over the past twenty-five years, the between-group differences in achievement begin early in one's life (National Center for Education Statistics, 2015). Along each step of the educational trajectory—from K-12 through postsecondary education—underserved minorities continue to lag behind non-Hispanic white and Asian populations in educational measures such as K-12 school state assessments (Figure 4, below), high school graduation rates, college remediation rates, postsecondary enrollment and college completion rates (Figure 3, below), although gaps have narrowed over the years for some of these measures (NCES, 2015).

Figure 2: Comparison of Educational Attainment Levels by State Residency Status



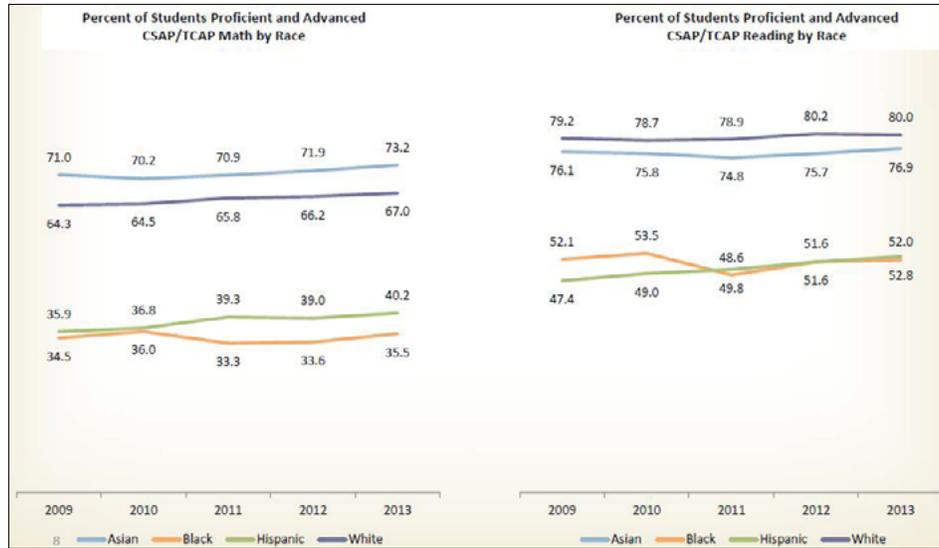
Source: U.S. Census Bureau; 2014 American Community Survey, 1-year estimates

Figure 3: Education-related Metrics by Race/Ethnicity



Source: Colorado Department of Education; Colorado Department of Higher Education; U.S. Census Bureau

Figure 4: K-12 Assessment Gaps by Race/Ethnicity



Source: Colorado Department of Education

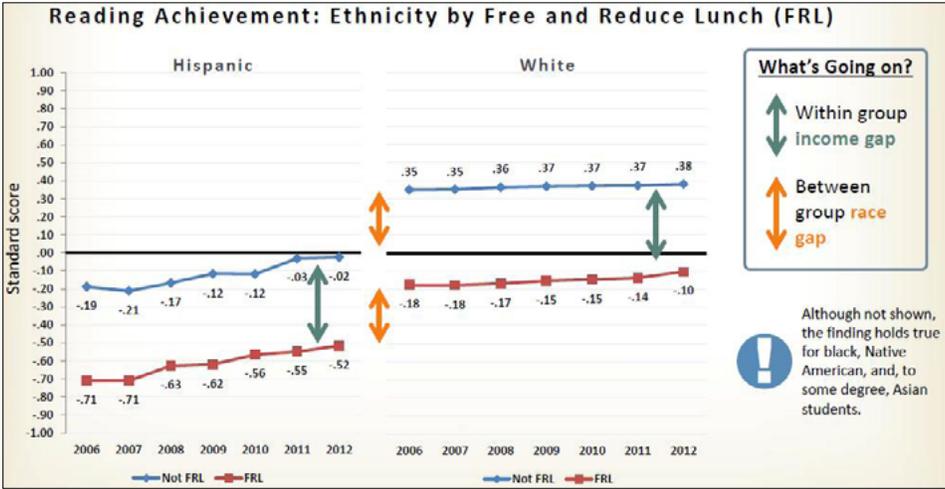
It should not be surprising that if the educational outcomes of our Hispanic and black students at the primary and secondary school levels are generally lower than that of other student populations, then these students are often not adequately prepared to tackle the demands of rigorous postsecondary programs. Substantial gaps in foundational skills can also lead to particularly distinct racial/ethnic underrepresentation in science, technology, engineering and math (STEM) programs and many high STEM skill careers. For instance, while 18 percent of Colorado’s workforce is Hispanic, six percent of workers in computer, engineering and science occupations, 10 percent of workers in business and financial occupations, and eight percent of healthcare practitioners are Hispanic (U.S. Census Bureau, 2013). In addition, there are certainly significant gender gaps in numerous postsecondary STEM program enrollments and in the workforce. For example, only 24 percent of workers in computer-related

occupations and 15 percent of engineers are female; likewise only 18 percent of computer science credentials and 21 percent of engineering credentials are earned by women. Women are also an underutilized resource to train for such high skill, financially rewarding jobs. Even though college access has improved for underserved minorities, they are more likely to attend open-access two and four year colleges than the most selective four year colleges and are more likely to require remediation. Even for high achieving Hispanic and black high school students, they are more likely to attend two year colleges than their equally high achieving white peers (Carnevale & Strohl, 2013).

How does Income Fit into the Picture?

Certainly, there is also correlation in educational outcomes by minority status and income level. Poverty impacts student performance across all races; however, even when controlling for income, performance gaps still exist for students of color. Below, Figure 5 illustrates the achievement gaps between Hispanic and white students, while also depicting the compounding influence of income level.

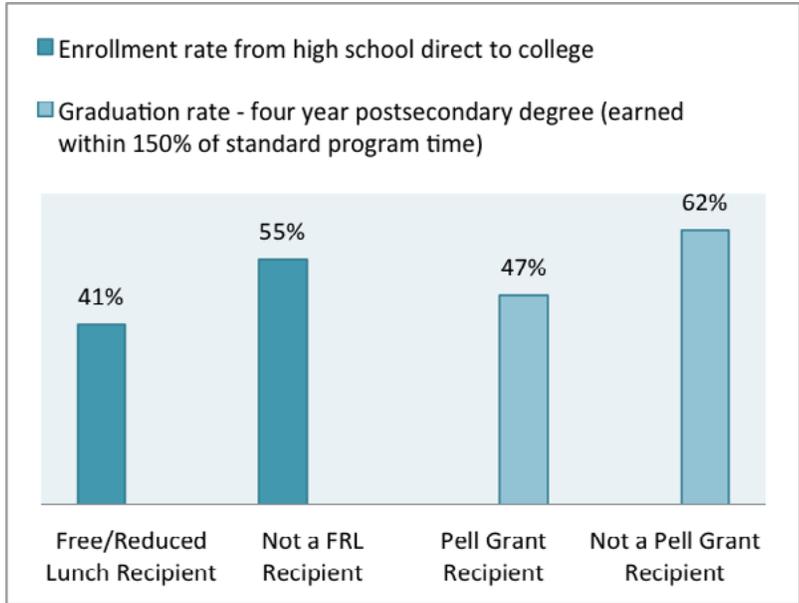
Figure 5: K-12 Reading Assessment Standard Deviation by Income and Race/Ethnicity



Source: Colorado Department of Education

Research also shows that socio-economic status impacts one’s educational achievement outcomes (NCES, 2015). For example, college enrollment rates are lower for high school students receiving free or reduced lunch; college graduation rates are lower for college students receiving need-based federal Pell grants (Colorado Department of Higher Education, 2015) (Figure 6).

Figure 6: Postsecondary Enrollment and Graduation Rates by Income in Colorado



Source: Colorado Department of Higher Education

Fifty-nine percent of undergraduate underserved minorities are Pell eligible, while 37 percent of non-Hispanic white and Asian undergraduates are Pell eligible (Colorado Department of Higher Education, 2015). While the poverty rate for families with school age children in Colorado is 14 percent overall, for Hispanic, black and Native American families that rate is 21 percent (U.S. Census Bureau, 2013). These minorities are also more likely to be concentrated in high poverty primary schools that typically have a less experienced and less stable teaching force, which can also contribute to students' postsecondary preparedness and higher remediation levels upon entering college. Yet, as depicted above in Figure 5, income levels do not fully account for all differences in achievement.

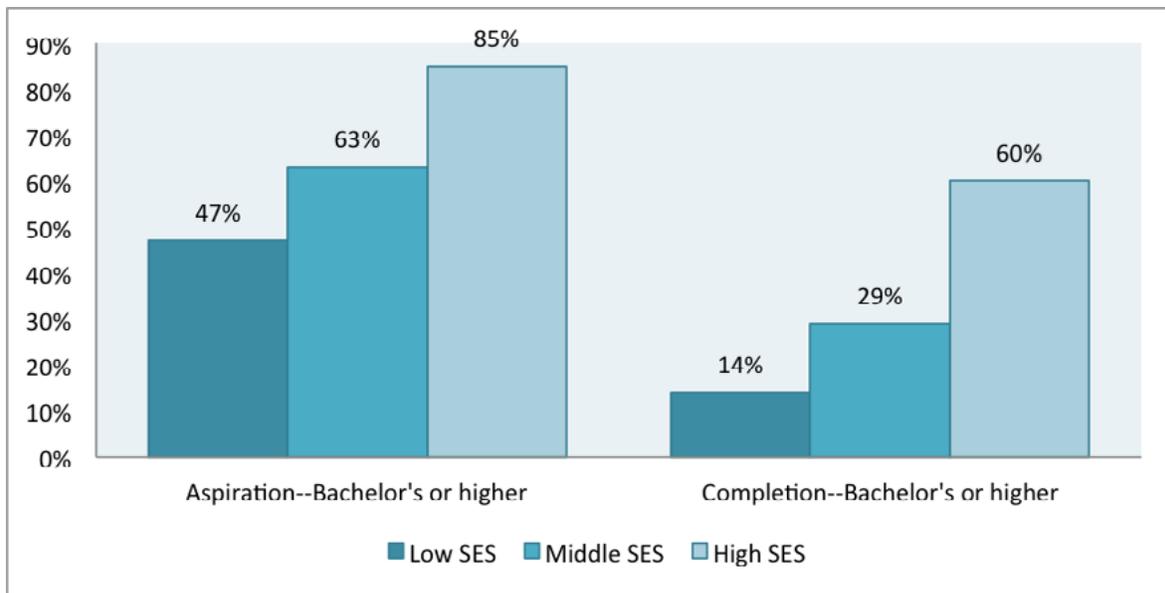
For instance, researchers have analyzed the likelihood of an adult reaching the middle class if one completes three conventions: graduate from high school, maintain a full-time job or have a partner who does, and, if one chooses to be a parent, have children while married after the age of 21 (Sawhill & Haskins, 2008). About 75 percent of Americans reach the middle class if they follow all three (and today one can argue that the urgency to acquire postsecondary training/education is even more consequential). However, the outcomes are not the same for all races, even if they follow all three norms; in Denver,

82 percent of white adults who follow these three norms have incomes greater than 300 percent of the federal poverty line, whereas 68 percent of black adults who follow all three norms achieve this (Gold, Rodrigue & Reeves, 2015).

Other research focused on socio-economic status (SES), through a national survey of high school seniors, found that educational aspirations of high school students differed by SES, as did actual educational achievement eight years later (NCES, 2015). For each income group, while aspiration levels do correspond with subsequent achievement, aspiration levels for all groups were higher than actual outcomes.

The same study shows that the sources from which students acquire information about educational opportunities differ by income level. While similar percentages of low, middle and high income high school students seek college information from their school counselor (78 to 81 percent), higher percentages of middle and high income students seek information from a parent (43 percent for a low income high school student to 73 percent for a high income student), as well as acquire information from a college representative (51 percent for low income students as compared to 80 percent for high income students). Of the low income high school students who were actually successful in completing a bachelor's degree, 91 percent sought information

Figure 7: Bachelor's or Higher Aspiration in High School and Subsequent Completion by Socio-Economic Status



Source: NCES, 2015

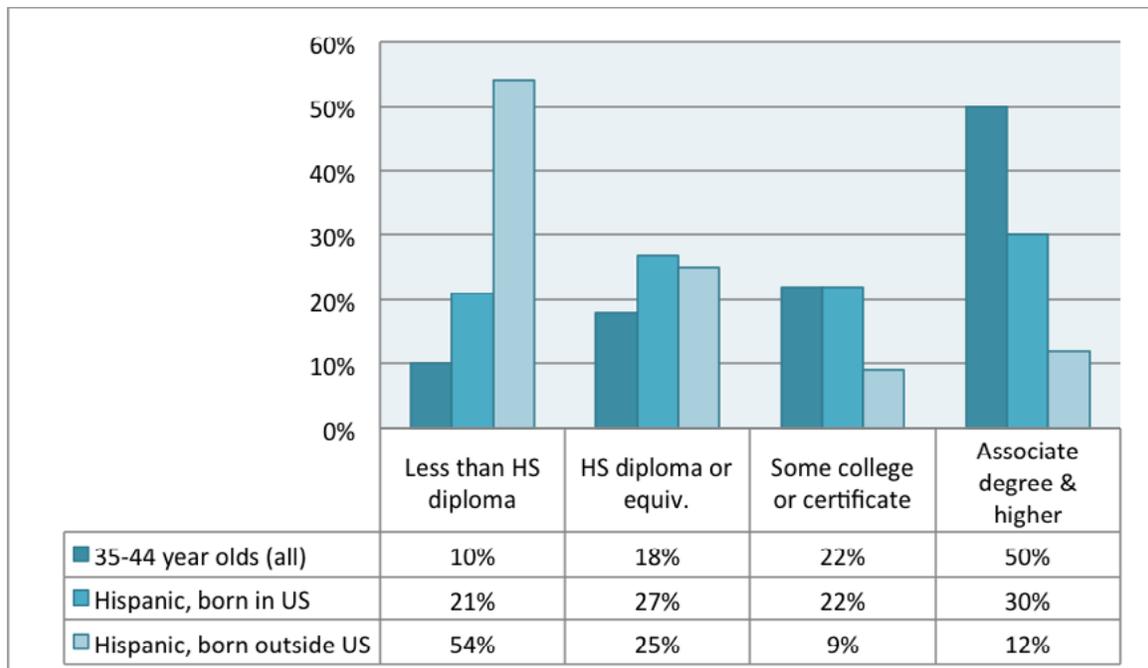
from a school counselor, 66 percent sought information from a relative outside of their immediate family and 74 percent sought information from a college representative. This clearly highlights the importance of available and informed counselors to support students who may not otherwise have the familial knowledge of education and training options beyond high school.

Native and Foreign Born Hispanic Educational Attainment Levels

Beyond the non-Hispanic and Hispanic education gap, there is also a significant gap between native and foreign born Hispanics, and this trend is true nationally, as well. In Colorado, when we look at education levels for Hispanic 35 to 44 year olds, 30 percent of native born Hispanics have an associate degree or higher, whereas for those who were born outside of the United States, 12 percent have an associate degree or higher (see Figure 8, below). In comparison, for all 35 to 44 year olds in Colorado, 50 percent have an associate degree or higher (U.S. Census Bureau, 2013). There is also a significant difference between foreign born Hispanic adults who do not hold high school diplomas (54 percent) as compared to native born Hispanic adults (21 percent).

A national survey by the Pew Hispanic Center (2009) found that Hispanic young adults largely value a college education, but a number of factors—such as financial pressures or inadequate English language skills—often impact their continuing education. Research has also shown that foreign born Hispanic youth are more likely than native born Hispanic youth to be parents by the time they are 25, or have obligations in financially supporting a family here or abroad—factors that may also impede one’s pursuit of further education.

Figure 8: Highest Level of Education Attained by Ethnicity and Place of Birth (35 to 44 Year Olds)



Source: U.S. Census Bureau; 2011–2013 American Community Survey, 3-year estimates

The Future of Colorado's Talent Pipeline

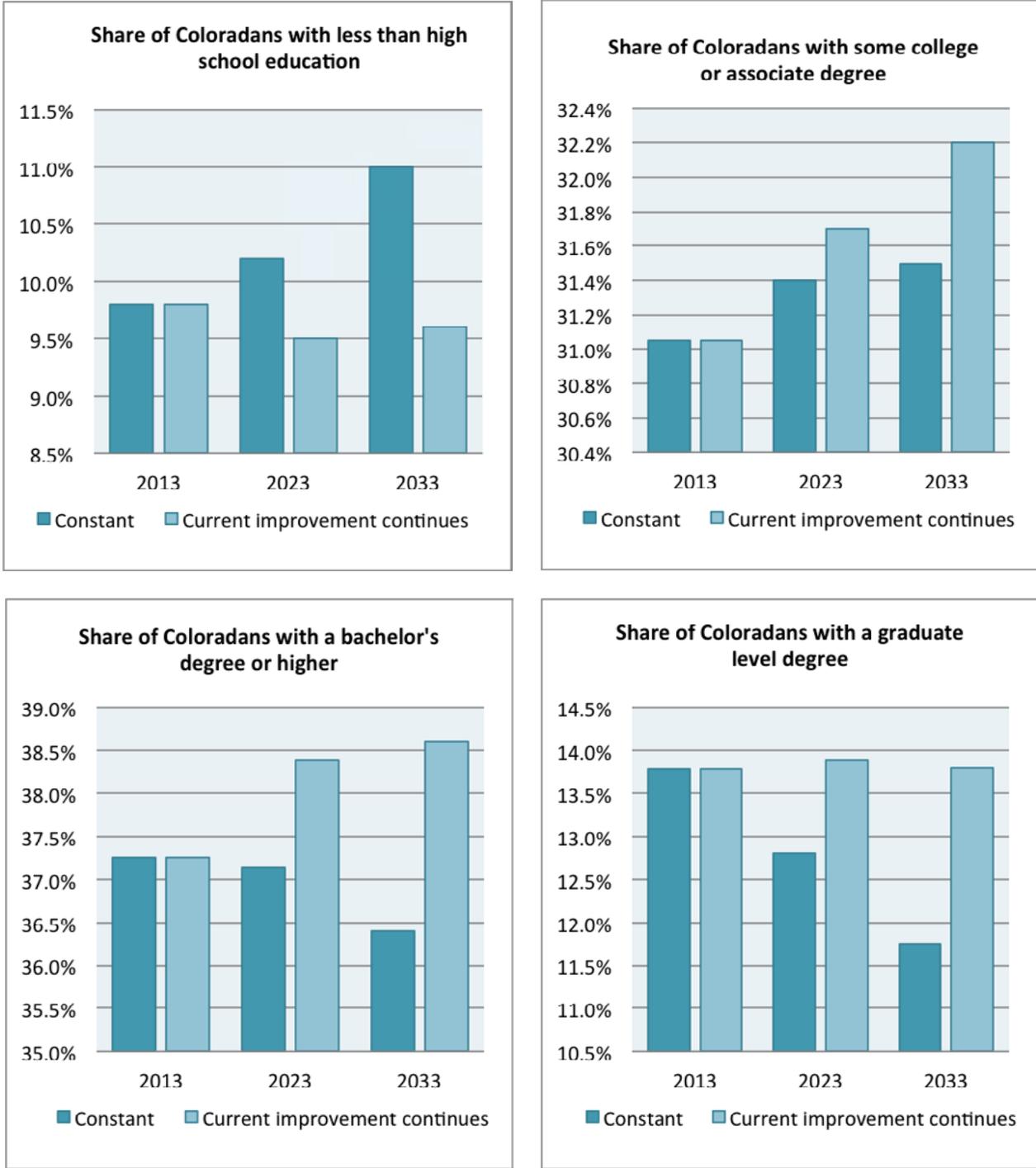
So, what will Colorado's future skilled workforce look like? Colorado's Hispanic population is fast growing, with significant growth anticipated in the age groups of 18 to 44, which will impact the ethnic composition of our workforce. With significant educational attainment gaps by race/ethnicity, there is concern about the overall education levels of our state's workforce in the decades to come.

The State Demographer's Office has begun initial analysis of this issue by forecasting two potential outcomes for educational attainment levels of adults in Colorado. One projection assumes that education levels by demographic group remain constant (at 2013 levels) for the projected period of 2014 to 2033. The other projection assumes a continuation of trends in increasing educational attainment levels as seen from 2006 to 2013 by racial/ethnic group and gender. The foreign born population was held as a constant share of the Hispanic population in the trend projection, as it is difficult to predict future migration patterns.

- If Colorado does not continue to experience gains in educational attainment by race/ethnicity, then we can expect to see declines in the share of the population with a bachelor's degree or higher and even more significant declines in the share of the population with a graduate or professional degree (see Figure 9, below). The share of the population with less than a high school education would also increase given the expected changes in our demographic structure (Figure 9).

- If Colorado continues to experience similar increases in educational attainment of high school diplomas and above by race/ethnicity that it has over the past seven years, Colorado will see increases in the share of the population with a bachelor's degree or higher, as well as increases in the share of the population with some college or an associate degree between now and 2023 (Figure 9).

Figure 9: Projected Educational Attainment Levels for Colorado Adult Population



Source: Colorado Department of Local Affairs, State Demography Office



Find out more about median earnings outcomes across different postsecondary certificate and degree programs in Colorado: co.edpays.org. Graduate earnings show that there are credentials at the certificate or degree level with high market value, yet what you study also matters.

Supporting Diverse Populations in Colorado's Workforce

If we don't address these gaps in educational opportunities and attainment levels, then we risk not having enough educated and trained Coloradans ready for productive employment in our growing economy. It is in our state's best interest to provide all Coloradans with a variety of quality educational opportunities from an early age, so that developmental gaps can be addressed early on. It is equally important to promote the positive lifestyle and employment outcomes that are associated with being an educated individual overall. Related strategies include supporting the early exploration of work outcomes and the potential return

on investment that can result from various credentials, work-based learning, educational opportunities and career pathways. Though intuitive, it is worth noting that unemployment rates are lower for those with education beyond a high school diploma and median earnings also increase as education levels do (Table 1, below). Further discussion in this report will highlight diverse growing and well-paying fields—from skilled trades to information technology to healthcare and more—that present a range of education/training expectations, from apprenticeships to certificates to degrees.

In the first Talent Pipeline Report we also discussed employment prospects of unique populations such as unemployed youth or the long-term unemployed. These are populations that may require different types of specialized services to support their pathway to self-sustainability. The following highlights some of these populations, and related data points, as well as successes and challenges in supporting their training and employment, when available.

Table 1: Colorado Unemployment and Earnings by Education Level

Educational Attainment	Unemployment Rate	Median Earnings
Less than high school graduate	6.4%	\$23,004
High school graduate	4.8%	\$30,568
Some college or associate degree	3.8%	\$35,329
Bachelor's degree	2.1%	\$48,818
Graduate or professional degree		\$64,861

Source: Current Population Survey, 2015; U.S. Census Bureau; 2014 American Community Survey, 1-year estimates

Unemployed Youth: The youth unemployment rate (ages 16 to 19) remained quite elevated throughout and following the Great Recession; more recently it has seen improvement. Over the previous 12-month period (August 2014 to July 2015), the youth unemployment rate stood at 13.3 percent; whereas, the year preceding it stood at 20 percent. However, the rate is still very high for black youth, in particular, at 34.5 percent (Current Population Survey, 2015). In Colorado, 11.8 percent of youth ages 16 to 24 are not in school and not working; the national rate is 14.1 percent (Opportunity Nation, 2015).

Long-term Unemployed: The long-term unemployed (individuals out of work for 26+ weeks) face a unique combination of social, emotional and skill deficiencies caused by the duration of their unemployment that require intensive "wraparound" services to address these issues effectively, while rapidly moving individuals to paid work experience and reemployment. Currently there are 27,400 individuals considered long-term unemployed; during the same period the year before there were 54,000 individuals who were considered long-term unemployed.

The **Opportunity Index** measures economic, educational and civic factors that foster opportunity. Out of all state scores, Colorado ranks 18th.

OPPORTUNITY YOUTH

Research on opportunity youth (also known as disconnected youth—youth ages 16-24 who may have dropped out of high school or college and also have trouble securing stable attachment to the labor market) describes significant social and financial burdens through lost output/wages and lost taxes, above average levels of criminal involvement and high use of social services. Minorities and males disproportionately represent opportunity youth. For more information, please read: [The Economic Value of Opportunity Youth](#).

The share of long-term unemployed out of all unemployed persons also continues to decrease: currently, the long-term unemployed make up nearly one-quarter of all unemployed (down from one-third as reported in the previous Talent Pipeline Report released January, 2015) (Current Population Survey, 2015). Credit for this drop can be attributed to Colorado's improved economy, as well as to concentrated public and private initiatives. For example, Governor Hickenlooper's Hire4Colorado Campaign challenged businesses to give the long-term unemployed an opportunity to prove themselves and also increased awareness of services available through workforce centers for long-term unemployed individuals; there have also been targeted efforts by a number of agencies and organizations to impact specific populations such as veterans, older citizens, youth and others with challenges to obtaining employment.

Veterans: Unemployment rates for veterans are slightly elevated as compared to non-veterans (4.3 percent to 3.2 percent unemployment), although the gap has narrowed considerably, having been a 2.1 percent gap the year prior. Employment services for recently separated veterans play a critical role in the successful transition from military to civilian employment. The Colorado Department of Labor and Employment provides specialized services that are available only for eligible veterans, such as individualized job search assistance and case management for veterans with a service-connected disability or other barriers to employment, vocational and work-based training, and job fairs and hiring events specifically for veterans. Veteran-specific services are provided by Veteran Employment Representatives (VER)—highly trained staff who are themselves veterans, and understand many of the challenges that veterans face.

One considerable veteran-specific issue is that many transitioning veterans have training and expertise in critical skill areas, but lack the civilian credentials necessary to obtain employment in their career field. The Colorado Department of Labor and Employment, Department of Regulatory Agencies and Department of Higher Education are working together to identify military occupations that need civilian credentialing and licensing, compare military training with civilian requirements, and develop pathways to expedite the training and credentialing process. Initially, this collaboration will focus on healthcare occupations, specifically focusing on Certified Nursing Assistant (CNA), Licensed Practical Nurse (LPN), and Dental Hygienist.

Disabled Individuals: Frequently the first, and most intractable barrier underemployed or unemployed Coloradans with disabilities face, is nearly exclusive emphasis on what we expect that he or she cannot, should not, or is not doing. The lack of balance between a focus on functional limitation rather than on the person's talent and ambitions is expensive and wasteful. The Division of Vocational Rehabilitation (DVR) works to increase opportunities for employment, career advancement and economic gain for eligible Coloradans with disabilities. DVR provides one-on-one vocational guidance and counseling in order to understand and mitigate the ways a disability or emerging health concern impedes the capacity to show and apply talent at work.

In Fiscal Year 2014, DVR assisted 2,198 Coloradans with disabilities to secure, retain or regain employment. These workers earned an average of \$11.61 an hour working 28.2 hours a week on average. The Division of Vocational Rehabilitation takes pride in their

long-term commitment to serving the next generation of workers with disabilities. Their School to Work Alliance Program (SWAP) has been a central mechanism for demonstrating this commitment since the mid-1990s. SWAP is a partnership between DVR, school districts and BOCES across the state to assist young people between the ages of 15 and 25 who have lower education attainment levels and would benefit from mild to moderate assistance finding work. These partnerships benefit young people in communities statewide and account for 22 to 25 percent of the successes achieved by their participants during each of the last three fiscal years.

Individuals not only benefit from being productive members of the workforce, but the state benefits from a population that relies less heavily on social services; it is crucial to sustain a supply of capable workers that will continue to grow Colorado business while attracting others to the state. The following sections will focus on the fields that are experiencing strong growth and the strategies being employed to support the development of a workforce with aligned skill sets.



THE PATHWAY TO DEVELOPING TALENT FOR COLORADO'S TOP JOBS

To contribute to a healthy Colorado, we must empower our students, jobseekers, unemployed and underemployed with good information and support systems to assist in career path choices that will work for their individual needs, as well as be responsive to industry demand.

It is our intent to better understand where individuals and organizations may wish to focus their efforts in order to cultivate credentials with a high labor market value, so that a worker can earn at least a living wage and our economy has critical positions filled. An analysis of high demand fields and skills follows.

Colorado's High Demand, High Wage Jobs

To pinpoint "top jobs" in our state, this report uses labor market data from Colorado's Office of Labor Market Information to identify jobs that meet three criteria: projected high annual openings, above average growth rates and typically offer a living wage for a family with two adults (one working) and one child. While the majority of occupations remained on the list from the previous report, it is, however, a shorter list due to updated living wage data.

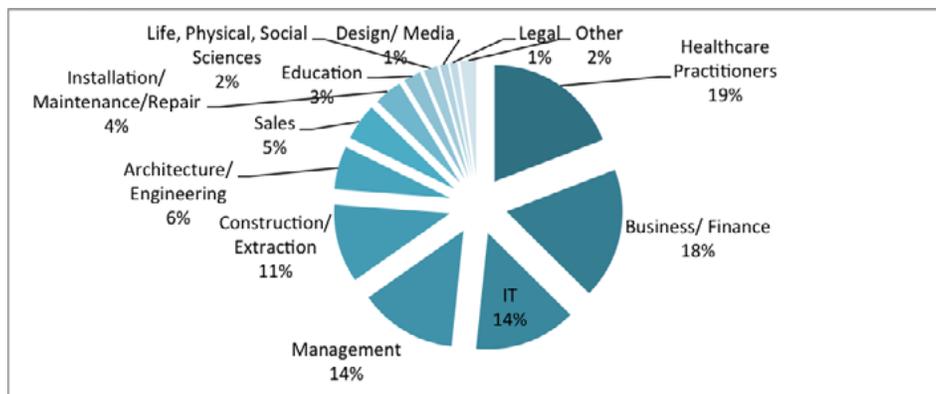
This is not an exhaustive list of occupations that offer opportunities for Coloradans; rather, it offers a glimpse into some promising industries in our state overall and can help guide our efforts in developing our state's workforce talent in various sectors. Also, many occupations that do not exist today may be in high demand in the near future, so we look to this list to provide us with fields where we can anticipate burgeoning opportunity.

Following is a sampling of some occupations found in this list by field. Much like the previous statewide Top Jobs list, occupations are largely concentrated in business/finance, skilled trades, information technology, and healthcare practitioners/technical occupations (see Figure 10, below). Jobs that are new to the list include market research analysts/marketing specialists, industrial engineers, medical and clinical laboratory technologists, and earth drillers. The complete list can be found in Appendix A. Regional lists based on regional growth rates and earnings can be found on the CWDC website.

Table 2: Selection of Occupations from the Top Jobs List

Skilled Trades	Business & Finance
Electricians	Accountants and Auditors
HVAC Mechanics and Installers	Cost Estimators
Industrial Machinery Mechanics	Management Analysts
Plumbers, Pipefitters, Steamfitters	Personal Financial Advisors
Healthcare	Information Technology (IT)
Pharmacists	Computer Network Architects
Physician Assistants	Computer User Support Specialists
Radiologic Technologists and Technicians	Software Developers
Registered Nurses	Web Developers

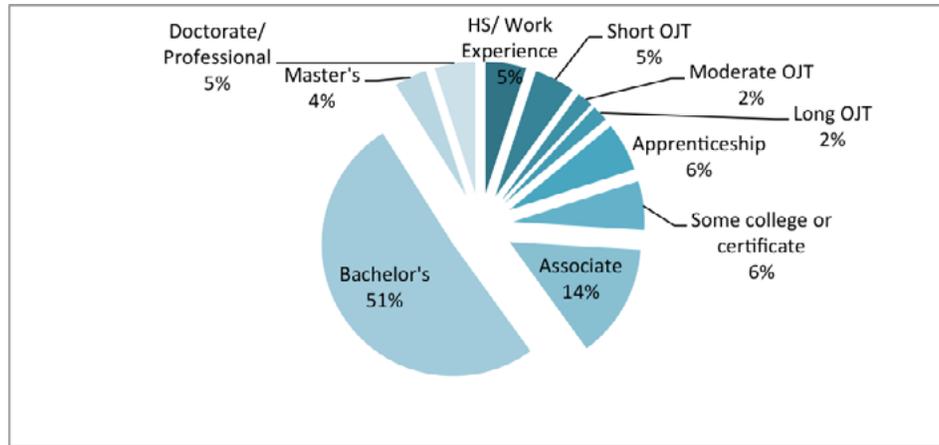
Figure 10: "Top Job" Opportunities by Field



Eighty-eight percent of job openings in this list are for occupations that typically require some level of formal postsecondary education or training for entry, whether it is an employer-sponsored formal training program, apprenticeship, certificate or degree (see Figure 11, below). Occupations on this list that require less than a bachelor's degree are primarily concentrated in the skilled trades and healthcare. Interestingly, when we do not filter for a minimum wage and focus on jobs that are simply projected to have above average growth rates, jobs in the trades and healthcare

support increase dramatically, indicating that there are a number of high demand yet lower paying jobs in these fields, many of which can serve as stepping stones to higher compensation. However, there are a large number of high demand jobs that don't meet the living wage target—such as administrative/office support, personal care services, or food preparation/serving. These occupations may not typically have clear pathways for earnings advancement, yet they can still provide exposure to critical skills and industries.

Figure 11: "Top Job" Openings by Typical Entry Level Education



Many occupations in this list are often defined as requiring high levels of competency in one or more STEM (Science, Technology, Engineering and Math) areas. According to the Brookings Institution's definition of STEM occupations,² 62 percent of the job openings on this list are considered STEM, while about 20 percent of occupations across our state's workforce overall are classified as STEM. Since this list includes high representation from finance, IT and healthcare occupations, most of which Brookings defines as STEM jobs, it is appropriate

that so many jobs on this list fall under this classification. According to the Bureau of Labor Statistics' definition of STEM occupations, 45 percent of jobs in this list are STEM, while out of all occupations in Colorado, about 14 percent are STEM by this definition. The STEM occupations listed here are also jobs that are more likely to expect some level of postsecondary education than that of non-STEM occupations. Essentially, the Top Jobs list demonstrates that various STEM competencies are in high demand and can lead to well-paying jobs in a number of fields.

Skilling Up for a Top Job

While it's beneficial to highlight where there are high demand, good paying occupations so we can prioritize our investment strategies, it is perhaps equally as important to understand potential career pathways one can take to reach a career goal and the skillsets that one may need to acquire for job advancement. Indeed, a number of the jobs on the Top Jobs list have minimum education requirements in specific programs that are fairly standardized and difficult to bypass (e.g., to become a physician one must complete an undergraduate degree, medical school, a residency and licensure examinations). However, in many fields with optimistic outlooks, strategically acquiring specific skillsets and work experience can support one's career development—but understanding what a potential career path can look like with nuanced lateral moves and advancement is often unclear.

² The Brookings Institution uses O*NET scores to establish occupations that require above average knowledge in one or multiple STEM categories.

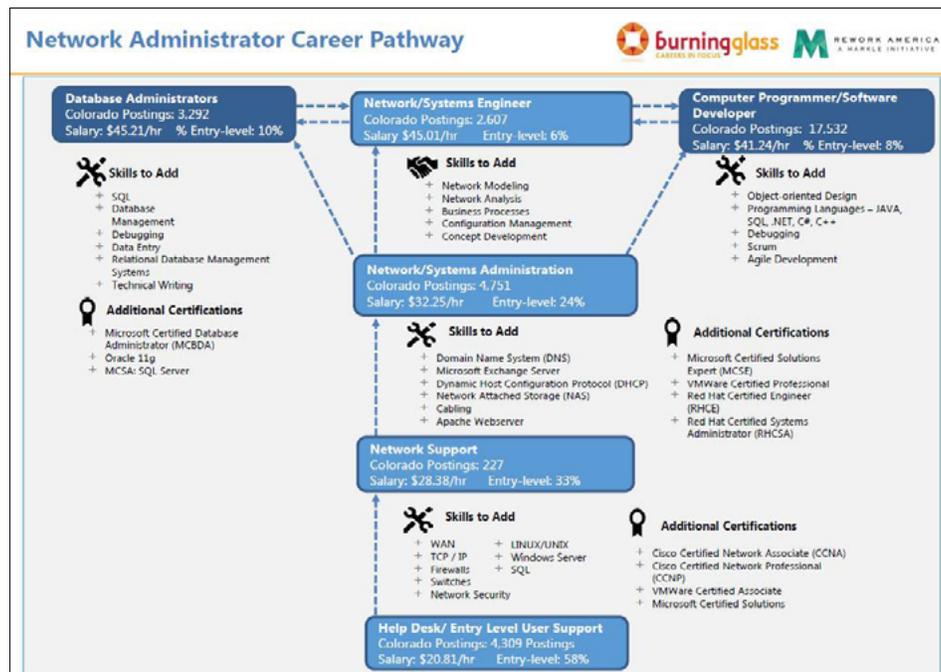
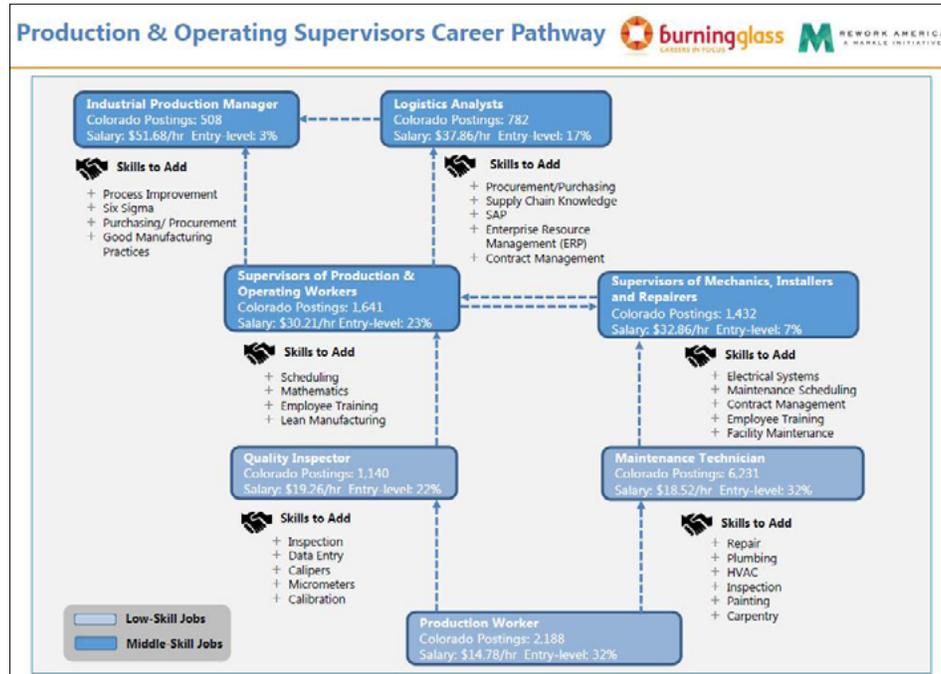
The good news is that initiatives and data exist to help interested stakeholders such as workers, educators and policymakers understand different career trajectories. This section discusses a number of approaches to better understand broadly transferable and field-specific skills that have high market value, including ways to use data to develop career pathways, LinkedIn data to examine high demand skills, and results from a Colorado workgroup composed of public and private education and industry partners.

The Markle Foundation's Rework America Connected Initiative (a coalition of partners including LinkedIn and edX) is working to develop a set of online tools and support networks to help connect middle skill Americans to jobs and training. The coalition has commissioned Burning Glass to conduct analysis of a number of career pathways focusing on occupations with positive outlooks in Colorado (see Figure 12 below for two such examples). These pathways are created by scanning thousands of online job posting boards to extract job titles, skills and education requirements, along with analyzing millions of resumes to understand trends in how people actually transition between jobs and industries.

These kinds of maps show skills and/or certifications that will likely prove beneficial to acquire to support one's growth in a field, and can be a launching point for identifying regional nuances, when applicable. Often, it is easy to think of specific vertical paths that a person might take to advance in their field; with this level of information we can explore more fully the opportunities that exist by moving laterally as well, creating broad work and training experiences that can lead to careers that otherwise might not be considered within an individual's reach. For example, an individual may start in the finance industry as a personal banker and move into a branch manager or loan officer position—roles that leverage similar skill sets. Through additional experience in different functional roles and perhaps in combination with acquiring a skill set through a course at a community college, one gains a more complete set of skills that puts them on an upward career trajectory.

As part of HB13-1165, the foundation for advanced manufacturing career pathways have been developed, mapping out potential career channels through which one can progress, and the experiences and skills one should acquire. This work has helped inform the skills analysis and career pathways efforts of the Northern Colorado Manufacturing Sector Partnership, and the methodology used will continue to provide other advanced manufacturing sector partnerships with a starting point to begin this work.

Figure 12: Examples of Career Pathways



Source: Burning Glass and Rework America Connected Initiative

What else does it take to advance in today's job market? LinkedIn analyzed profiles of Colorado professionals and highlighted the skills of users who experienced a promotion from entry level to a more senior level position over the past year (June 1, 2014 to May 31, 2015) as compared to those who did not receive a promotion. The top 15 skill clusters found for this promoted workers are listed

below in Figure 13. "Lift" is a measure of the likelihood that a skill exists on a promoted member's profile; for instance, "economics" has a 3.2x lift, meaning that a member who experienced a promotion is 3.2 times more likely to have related skills such as econometrics or expertise with relevant data analysis software listed on their profile than a non-promoted member.

Figure 13: Skills of Promoted Coloradans on LinkedIn



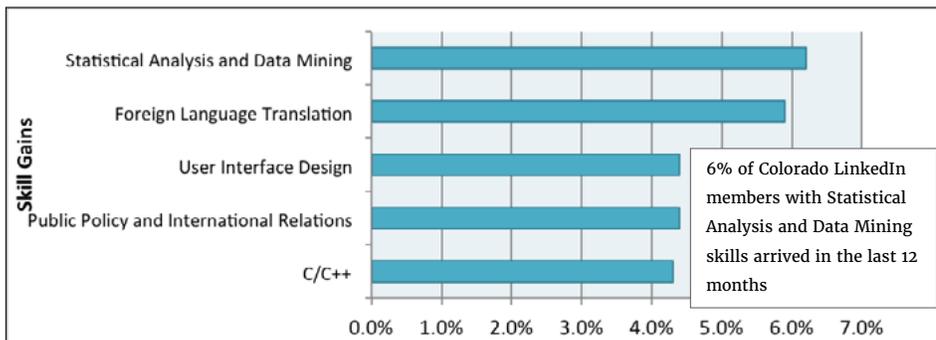
Source: LinkedIn, 2015

Many of these skills are related to skills expected of high demand fields in the state (such as IT); this is exemplified by the vast number of technology-related skill clusters in Figure 13, such as software revision control system (e.g., competency using tools like Git or Subversion), software applications (e.g., expertise in Primavera or SharePoint), and user interface (e.g., expertise in Word-Press or user experience design).

Yet, what is also interesting about this list is that it is not limited to technical skills—interpersonal skills, language skills and problem solving can also play a role in progressing one's career. Currently, LinkedIn's users are a sample of highly educated Coloradans (primarily bachelor's and graduate degree holders), so these data can perhaps provide more direct insight into fields often employing people with a bachelor's and higher; however, the work LinkedIn is doing with the Rework America collaborative is to re-define professionals to extend to a larger audience and getting organizations to more effectively hire based upon skills.

LinkedIn data also show the high influx of people moving into the state with many of the same skills encompassed by promoted individuals (see Figure 14, below). The fact that we are attracting workers with a number of these same skills common to those held by promoted individuals (e.g., statistical analysis and data mining, foreign language, user interface design, public policy, programming language), can be an indication that we are not generating enough of these highly desired skills in-state. Conversely, the absence of social media marketing in Figure 14 may demonstrate that this is a skill set that is more easily found in Colorado already or that more frequent promotions are characteristic of this career path.

Figure 14: Gains of Skill Sets from Individuals Moving to Colorado



Source: LinkedIn, 2015

need in-demand skills that meet business, industry, and higher education standards. Aligned high school graduation expectations are intended to be a roadmap to help students and their families plan for success after high school by demonstrating their knowledge, skills and abilities to enter the workforce, military or higher education without significant training or remediation.

Beginning in the spring of 2015, Colorado’s Departments of Education and Higher Education collaborated with the Colorado Workforce Development Council to facilitate a discussion of

Ensuring students are prepared and have the in-demand skills to enter the workforce is an essential strategy to meeting needs of employers in Colorado. At the secondary level, the goal is for all students to understand and articulate their individual skill set, how they relate to potential careers and jobs, and graduate with these in-demand skills from high school. Colorado industry representatives are clear that students who graduate from high school and seek to work in Colorado

statewide participants from business and industry, education, higher education, non-profit organizations, and government sectors. Student voice was also an active part of the conversation. The goal of the work group was to identify skills to ensure Coloradans are prepared for work or education beyond high school. The group synthesized and identified the core skills from more than 100 established, industry-developed skills lists of the competencies necessary to enter the workforce or educational opportunities beyond high school (Table 3).

Table 3: Core Skills Needed for Preparation for the Workforce or Educational Opportunities Beyond High School

Entrepreneurial	Personal	Civic/Interpersonal	Professional
Critical thinking and problem solving	Initiative and self-direction	Core academic foundation	Time management
Creativity and innovation	Personal responsibility and self-management	Collaboration and teamwork	Career literacy
Inquiry and analysis	Adaptability and flexibility	Communication	Grit and resilience
Risk taking	Personal awareness	Global and cultural awareness	Work ethic; dependable and reliable
	Learn independently	Ethics and integrity	Self-advocacy
	Perseverance		

PUTTING POLICY INTO PRACTICE IN THE COLORADO TALENT DEVELOPMENT SYSTEM

Colorado has adopted a number of progressive strategies in recent years to anticipate and address the workforce demands of our state's economy. Initiatives such as the Colorado Blueprint have helped prioritize the direction of our state's economic development, while cross-agency collaboration and the Sector Strategies framework have contributed to progress in developing partnerships and career pathways that support the development of talent to better align with key industry demand. During the 2015 legislative session a number of workforce-related bills were also passed, further supporting the path Colorado has been traveling to foster talent development. Alignment between strategies will be crucial in order to ensure our efficacy. This section discusses how Colorado is poised to implement the federal Workforce Innovation and Opportunity Act, how Colorado is employing a number of innovative talent development strategies, and how recent legislation and initiatives link to the first annual Talent Pipeline Report's recommendations.

Implementing the Workforce Innovation and Opportunity Act (WIOA) in Colorado

From a national perspective, the Workforce Innovation and Opportunity Act of 2014 (WIOA) continues to be galvanizing legislation for our work. In many ways, the act affirms the direction that our talent development system has been moving over the last several years and incorporates several of our standard practices into the regular course of business for workforce centers and other public and private programs that have sustainable employment as a long-term objective. Specifically, the act calls for sector partnerships and industry-driven career pathways, and creates measurements for how effectively the system is meeting the needs of businesses.

WIOA also emphasizes that the public talent development system is open to and ready to serve all types of individuals, regardless of education-, skill-, or income-level, as well as any level of ability or disability. Effectively implementing these components of the law in Colorado requires first acknowledging the variety of paths that can lead to the middle-class, and, second, developing the support systems and processes to serve individuals at any point.

For more information on the Colorado Blueprint and Colorado's Key Industries, visit the Office of Economic Development and International Trade at www.advancecolorado.com

The WIOA implementation process is working to align programs across state and local agencies, while also scaling the practices that have produced results in specific geographic areas or within target populations. The data we have informs the creation of career pathways and provides areas of focus for our work moving forward. To fully realize the purposes of WIOA in Colorado—which include increasing employment retention, increasing

wages and reducing the need for public assistance—we know that we must create the trail guide for citizens to follow, align the work of all education, training, and economic development activities in the state, and ultimately get this information into the hands of individuals so they can take charge of their careers. Using this

report and related data sources, we will craft a new four-year vision for activities in the state that will increase the opportunities for all Coloradans to obtain the education and training they need for the jobs of the future. This state plan will be released March of 2016.

Innovative Initiatives and Partnerships

Colorado is involved in a number of innovative solutions and partnerships with an eye to developing talent to align with business' needs and supporting a healthy Colorado economy. This section provides overviews of a selection of exciting initiatives.

Rework America Connected—Colorado: Colorado is the first state to partner with the Markle Foundation to build Rework America Connected, an innovative effort supported by LinkedIn to increase the connections and tools Coloradans need to get ahead. This initiative will employ new technologies and training to create a skills-based marketplace that helps employers find the workforce they need, and allows job seekers to get the skills for growing occupations rapidly and affordably.

Rework America Connected will work with employers to post jobs by skills, rather than defaulting to degrees, so more people can qualify for them, including those with some postsecondary training, but not a college degree. Job seekers will be able to identify the skills needed for a job, along with the training available, to obtain the skills they lack, and then get connected with the best job for them. Ultimately, by building upon Colorado's



existing infrastructure, the initiative will create a network that connects adults to middle skill career and education opportunities, and connects employers to a more qualified workforce to grow their businesses. At the same time we are shrinking the middle skills gap for our workers to help Colorado create a dynamic, skills-based marketplace to continue to grow our state's economy and give more Coloradans access to the middle class.

Business Experiential Learning Commission (BEL Commission) and Business and Schools in Collaboration (BASIC): Although much of Colorado has recovered from the recession, many individuals continue to be unemployed or underemployed, while at the same time businesses are struggling to find the skilled workforce they need, especially in occupations that require a combination of education and on-the-job training. Colorado is addressing this issue through the BEL Commission, created by the Executive Order of Governor Hickenlooper. This business-led commission, in partnership with public and non-profit entities, is to develop a systemic approach to business involvement in P-20 education and training to meet the needs of Colorado's economy. The BEL Commission will work with the CWDC to leverage the strength of Colorado's public-private partnerships and existing efforts to address this challenge.

The BEL Commission will ensure the implementation of BASIC, which will work to expand work-based learning experiences for students at all levels. These experiences will range from career exposure to creation of integrated apprenticeships, where theory

is taught in the classroom and application is taught through work experience with the guiding expertise of a skilled expert, and will be available in a variety of industries, including but not limited to, manufacturing, information technology, banking and finance, as well as skilled trades. Technology will be used to provide a forum for students, interns, apprentices and workers to document skills they have obtained in the workplace and digitally share that information with educators and employers, and to create a portal of information to connect students, job seekers, schools, employers and civic agencies to experiential learning and training opportunities and careers that require them.

Lockheed Martin-Blackfox Initiative: While veterans receive extensive training toward military occupations, not all veterans had military jobs that readily translate to civilian occupations or want to continue doing the same type of work. To address the needs of these veterans, CDLE has created innovative programs to help veterans obtain specialized training and industry-recognized credentials that will lead them to good jobs in growth industries. Examples include the Lockheed Martin-Blackfox Initiative to train veterans for positions in advanced electronics manufacturing, and a new work-based training program that provides veterans an opportunity to "learn and earn" through apprenticeships and on-the-job training. As of September 2015, the Lockheed Martin-Blackfox partnership has placed 66 veterans, including 28 disabled veterans, and seven non-veterans with salaries ranging from \$16 to \$27 per hour with a 93 percent retention rate.

Check out the Colorado Innovation Network's [2015 Innovation Report](#), featuring interviews with leaders in industry, higher education and workforce development, and their perspectives on the trends shaping the future workforce in Colorado.

ASPIRE Research Consortium: The Department of Vocational Rehabilitation is part of a six state research consortium called ASPIRE. This group is piloting innovative solutions and gathering data to analyze the evidence-based practices that increase employment outcomes for young people between the ages of 14 to 16 over a period of five years. Colorado has recruited 4,00 young people receiving Supplemental Security Income (SSI) for this initiative: half of those participating in the project will receive the standard resources available in the community, while the rest will receive targeted interventions including help navigating school options, information and education about career choices, coaching and money managing learning opportunities, training and support for parents, focus on self-determination, and one paid employment experience. WIOA increases the emphasis on working effectively with youth at a younger age to support employment outcomes. Colorado is well positioned to make progress meeting this expectation because of initiatives like SWAP and ASPIRE.

Approaches to Industry-led Talent Solutions: Measuring Sector Strategies

Colorado has garnered national attention through its implementation of sector strategies as a vehicle for alignment across workforce, education and economic development with industry. As a result of the passage of WIOA, the federal government is requiring states to develop and implement sector initiatives for in-demand industries, and is requiring state and local workforce boards to lead the development of career pathways. As a state we are well-positioned to fulfill these obligations, as we currently have eight active sector partnerships, twelve confirmed emerging partnerships, and a number of partnerships in the early phases of exploration.

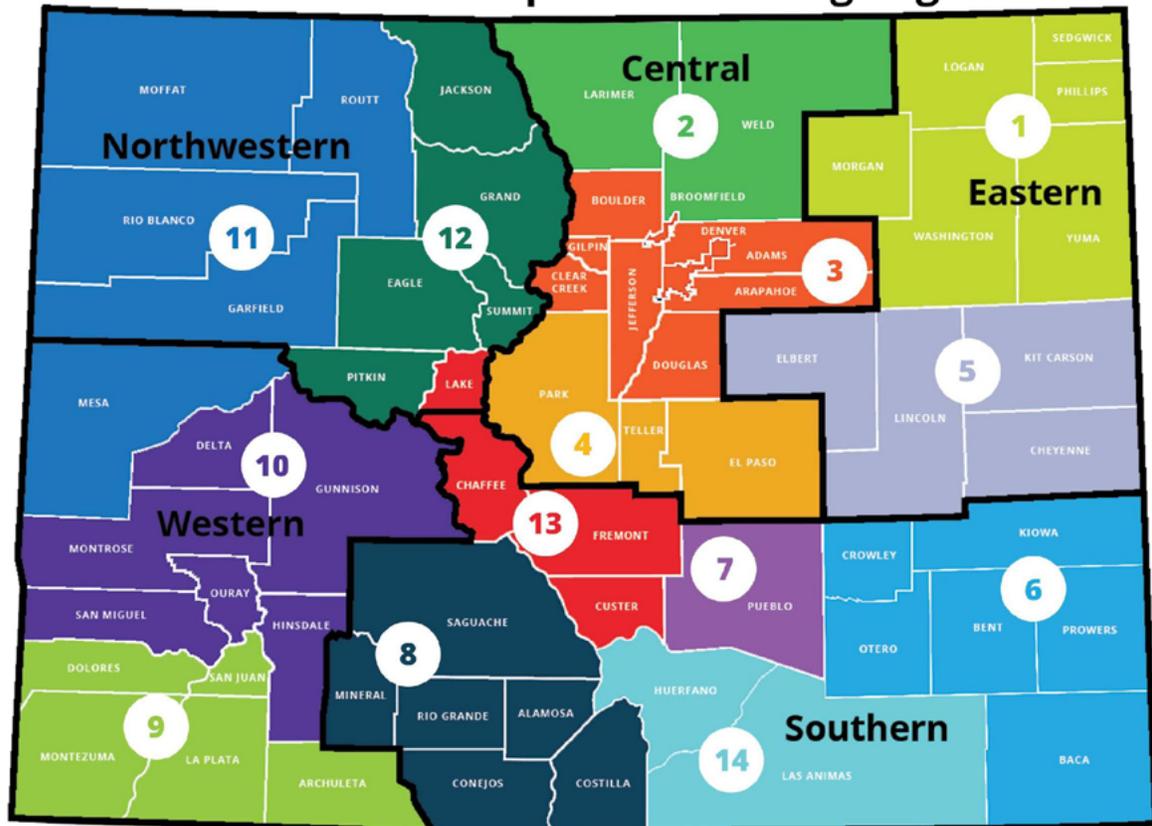
Recognizing it is critical to measure the impact sector partnerships are having on industry, regional economies and worker employability, the Colorado Workforce Development Council recently piloted a set of key performance indicators to assess the progress and outcomes of sector partnerships in Colorado. This year's survey will help establish a baseline of activity, and we look forward to future results to help further demonstrate progress, successes and challenges, as we look to build and improve our systems through sector partnerships. The following map shows Colorado's active, emerging and exploring sector partnerships by region and industry.

SECTOR PARTNERSHIPS KEY PERFORMANCE INDICATOR SURVEY

An annual survey to monitor the impact of sector partnerships was piloted during the summer of 2015. Survey questions were designed to lend insight to the impact these partnerships are having on the involved employers, what sort of education/training opportunities are being developed as a result of a partnership's synergy, and to better understand the successful key activities and services being propelled by the partnerships.

A **sector partnership** is an industry-specific regional partnership led by business, in collaboration with economic development, education and workforce development.

Colorado's Sector Partnerships & Workforce Development Planning Regions



- | | | |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1 Exploring: Energy & Natural Resources | 6 Active: Advanced Manufacturing
Exploring: Health & Wellness | 11 Emerging: Health & Wellness (Mesa, Delta, Montrose Counties)
Emerging: Health & Wellness (Garfield, Rio Blanco, Routt Counties)
Emerging: Advanced Manufacturing (Mesa County) |
| 2 Active: Health & Wellness
Active: Advanced Manufacturing
Exploring: Energy & Natural Resources | 7 Active: Advanced Manufacturing
Active: Health & Wellness | 12 Emerging: Health & Wellness |
| 3 Active: Health & Wellness
Active: Advanced Manufacturing
Emerging: Landscape Architecture
Emerging: Technology & Information
Exploring: Construction & Development | 8 Exploring: Health & Wellness | 13 Active: Health & Wellness
Emerging: Tourism & Outdoor Recreation |
| 4 Emerging: Advanced Manufacturing
Emerging: Health & Wellness | 9 Emerging: Energy & Natural Resources | 14 Exploring: Health & Wellness |
| 5 Emerging: Health & Wellness | 10 Emerging: Health & Wellness | |

**Regions 1-14 are "Blueprint Regions" designated by the Colorado Office of Economic Development & International Trade. Regions outlined in black are "Workforce Development Planning Regions" designated by the Workforce Innovation & Opportunity Act.*

WHAT DOES A SECTOR PARTNERSHIP LOOK LIKE IN COLORADO?

Each sector partnership is highly unique by design, depending on their region and industry. However, many commonalities exist across partnerships.

The number of industry partners ranges from five to 80, depending on the region and industry. The level of participation varies across employers and partners. Industry participation at meetings and in partnership initiatives is a crucial aspect of driving the impact of a partnership.

Non-business partners in a sector partnership range from seven to 25 members, though most partnerships have seven to 12 active non-employer partners. The partnership serves as a single table at which businesses from one industry engage with a diverse set of public partners. All Colorado sector partnerships have relationships with their regional workforce center, local community or technical college, as well as local four-year university if there is one in their region. Other strategic partners include entities like local school districts, state agencies, local government councils, local chambers of commerce and small business organizations.

WHAT DO INDUSTRY-DEFINED PRIORITY AREAS LOOK LIKE IN A SECTOR PARTNERSHIP?

Sector partnerships focus on a variety of industry-defined priorities such as networking, supply chains and policy. But, common to all sector partnership across the state is a focus on talent development,

education, recruitment and retention efforts. Common themes and examples of talent development priorities follow. A number of sector partnerships are focused on exposing youth to industry jobs and career pathways.

Youth-oriented Initiatives

● The Denver metro area IT sector partnership is collaborating with Denver Public Schools to design and pilot technology pathways and curriculum. This includes supporting activities such as job shadowing, mentoring and apprenticeships. Among other initiatives this partnership has launched includes a new "Intern Accelerator" program, with an initial cohort of 22 interns working across eight different tech companies.

● The Northern Colorado (NoCO) Manufacturing Partnership's Manufacturing Rocks Committee has collaborated with six high schools and one middle school across three Districts to engage 348 students in learning experiences in 22 local manufacturing facilities. Together, the partnership has developed a curriculum for educational experiences in manufacturing facilities and the manufacturers themselves have helped fund the program.

● The Pikes Peak Manufacturing Sector Partnership business leaders partnered with STEM coordinators in local high schools to provide mentoring and advisory support. Together, the partnership has launched two successful youth engagement initiatives with the high schools: the "Packaging Challenge" and "Cardboard Challenge," resulting in exposure and awareness of the industry and skill development.

Career Pathways

A **CAREER PATHWAY** is a series of connected education and training programs, work experiences, and student support services that enable individuals to secure a job or advance in a demand industry or occupation.

Several partnerships have prioritized the need to understand critical occupations within the industry and how career movement occurs within the industry, in order to align education and training with the needs of industry and fill their talent pipeline. As a result, the Colorado Workforce Development Council developed the **Creating Career Pathways in Colorado: A Step-by-Step Guide** as a framework for the development of career pathways at the local level.

● Over the last year, the NoCO Manufacturing Partnership has built a regional career pathway action plan, identifying their top critical occupations, the knowledge, skills and abilities (KSAs) needed for each occupation, existing education programs, as well as gaps and appropriate interventions. The Colorado Career Pathway Step-by-Step Guide emphasizes critical occupations and processes that illuminate, prioritize, and contextualize needed KSAs so that education and training partners have actionable information.

To further understand the outcomes and review a full report on occupations, KSAs, and career trajectories, please view the full NoCO Manufacturing Partnership Career Pathway Action Plan at www.SectorsSummit.com



To address the priority gaps identified by regional employers, the team is currently developing and implementing actions that include increasing the capacity of firms and training institutions to offer work-based experiences, strengthening the in-take and facilities capacity and connections of education and training providers, and making priority curriculum changes at regional educational institutions.

● The Greater Metro Denver Healthcare Sector Partnership has been bridging education to employment through collaboration and cooperation between employers in healthcare, public and private educational institutions, economic development agencies, and four workforce centers. The partnership boasts targeted workgroups focused on critical occupations. Each workgroup has identified the issues and challenges, skills gaps and training needs of recruiting additional candidates. Critical occupations and workgroups include: medical assistants, pharmacy technicians, surgical technicians, medical lab technicians, medical assistants, and operating room. In the spring of 2015, the Partnership enrolled 10 students in Metro State’s Perioperative Nursing program and six have already entered employment. In the fall of 2015, 24 students enrolled in Metro State’s Medical Laboratory Scientists program.

HOW ARE BUSINESSES BENEFITING FROM SECTOR PARTNERSHIPS?

Businesses involved in sector partnerships find value in their participation and stay engaged for a variety of reasons. The partnerships create highly customized

responses to industry needs, focus on opportunities facing the industry, and provide a setting to engage with public partners. Colorado businesses cite a number of benefits, often reporting that company-to-company interactions have resulted in new markets and products, and stronger relationships have been forged with local educational entities. Some businesses have already seen reductions in vacancy rates, employee recruitment costs and employee turnover as a result of their partnership. Others have reported that their company has added or created new jobs because of ideas, products, markets or contacts that have resulted from interactions with other companies from their sector partnership. One company reported that three new jobs have resulted in the past 12 months. But, for the majority of sector partnerships it is still too early to provide reliable quantitative results. Over two-thirds of active or emerging sector partnerships have contributed to participating businesses improving internal operations practices or policies. These include changes to internal training, recruitment practices and human resource practices.

Yvonne Meyers, Health Systems Director for Columbine Health Systems and business champion for the Northern Colorado Healthcare Partnership explains that the sector partnership is, “the single way that I’ve been able to come together with my competition to identify, to work on what are those similarities, where is that nexus where we have an economic opportunity that we can’t fix by ourselves, but we can as a sector group.”

Another respondent notes, “I have been part of many organized manufacturing groups/initiatives and the NoCO Manufacturing Partnership has by far been the most successful with sustainability and growth.”

HOW ARE WORKERS BENEFITING FROM SECTOR PARTNERSHIPS?

Eight sector partnerships have developed new training and/or education programs over the past year, aside from a number of sector partnerships that have made improvements to existing programs or are still in the process of developing programs. For example, through the Pikes Peak Manufacturing Sector Partnership, a partnership between Pikes Peak Community College (PPCC) and Springs Fabrication has led to a welding training program. The actual training is being done in a special facility inside Springs Fab that both Springs Fab employees and PPCC students can use.

Intensive “fast-track” courses are also being developed in various regions to train workers for immediate industry needs. For example, the Upper Arkansas Regional Health and Wellness Sector Partnership’s regional workforce center and Pueblo Community College have collaborated to develop a fast-track certified nurse aide (CNA) training program. Other such fast-track trainings are currently under discussion in that partnership. The Mesa County Manufacturing Partnership has also recently developed two fast-track courses to train workers in alignment with the immediate needs of local manufacturers. In the spring of 2015, over a dozen people participated in these courses.

Selected Updates on the First Annual Talent Pipeline Report Recommendations

In preparing the first Talent Pipeline Report, the agencies identified areas in which they jointly recommended further exploration. This section highlights examples of current activity related to these recommendations. The 2014 and 2015 legislative sessions, as well as aligned resources across agencies, have allowed for much of this work to continue. For the complete list of updates, please refer to Appendix B.

Recommendation: Multiple transition points in the talent pipeline lack continuity of data that will allow tracking and reporting on the current and future state of Colorado's Talent Pipeline (such as the ability to identify how many students directly enter the workforce following high school). Develop policies and mechanisms to collect and use data in a way that provides critical information needed for better decision making while committing to the strongest possible standards of data privacy and protection of personal information.

Updates:

- The Department of Higher Education's goal to close the attainment gap (which is shared among all agencies within the Governor's Workforce Cabinet), has strengthened cross-agency data sharing, which has improved reporting.
- The key performance indicators from career pathways and sector partnerships have been developed and will help measure the effectiveness of these strategies.
- However, the coalition is still lacking valuable data points due to the lack of data available from the Department of Education.

Recommendation: The skills outlined by industry, workforce, education, higher education, and economic development are similar. An alignment of skills terms and definitions would more clearly communicate the intersections and expectations for successful employment in Colorado.

Updates:

- HB 15-1170 creates the position of a statewide postsecondary and workforce readiness (PWR) coordinator to work with key partners to raise the level of postsecondary attainment by Coloradans. It adds a new CDE performance measure based on the percentage of high school graduates who enroll in postsecondary education immediately following high school.
- Colorado has made progress in updating the definition of PWR to capture and align Colorado's PWR definition with these primary skills. The Departments of Education and Higher Education are leading this effort and have held several stakeholder sessions regarding this conversation. HB 15-1170 will provide critical assistance and support for implementation of the updated definition.
- The work of the Colorado STEM Roadmap committees and board are ensuring that STEM-based competencies across many jobs in today's economy integrate these into educational pathways. The support provided for P-TECH through HB 15-1270 reinforces this alignment and connection between schools, industry and higher education training.
- Offered by many workforce centers in Colorado, ACT WorkKeys assessments in Applied Mathematics, Locating Information, and Reading for Information can lead to earning the CareerReady Colorado Certificate.

Recommendation: Continue to utilize the career pathways model to align education, training and work-based learning so students and potential employees have a clear picture of what education and experience is necessary and the steps to pursue a specific career for top jobs.

Updates:

- Colorado's work is moving forward with great momentum from support provided through SB 14-205, along with HB 15-1170 and HB 15-1270, as discussed above, and HB 15-1274 and HB 15-1275.
- HB 15-1274, Career Paths in Growing Industries, provides support for the creation of new career pathways for students in critical occupations in growing industries.
- Efforts in this area are demonstrated through the continued support and development of sector partnerships and career pathways, some of which are highlighted in the previous section.
- HB 15-1275 allows coursework related to apprenticeship and internship programs to be counted in concurrent enrollment programs. CDE and CDHE are leading discussions with the Concurrent Enrollment Advisory Board for internships/apprenticeships recommendations by January 2016.
- Colorado has utilized the infrastructure put in place by 2014 legislation to continue this work by utilizing concurrent enrollment (CE) to carry out the alignment between K-12 education and Career and Technical Education. SB 15-138 also funds ASCENT.



SB 15-290, Student Leaders Institute, establishes a competitive residential summer academic program for students entering 10th and 11th grades.

SB 15-082, County-Based Incentives Program, allows counties to establish local workforce development funds to provide tuition assistance to high school graduates who wish to pursue postsecondary education or training and is providing valuable resources for local communities to invest in their local talent pipeline.

Recommendation: Create a collaborative structure to support and incentivize career exposure and work-based learning, such as job shadowing, internships, on-the-job training and apprenticeship, throughout the talent development system, simplifying access for individuals and employers.

Updates:

Through multiple efforts, including supportive 2014 and 2015 legislation outlined above, Colorado has moved forward in this work. The creation of the BEL Commission and adoption of BASIC creates the collaborative structure to move this effort forward; more information on these efforts is included in this report.

HB15-1230, Innovative Industries Workforce Program, provided support for creating a common collaborative structure for paid internships.

Partner agencies are developing and identifying areas of opportunity for apprenticeships/internships, developing a set of templates for industry and/or programs to create customized toolkits, and working to highlight best practices.

CDE is working to spotlight and support K-12 districts that have robust industry certificate components as part of their new Graduation Guidelines policies.

Recommendation: Work with industry to create marketing and outreach campaigns so Coloradans have a better understanding and appreciation of good careers and the multiple pathways into them.

Updates:

Through its Advocacy Committee, the CWDC is leading a collaborative effort to create a marketing and communication plan and strategy for Colorado's Talent Development Network. This work will reflect the connections between education, postsecondary education and training, workforce development, and economic development in ensuring that every Coloradan has access to education and training needed to obtain meaningful employment and that every Colorado business has access to the skilled workforce they need to thrive and grow in Colorado.

HB 15-1276, the WORK Act, provides support for marketing efforts for individual training programs by creating the Skilled Worker Outreach, Recruitment, and Key Training Grant Program.

Recommendation: Develop policies that support expansion of services to underserved populations to ensure access to educational and career pathways to employment (e.g., underserved minorities, veterans, youth, long-term unemployed, ex-offenders).

Updates:

The Workforce Innovation and Opportunity Act (WIOA) specifically focuses on aligning services to better serve populations with multiple barriers to employment.

The Division of Vocational Rehabilitation is working in partnership with the Department of Labor and Employment to better align employment services.

The Department of Higher Education, along with support from partner agencies, is focusing its resources on closing Colorado's attainment gap by at least half by 2025, through engaging external stakeholders in a collective impact strategy around solutions to close the gap. DHE led the development of the Colorado Opportunity Scholarship Initiative, which has committed \$6.8m in two-year grants to public and non-profit entities focused on wraparound support services to increase persistence and completion rates among underserved students.

HB 15-1030, Employment Services for Veterans Pilot Program, requires CDLE to administer an employment services for veterans pilot program.

As discussed in above updates, many pieces of recent legislation are providing support for career pathway development, all of which will provide additional support for serving special populations.

SECOND ANNUAL TALENT PIPELINE REPORT FINAL RECOMMENDATIONS

In preparing the second annual Talent Pipeline Report, the agencies identified areas in which they jointly recommend further exploration. The CWDC will continue to coordinate the collaboration between CDE, CDHE, CDLE, and OEDIT, as well as other agencies and system partners, to ensure that these recommendations are addressed over the next several years as resources are available. Much of this work has started and agencies will continue to work toward the recommendations outlined below, using existing policy and initiatives whenever possible. Our hope is that future resources can be targeted toward these priority areas, expanding our understanding of the needs of employers, students and job seekers, and the state's and system partners' ability to meet them.

Priority: Close the Attainment Gap

- Overcome barriers to expanding concurrent enrollment and embed concurrent enrollment as a critical career pathways tool to align education, training and work-based learning, so students and potential employees have a clear picture of what education and experience is necessary to pursue a specific career.
- Research policy and statutory barriers or perceived barriers to work-based learning, and provide resources and incentives to elevate and accelerate coordinated initiatives for the development of experiential learning partnerships between business and providers. As a result of supportive 2014 and 2015 legislation, Colorado has moved forward with multiple efforts in support of career

exposure and work-based learning throughout the talent development system, including job shadowing, internships, concurrent enrollment opportunities, on-the-job training and apprenticeship. The creation of the Business Experiential Learning Commission and adoption of BASIC, along with recommendations from the Concurrent Enrollment Advisory Board, create the collaborative structure to move this effort forward.

- Develop policies that support expansion of services to underserved populations to ensure access to career pathways to employment (e.g., underserved minorities, veterans, youth, long-term unemployed, ex-offenders, persons with special needs and disabilities), including education, training, work exposure and experience, as well as wraparound services needed for success.
- Develop policies and initiatives to re-engage adults in educational settings so that they can acquire the skills and credentials necessary to enter and to participate more fully in the workforce. Colorado will never close the attainment gap or the middle skills gap if we solely focus on individuals currently in our education systems. Adults who are underemployed due to a lack of appropriate skills must be re-engaged in rapid attainment skills that are critical for Colorado's industries to grow.
- Promote Postsecondary and Workforce Readiness Competencies through continued support for graduation guidelines, continued support for implementation of PWR definition across K-12 and postsecondary sectors, as well as other innovative pilots connecting these competencies to school and district accountability.

Priority: Align Resources and Provide Access to Information

- Under existing legislative authority, continue and expand the work of sector partnerships to cover more industries and geographic areas of the state, resulting in a common set of skills definitions statewide. The work of sector partnerships and the skills panel process are connecting education, higher education, workforce, economic development and business with an alignment of skills terms and definitions to more clearly communicate the intersections and expectations for successful employment in Colorado.

- Allow funds provided through previous legislation, HB 15-1276, to be used for statewide awareness of and access to concurrent enrollment and work-based learning opportunities that will allow students to engage in career exploration. HB 15-1276 created the Skilled Worker Outreach, Recruitment, and Key Training Grant program, requiring matching dollars, but limiting grant funds, to outreach and recruitment of students in training programs. The most effective way to encourage students to consider careers is to give them an opportunity to explore that career through classroom and applied training opportunities. By extending the use of grant dollars to provide funding for concurrent enrollment and work-based learning costs, as well as to allow for statewide awareness of the quality and value of skilled worker occupations, we believe the funds will be invested more effectively and responsibly.

- Policies and mechanisms should be developed to collect and to use data in a way that provides critical information needed for better decision-making. This is done with a commitment to the strongest possible standards of data privacy and protection of personal information.

Although the coalition has continued to strengthen cross-agency data sharing, which has improved reporting capabilities, multiple transition points in the talent pipeline lack continuity of data. This hinders our ability to analyze aggregate trends and report on the current and future state of Colorado's Talent Pipeline (such as the ability to identify how many students directly enter the workforce following high school).

Priority: Increase Job Placement, Retention and Wage Growth

- Repeal and replace the existing Colorado Work Force Act, C.R.S. 8-83-201 to 8-83-206, amend other pieces of state legislation that govern partner programs required by WIOA, and build upon the success of current workforce system initiatives and promising practices in use throughout the state, as recommended by the statewide taskforce on new CO-WIOA legislation. With the implementation of WIOA, existing Colorado law must be updated to comport with the federal act and to create the best opportunities to build a world class talent development system.

- Support streamlined regulations of credentialing to result in a more rapid response to filling high demand occupations.

- Research best practices in local recruiting, training and retaining healthcare workers and teachers in rural areas of the state.

Lastly, continue to support the alignment work between state agencies that occurred in the preparation and development of this report as facilitated by the CWDC, so as to best coordinate efforts for the development of Colorado's talent pipeline.

APPENDIX A: COMPLETE LIST OF TOP JOBS

This list was created using Colorado LMI ten year (2014 to 2024) projections for the state. Occupations made this list by having a median wage at or above a sustainable living wage (\$21.18 an hour) for a family of three with one working adult in Colorado (per livingwage.mit.edu), above average projected growth for all occupations from 2014 to 2024 (at the time of this report, 24.4 percent), and at or above 40 annual average openings.

Occupation Code	Occupation	Median Annual Wage	2014-2024 Percent Change	Total Annual Avg. Openings	Typical Entry Education Level	Additional Training Level
11-1021	General and Operations Managers	\$100,247	25.2	1809	Bachelor's degree	None
11-2021	Marketing Managers	\$133,308	25	127	Bachelor's degree	None
11-3021	Computer and Information Systems Managers	\$140,037	26.6	253	Bachelor's degree	None
11-3121	Human Resources Managers	\$122,692	30.4	84	Bachelor's degree	None
11-9021	Construction Managers	\$83,436	28.1	572	Bachelor's degree	Moderate-term on-the-job training
11-9033	Education Administrators, Postsecondary	\$77,162	27	133	Master's degree	None
11-9111	Medical and Health Services Managers	\$101,250	34.3	241	Bachelor's degree	None
11-9141	Property, Real Estate, and Community Association Managers	\$64,938	25.9	194	High school diploma or equivalent	None
11-9151	Social and Community Service Managers	\$68,578	26.8	85	Bachelor's degree	None
13-1051	Cost Estimators	\$60,095	43.4	419	Bachelor's degree	None
13-1081	Logisticians	\$74,114	43.1	161	Bachelor's degree	None
13-1111	Management Analysts	\$80,445	33.4	509	Bachelor's degree	None
13-1151	Training and Development Specialists	\$61,866	26.5	230	Bachelor's degree	None
13-1161	Market Research Analysts and Marketing Specialists	\$66,975	46.3	818	Bachelor's degree	None
13-2011	Accountants and Auditors	\$67,473	27	2044	Bachelor's degree	None
13-2051	Financial Analysts	\$74,924	36.9	231	Bachelor's degree	None
13-2052	Personal Financial Advisors	\$76,751	41.5	268	Bachelor's degree	None
15-1121	Computer Systems Analysts	\$86,663	37.3	552	Bachelor's degree	None
15-1122	Information Security Analysts	\$92,559	53.1	104	Bachelor's degree	None
15-1132	Software Developers, Applications	\$98,909	34.9	1109	Bachelor's degree	None



Occupation Code	Occupation	Median Annual Wage	2014-2024 Percent Change	Total Annual Avg. Openings	Typical Entry Education Level	Additional Training Level
15-1133	Software Developers, Systems Software	\$104,685	39.1	605	Bachelor's degree	None
15-1134	Web Developers	\$55,227	38	212	Associate degree	None
15-1141	Database Administrators	\$96,561	28.9	127	Bachelor's degree	None
15-1143	Computer Network Architects	\$101,632	26.5	185	Bachelor's degree	None
15-1151	Computer User Support Specialists	\$50,910	34.6	695	Some college, no degree	Moderate-term on-the-job training
15-2031	Operations Research Analysts	\$80,252	41.3	56	Bachelor's degree	None
17-1011	Architects, Except Landscape and Naval	\$70,533	31.3	197	Bachelor's degree	Internship/residency
17-2011	Aerospace Engineers	\$118,977	36.8	147	Bachelor's degree	None
17-2051	Civil Engineers	\$79,764	32.5	418	Bachelor's degree	None
17-2061	Computer Hardware Engineers	\$107,450	25.5	186	Bachelor's degree	None
17-2071	Electrical Engineers	\$93,307	25.6	184	Bachelor's degree	None
17-2081	Environmental Engineers	\$84,033	36.5	130	Bachelor's degree	None
17-2112	Industrial Engineers	\$88,025	24.5	151	Bachelor's degree	None
17-2171	Petroleum Engineers	\$134,949	41.7	132	Bachelor's degree	None
19-2021	Atmospheric and Space Scientists	\$92,177	30.8	97	Bachelor's degree	None
19-2041	Environmental Scientists and Specialists, Including Health	\$74,018	27.5	179	Bachelor's degree	None
19-2042	Geoscientists, Except Hydrologists and Geographers	\$100,521	34.2	175	Bachelor's degree	None
19-4041	Geological and Petroleum Technicians	\$58,105	34.3	47	Associate degree	Moderate-term on-the-job training
21-1022	Healthcare Social Workers	\$52,132	36.5	125	Master's degree	None
21-1091	Health Educators	\$51,457	31.3	41	Bachelor's degree	None
23-2011	Paralegals and Legal Assistants	\$49,202	31.2	269	Associate degree	None
25-1011	Business Teachers, Postsecondary	\$72,178	26.9	67	Doctoral or professional degree	None
25-1042	Biological Science Teachers, Postsecondary	\$55,623	31.4	44	Doctoral or professional degree	None
25-1071	Health Specialties Teachers, Postsecondary	\$102,273	51	269	Doctoral or professional degree	None
25-1072	Nursing Instructors and Teachers, Postsecondary	\$61,391	50.2	86	Master's degree	None

APPENDIX A: COMPLETE LIST OF TOP JOBS

Occupation Code	Occupation	Median Annual Wage	2014-2024 Percent Change	Total Annual Avg. Openings	Typical Entry Education Level	Additional Training Level
25-1081	Education Teachers, Postsecondary	\$51,880	26.9	51	Doctoral or professional degree	None
25-1121	Art, Drama, and Music Teachers, Postsecondary	\$51,005	28.3	107	Master's degree	None
27-1025	Interior Designers	\$46,373	26.9	85	Bachelor's degree	None
27-3042	Technical Writers	\$65,703	26.3	83	Bachelor's degree	Short-term on-the-job training
27-3091	Interpreters and Translators	\$48,108	67.7	117	Bachelor's degree	Short-term on-the-job training
29-1031	Dietitians and Nutritionists	\$56,997	30.5	44	Bachelor's degree	Internship/residency
29-1041	Optometrists	\$106,802	31.1	50	Doctoral or professional degree	None
29-1051	Pharmacists	\$121,108	28.5	257	Doctoral or professional degree	None
29-1067	Surgeons	\$192,958	30.6	67	Doctoral or professional degree	Internship/residency
29-1069	Physicians and Surgeons, All Other	\$192,942	24.5	131	Doctoral or professional degree	Internship/residency
29-1071	Physician Assistants	\$92,160	50.5	145	Master's degree	None
29-1122	Occupational Therapists	\$80,850	36.6	141	Master's degree	None
29-1123	Physical Therapists	\$74,520	45.9	324	Doctoral or professional degree	None
29-1126	Respiratory Therapists	\$57,724	32.9	84	Associate degree	None
29-1131	Veterinarians	\$77,789	24.9	135	Doctoral or professional degree	None
29-1141	Registered Nurses	\$68,295	33	2351	Associate degree	None
29-1171	Nurse Practitioners	\$97,940	42.7	130	Master's degree	None
29-1199	Health Diagnosing and Treating Practitioners, All Other	\$44,652	36.5	69	Master's degree	None
29-2011	Medical and Clinical Laboratory Technologists	\$62,126	26.1	131	Bachelor's degree	None
29-2021	Dental Hygienists	\$81,091	37.6	254	Associate degree	None
29-2032	Diagnostic Medical Sonographers	\$77,684	60.8	60	Associate degree	None
29-2034	Radiologic Technologists and Technicians	\$58,986	32.7	139	Associate degree	None
29-2055	Surgical Technologists	\$50,274	45	82	Postsecondary non-degree award	None
29-2061	Licensed Practical and Licensed Vocational Nurses	\$45,843	31.4	315	Postsecondary non-degree award	None



Occupation Code	Occupation	Median Annual Wage	2014-2024 Percent Change	Total Annual Avg. Openings	Typical Entry Education Level	Additional Training Level
31-2021	Physical Therapist Assistants	\$50,203	46	68	Associate degree	None
37-1012	First-Line Supervisors of Landscaping, Lawn Service, and Groundsk	\$48,403	25.2	174	High school diploma or equivalent	None
41-3099	Sales Representatives, Services, All Other	\$51,915	27.3	1219	High school diploma or equivalent	Short-term on-the-job training
41-9021	Real Estate Brokers	\$63,430	25	94	High school diploma or equivalent	None
47-1011	First-Line Supervisors of Construction Trades and Extraction Work	\$62,668	38.4	721	High school diploma or equivalent	None
47-2021	Brickmasons and Blockmasons	\$44,582	64.2	123	High school diploma or equivalent	Apprenticeship
47-2111	Electricians	\$46,847	45.4	1006	High school diploma or equivalent	Apprenticeship
47-2152	Plumbers, Pipefitters, and Steamfitters	\$46,143	45	536	High school diploma or equivalent	Apprenticeship
47-5012	Rotary Drill Operators, Oil and Gas	\$51,702	26.7	53	Less than high school	Moderate-term on-the-job training
47-5013	Service Unit Operators, Oil, Gas, and Mining	\$44,897	29.3	310	Less than high school	Moderate-term on-the-job training
47-5021	Earth Drillers, Except Oil and Gas	\$45,240	43.8	48	High school diploma or equivalent	Moderate-term on-the-job training
49-3042	Mobile Heavy Equipment Mechanics, Except Engines	\$47,625	26.8	163	High school diploma or equivalent	Long-term on-the-job training
49-9021	Heating, Air Conditioning, and Refrigeration Mechanics and Installers	\$48,760	43.5	341	Postsecondary non-degree award	Long-term on-the-job training
49-9041	Industrial Machinery Mechanics	\$52,710	39.1	415	High school diploma or equivalent	Long-term on-the-job training
49-9062	Medical Equipment Repairers	\$48,736	42.4	85	Associate degree	Moderate-term on-the-job training
51-9012	Separating, Filtering, Clarifying, Precipitating, and Still Machine Setters, Operators, and Tenders	\$46,792	25.5	61	High school diploma or equivalent	Moderate-term on-the-job training
53-7021	Crane and Tower Operators	\$48,641	42.4	42	High school diploma or equivalent	Moderate-term on-the-job training
53-7073	Wellhead Pumpers	\$55,006	27.7	55	Less than high school	Moderate-term on-the-job training

APPENDIX B: UPDATES ON THE FIRST ANNUAL TALENT PIPELINE REPORT RECOMMENDATIONS

In preparing the first Talent Pipeline Report, the agencies identified areas in which they jointly recommended further exploration. This section addresses current activity related to these recommendations. The 2014 and 2015 legislative sessions, as well as aligned resources across agencies, have allowed for much of this work to continue.

Recommendation: Multiple transition points in the talent pipeline lack continuity of data that will allow tracking and reporting on the current and future state of Colorado's Talent Pipeline (such as the ability to identify how many students directly enter the workforce following high school). Develop policies and mechanisms to collect and use data in a way that provides critical information needed for better decision making while committing to the strongest possible standards of data privacy and protection of personal information.

Updates:

- The Department of Higher Education's goal to close the attainment gap (which is shared among all agencies within the Governor's Workforce Cabinet), has strengthened cross-agency data sharing, which has improved reporting.
- The cross-agency data sharing collaborative that provides oversight for the data within this report, is also involved in building a public dashboard to measure our effectiveness of education and training in meeting the economy's needs for workforce. New sources of data are being explored and accessed; partnerships like Rework America Connected have supported these developments.
- The key performance indicators from career pathways and sector partnerships have been developed and will help measure the effectiveness of these strategies.
- However, the coalition is still lacking valuable data points due to the lack of data available from the Department of Education, and is still challenged with linking several pieces of the pipeline due to a lack of common identifiers.

Recommendation: The skills outlined by industry, workforce, education, higher education, and economic development are similar. An alignment of skills terms and definitions would more clearly communicate the intersections and expectations for successful employment in Colorado.

Updates:

- HB 15-1170 creates the position of a statewide postsecondary and workforce readiness (PWR) coordinator to work with key partners to raise the level of postsecondary attainment by

Coloradans. In addition, it adds a new CDE performance measure based on the percentage of high school graduates who enroll in postsecondary education immediately following high school. The CWDC and CDE have finalized the required memo of understanding for implementation and are in the process of hiring the PWR coordinator.

- Colorado has made progress in updating the definition of PWR to capture and align Colorado's PWR definition with these primary skills. The Departments of Education and Higher Education are leading this effort and have held several stakeholder sessions regarding this conversation. In addition, HB 15-1170 will provide critical assistance and support for implementation of the updated definition.
- Partners are working to map skills and create a "heat map" to identify areas of opportunity across Colorado. The heat map represents state and federal dollars that are funding similar career-readiness activities in a community/geographic area of our state.
- Adoption of statewide graduation requirements provides the opportunity for all students to graduate with a high school diploma and work ready certificate.
- The work of the Colorado STEM Roadmap committees and board are ensuring that STEM-based competencies across many jobs in today's economy integrate these into educational pathways. The support provided for P-TECH through HB 15-1270 reinforces this alignment and connection between schools, industry and higher education training.
- Through HB 15-1270, P-TECH will create a public-private partnership to prepare thousands of Colorado students for high-skill jobs of the future. P-TECH is an innovative partnership between a school district, a community college(s), and one or more local, high growth industry employer(s). CDE and CDHE have worked to create the request for proposals and have established that they will utilize the CWDC Education and Training Committee as the review committee, and will then forward recommendations to the Commissioner of Education and the Executive Director of Higher Education for final selection.
- Offered by many workforce centers in Colorado, ACT WorkKeys assessments in Applied Mathematics, Locating Information, and Reading for Information can lead to earning the CareerReady Colorado Certificate. During the 2014-2015 fiscal year, 816 adult and youth clients of Colorado workforce centers received CareerReady Certificates.



● The Workforce Assessment Redevelopment Team, comprised of staff from several workforce centers and facilitated by CDLE Workforce Development Programs, designed a new Colorado Employment Skills Certificate (CESC). The CESC expands the CareerReady Colorado Certificate to include all assessments offered by workforce regions in the state. The new design is currently in development, and will include analysis of critical skills such as attitude, communication, planning and organizing, critical thinking, interpersonal/social skills, team work, professionalism, and media rules.

Recommendation: Continue to utilize the career pathways model to align education, training and work-based learning so students and potential employees have a clear picture of what education and experience is necessary and the steps to pursue a specific career for top jobs.

Updates:

● Colorado's work is moving forward with great momentum from support provided through SB 14-205, along with HB 15-1170 and HB 15-1270, as discussed above, and HB 15-1274 and HB 15-1275.

● HB 15-1274, Career Paths in Growing Industries, provides support for the creation of new career pathways for students in critical occupations in growing industries. Led by the CWDC, this partnership of agencies has evaluated best practices and lessons learned from the development of the manufacturing career pathways, and have begun work in IT career pathway development. This includes the process of identifying critical occupations, assessment of the skills needed for those occupations, and exploration of career pathway models. These efforts include partnership with entities in New Mexico and Utah that are also working on IT career pathways. The Colorado Technology Foundation and the Colorado Technology Association Talent Committee have taken the lead in partnering with the state to create these industry-driven IT career pathways. The online tools that will host these career pathways are being constructed by College in Colorado, a division of DHE, in cooperation with the CWDC. The positions created by this legislation will be filled soon. This work is happening in partnership with the STEM Roadmap and efforts around increasing computer science educational opportunities.

● Efforts in this area are demonstrated through the continued support and development of sector partnerships and career pathways, NoCO Manufacturing Sector Partnership's recently completed skills panel pilot, the creation of the Business Experiential Learning Commission, the adoption of BASIC, and Colorado's partnership with Rework America Connected.

● HB 15-1275 allows coursework related to apprenticeship and internship programs to be counted in concurrent enrollment programs. In addition, it requires CCHE to establish a tuition assistance program for Pell-eligible students whose coursework does not meet Pell-eligibility requirements. CDE and CDHE are leading discussions with the Concurrent Enrollment Advisory Board for internships/apprenticeships recommendations by January 2016.

● Colorado has utilized the infrastructure put in place by 2014 legislation to continue this work by utilizing concurrent enrollment (CE) to carry out the alignment between K-12 education and Career and Technical Education. Significant increased enrollment in CE and ASCENT courses every year, and the increasing enrollment of underrepresented minorities in CE courses, is leading to improved college attendance and performance after high school graduation. SB 15-138 funds ASCENT, the fifth year high school program where students can graduate from high school with an associate degree or 60 college credits.

● SB 15-290, Student Leaders Institute, establishes a competitive residential summer academic program for students entering 10th and 11th grades for the purpose of increasing the number of high school graduates entering postsecondary education. This institute is under development by CDE and CDHE with leadership from the Lt. Governor.

● Additionally, SB 15-082, County-Based Incentives Program, allows counties to establish local workforce development funds to provide tuition assistance to high school graduates who wish to pursue postsecondary education or training and is providing valuable resources for local communities to invest in their local talent pipeline. For example, in Weld County the Bright Futures grant program will ensure that almost any high school graduate, GED recipient and honorably discharged veteran will qualify for \$3,000 per year for up to a maximum of \$12,000 for four years to attend any postsecondary education, including private, public, in- or out-of-state colleges, trade schools and professional programs. To fund the program, donors will give money to the grant trust fund program, of which the county will return 50 percent in the form of a property tax rebate.

● HB 14-1384, the Colorado Opportunity Scholarship Initiative, has allocated \$7 million in 1:1 matching funds in FY 2015-2016 for counties, institutions of higher education and workforce development programs. With matching funds, local programs can leverage state funds to incentivize additional private funding for scholarships to address affordability issues for students and

APPENDIX B: UPDATES ON THE FIRST ANNUAL TALENT PIPELINE REPORT RECOMMENDATIONS

create meaningful pathways for students to access the workforce.

Recommendation: Create a collaborative structure to support and incentivize career exposure and work-based learning, such as job shadowing, internships, on-the-job training and apprenticeship, throughout the talent development system, simplifying access for individuals and employers.

Updates:

Through multiple efforts, including supportive 2014 and 2015 legislation outlined above, Colorado has moved forward in this work. The creation of the BELC and adoption of BASIC creates the collaborative structure to move this effort forward; more information on these efforts is included in this report. Colorado is now exploring opportunities to add resources to make this work happen, as well as research policy and statutory barriers that may inhibit us from moving work-based learning forward.

HB 15-1230, Innovative Industries Workforce Program, provides support for creating a common collaborative structure for paid internships. The CWDC is developing the request for proposals for industry associations to provide connections to the internships, CDLE is in the process of hiring the program manager, and partners are exploring the best methods for building infrastructure to streamline the matching process for both schools and businesses.

Partner agencies are developing and identifying areas of opportunity for apprenticeships/internships, developing a set of templates for industry and/or programs to create customized toolkits, and working to highlight best practices.

CDE is working to spotlight and support K-12 districts that have robust industry certificate components as part of their new Graduation Guidelines policies.

Recommendation: Work with industry to create marketing and outreach campaigns so Coloradans have a better understanding and appreciation of good careers and the multiple pathways into them.

Updates:

Through its Advocacy Committee, the CWDC is leading a collaborative effort to create a marketing and communication plan and strategy for Colorado's Talent Development Network. This work will reflect the connections between education, postsecondary education and training, workforce development, and economic development in ensuring that every Coloradan has access to education and training needed to obtain meaningful employment and that every Colorado business has access to the skilled workforce they need to thrive and grow in Colorado.

HB 15-1276, the WORK Act, provided support for marketing efforts for individual training programs by creating the Skilled Worker Outreach, Recruitment, and Key Training Grant Program. The CDLE has hired a grant manager and is developing the grant criteria for applications. Starting January 1, 2016, the program will begin accepting applications for matching grants from public and private providers of qualified skilled worker training programs. Missing from this legislation was the ability to use some of the funds to create a statewide campaign that each grantee could build off of to have a greater impact in changing the misperceptions of parents, students, teachers and counselors related to the opportunities for great careers in middle-skill jobs, such as positions in the skilled trades. The CWDC is attempting to integrate this message into the communication strategy for Colorado's talent development network, to ensure that these funds are used in the most effective and efficient way.

Recommendation: Develop policies that support expansion of services to underserved populations to ensure access to educational and career pathways to employment (e.g., underserved minorities, veterans, youth, long-term unemployed, ex-offenders).

Updates:

The Workforce Innovation and Opportunity Act (WIOA) specifically focuses on aligning services to better serve populations with multiple barriers to employment. Colorado is approaching implementation of this new law as an opportunity to build upon existing infrastructure to create a world class talent development system. This work is being facilitated by the CWDC in partnership with state, regional and local organizations, including government and non-profit. Colorado has been recognized as one of the most proactive states in the nation for WIOA legislation, and as a national model for local-state collaboration on implementation.

The Division of Vocational Rehabilitation is working in partnership with the Department of Labor and Employment to better align employment services. This work includes proactively advancing the process of moving DVR to CDLE, utilization of the WIOA implementation to align both state and local services, and a process of conducting stakeholder meetings throughout Colorado.



- The Department of Higher Education, along with support from partner agencies, is focusing its resources on closing Colorado's attainment gap by at least half by 2025, through engaging external stakeholders in a collective impact strategy around solutions to close the gap. In addition, the Department led the development of the Colorado Opportunity Scholarship Initiative, which has committed \$6.8m in two-year grants to public and non-profit entities focused on wraparound support services. The Initiative just pledged \$7m toward matching grant opportunities for scholarships for students across Colorado, and is completing a database that will identify and track progress on student support programs and scholarships offered across the state. This summer, the Initiative convened nearly 100 program administrators and counselors to discuss student success best practices and identify opportunities for collaboration.
- Additionally, the Department partnered with HCM Strategists and the Lumina Foundation to fund research on Colorado's inventory of student success practices and technology. With this research, work can now begin to share best practices and begin to better understand additional investments that Colorado's colleges and universities need to make to improve student success. On November 3, 2015, a state-wide convening will be held to discuss these best practices and the Guided Pathways to Success (GPS) initiative. GPS efforts encourage degree completion, the integration of student success best practices and efforts to address enrollment demands.
- HB 15-1030, Employment Services for Veterans Pilot Program, requires CDLE to administer an employment services for veterans pilot program. This is a small pilot that will serve up to 20 veterans, and is required to be contracted to a non-profit organization. The CDLE is developing the guidelines and a solicitation for the contract.
- As discussed in above updates, many pieces of recent legislation are providing support for career pathway development, all of which will provide additional support for serving special populations.

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**THE COLORADO
TALENT
PIPELINE
REPORT**

**PRESENTED TO THE
COLORADO STATE
LEGISLATURE
OCTOBER 15, 2015**

TOPIC: POSTSECONDARY AND WORKFORCE READINESS DEFINITION

PREPARED BY: BETH BEAN, CHIEF RESEARCH OFFICER
GERI ANDERSON, AIMS COMMUNITY COLLEGE, SPECIAL
ASSISTANT TO THE PRESIDENT, EXTERNAL AFFAIRS

I. SUMMARY

This item is a discussion of a proposed modification to the performance contract for Aims Community College.

II. BACKGROUND

Per the original performance contract language, two years following the adoption of the contracts, during the 2015 calendar year, the Department and institutions shall evaluate the efficacy and appropriateness of the Institution's performance goals and metrics as set forth in Addendum A. Aims Community College requests that the Department and Commission work in consultation to modify Addendum A, Goal 2, Metric 2.6.

Since the contract with Aims Community College was finalized in May 2011, a significant change has been implemented in the Colorado developmental education program. As a result, of this innovative implementation, Aims Community College seeks permission to alter Goal 2 Metric 2.6 to read:

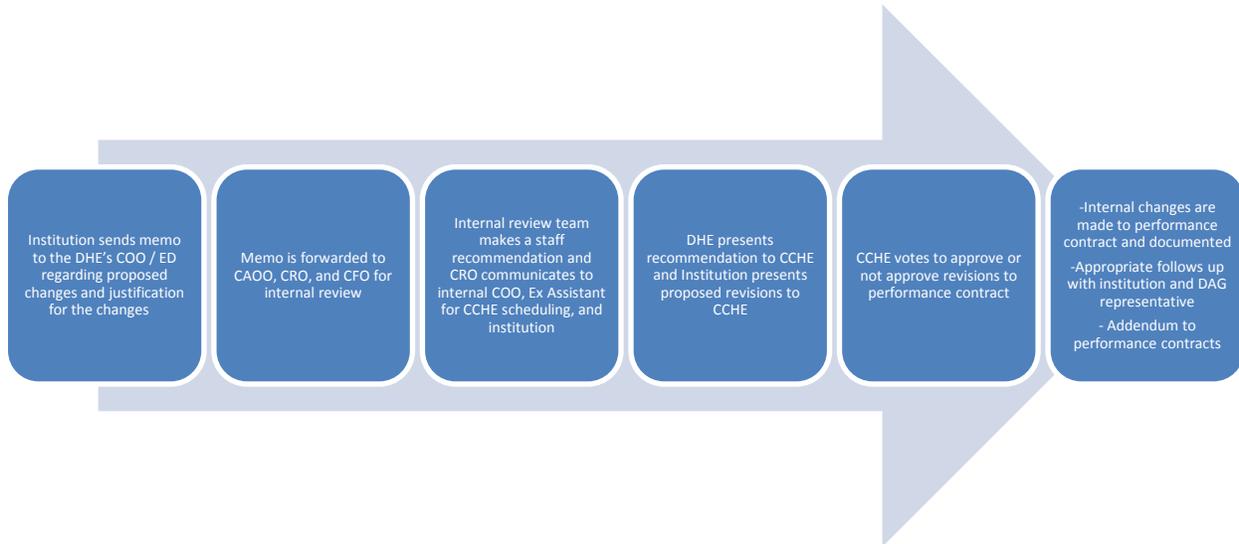
- *Annually increase the proportion of students who complete the developmental requirements in Mathematics or English and complete a college level math or English course with a C or better.*

Original language:

- *Annually increase the proportion of students who complete the final developmental course in Mathematics or English and complete College Level English or math with a C or better.*

III. STAFF ANALYSIS

The process set forth by the Department to modify performance contracts is as follows:



The Colorado Department of Higher Education's performance contract review committee agrees that the Colorado landscape around developmental education has drastically changed since these contracts were signed and the requested modification to Goal 2 Metric 2.6 aligns with these more recent advances.

IV. STAFF RECOMMENDATION

The Colorado Department of Higher Education's performance contract review committee recommends approval of the modification to the performance contract for Aims Community College.

V. STATUTORY AUTHORITY

C.R.S. §23-1-108 (f)(I) The commission shall ensure that the master plan is implemented through the performance contracts authorized pursuant to sections 23-5-129 and 23-41-104.6 by negotiating with the governing boards individualized goals and expectations for the public institutions of higher education, which goals and expectations support achievement of the statewide goals identified in paragraph (c) of this subsection (1.5) and in the master plan. The commission and the governing boards shall ensure that the institutions' renegotiated performance contracts are finalized no later than December 1, 2012.



COLORADO

**Department of
Higher Education**

FINANCIAL AID REPORT 2014-15

DECEMBER 3, 2015

HIGHLIGHTS

- Nearly 48% of all students who received financial assistance in FY 2015 (July 1, 2014-June 30, 2015) received a Pell grant.
- In FY2015, federal grant aid accounted for 32% of all grant aid in Colorado. Pell grants alone accounted for 15.1% of total aid.
 - In FY2015, the maximum Pell grant was \$5,730.
 - 15% of Colorado’s Pell grant recipients received the maximum award.
 - The average Pell grant award was \$3,369, up \$50 from the prior year.
 - The amount of Pell grants reported in the Department’s State Unit Record Data Base (SURDS) has increased by 6% since FY2010. This increase can be attributed to both changes enacted in the Federal program and the lingering impact of the Great Recession on families throughout the state.
- State funded financial aid comprised nearly 13% of all grant aid and more than 5% of all aid, including federal loans.
 - Total funding for state grant programs remained relatively constant during the Great Recession, but as economic conditions and state funding improved, there was a significant increase in FY 2014-15. The number of recipients of state grants need-based grants increased by 8% in 2015, with the average award of \$1,632, \$479 more than the average award in 2010.
- Institutional grant aid comprises approximately 46% of all grant aid, or about 25% of all financial aid, including loans.
 - Institutional aid increased by 46% between FY2010 and FY2015.
 - Institutional investment in student aid is the greatest at four year institutions, both public and non-profit private.
- The average cumulative loan debt at graduation from public four year institutions ranged from \$21,022 to \$33,596. The average student loan debt for baccalaureate graduates was \$26,458 in 2014-2015.
 - The average overall student loan debt for baccalaureate graduates from public institutions in Colorado was \$21,110 in 2014-15.

Table 1: Sources of Aid in Fiscal Year 2015

<i>Type of Aid</i>	
Institutional	547,899,586
Federal	377,187,417
State	154,527,140
Loans	1,039,669,176
Other	89,523,266
Total	2,208,806,585

BACKGROUND

Student financial aid is an important resource that makes higher education accessible for students with demonstrated financial need, typically those from low and middle-income households. Importantly, for most students and families, the total costs associated with attending college go well beyond tuition and fees. Housing, books and supplies, food, and transportation generally add up to more than the cost of tuition and fees and must be factored in when determining the funds needed to attend college.

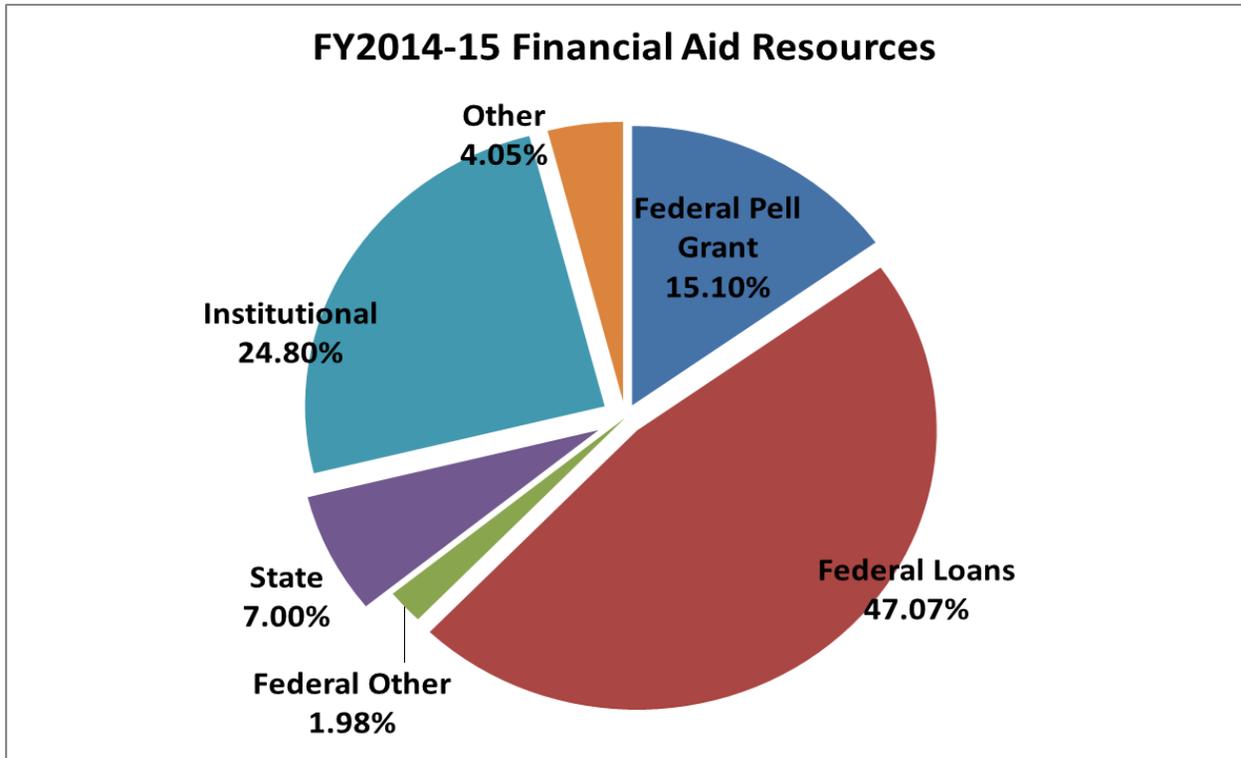
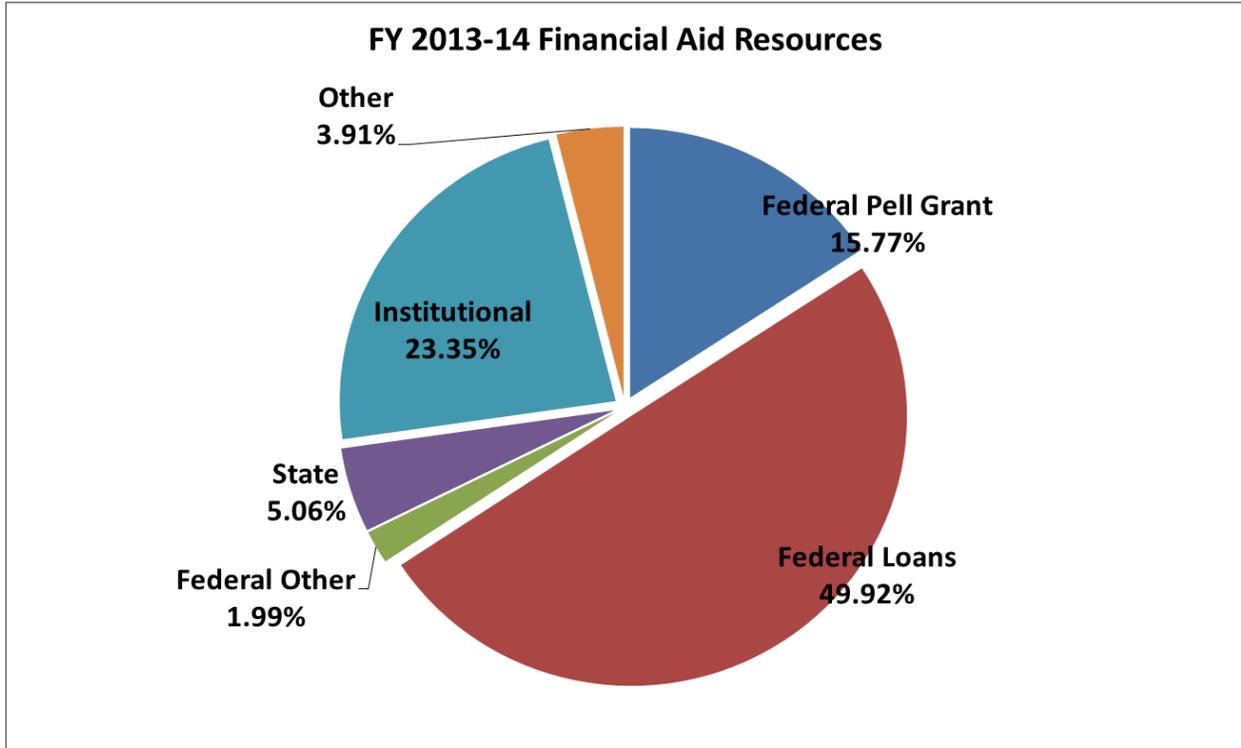
The amount of aid a student receives is determined by: (1) aggregating all resources reasonably available to cover college costs, (2) subtracting those resources from the total cost of attendance at an institution, and then (3) attempting to put together a “package” of resources from multiple sources to meet a particular student’s “need.”

Financial aid administrators package financial aid using a combination of federal, state, institutional and private resources. The net price a student pays may be less at a school with higher tuition rates depending on the student need and aid resources available. Students in low-income and some middle-income families often qualify for federal Pell grants, which are often the first funds included in many financial aid packages.

Federal student aid, anchored by the federal Pell grant program and various loan programs, is the single largest source of aid for most students. In FY2015, federal grant aid accounted for 32% of all grant aid in Colorado; Pell grants alone accounted for 15.1% of total aid. Most of the federal aid programs require students to qualify under state and federal need-based aid calculations based on household income. Institutional aid has grown significantly in the past few years comprising approximately 46% of all grant aid, or about 25% of all financial aid, including loans. State funded financial aid makes up 13% of total grant aid or about five% of all aid, including loans.

Student loans continue to be an important financing source for many students. Through federally supported programs—the William D. Ford Direct Loan program, the Federal Family Education Loan program and the Perkins loan program (a federal-institution partnership)—the magnitude of student loans has grown as more students borrow larger amounts of money to meet rising college costs. Federal loans are now offered directly through the U.S. Department of Education. Besides these federal programs, the private loan market – often with higher interest rates and borrower credit qualification requirements – helps students meet education costs. Few data sources track private loans or the number of parents who finance these costs through the use of alternative sources - such as home equity credit lines, personal lines of credit, or borrow against their retirement or insurance portfolios. In addition, credit cards play a role in helping parents and students pay education expenses, although accurate and reliable data are not readily available concerning how students use this option for college-related expenses.

Figure 1: Sources of Student Financial Assistance



If the loan packages offered to students—which have annual limits under federal law—do not meet a student’s total costs of attendance, institutions may discount tuition or provide other institution-based resources. Financial aid offices may also recommend parent loans (PLUS loans not included in the table above) or private loans for students in this situation. Tables 11 and 13 at the end of this report show the cumulative debt of students graduating with associate and baccalaureate degrees in Colorado over the past six years. Student debt load in Colorado is more or less on par with the national average. Nonetheless, rising student debt remains an important element for evaluating the costs of higher education.

DETERMINING NEED

Need is determined by subtracting a student’s expected family contribution (EFC) from total cost of attendance. A student’s expected family contribution is primarily determined by estimating total household income, adjusted for the number of family members; other financial assets (student and family); age of the parents (for dependent students); and, the number of family members in college. An EFC is the amount that a household is expected to contribute to cover the cost of attending college, which typically includes tuition and fees, room and board, books and supplies, and travel expenses for students who do not live in reasonable commuting distance. If the cost to attend college exceeds the student’s expected family contribution, the student is eligible for need-based financial aid. The difference between the student’s calculated need and the amount of financial aid that he/she receives is considered the student’s demonstrated need.

$$\begin{array}{r} \text{TOTAL COSTS OF ATTENDANCE} \\ - \text{EXPECTED FAMILY CONTRIBUTION (EFC)} \\ \hline = \text{DEMONSTRATED NEED} \end{array}$$

COLORADO FINANCIAL AID RESOURCES

A primary goal for the Governor, the Colorado Commission on Higher Education (CCHE), and the Colorado Department of Higher Education (CDHE) for financial aid programs is to expand student access to Colorado’s institutions of higher education. During the most recent economic downturn, overall state funded financial aid was maintained at relatively consistent levels, and substantial increased state investment was made the last two years. As the economy recovers from the downturn, increases to state aid and decreases in enrollment slightly improve the buying power of state funded grant programs. The enrollment cycle is countercyclical; the demand for higher education is greater during a downturn. The current data cycle reflects the natural attrition that occurs as the economy recovers.

Colorado student financial aid is appropriated by the Colorado General Assembly and allocated by the Colorado Commission on Higher Education to eligible public, private and proprietary colleges and universities. Recipient institutions then package financial aid awards to individual students. There are four types of state aid programs which are described below:

State-funded Grants: Most state financial aid is in the form of need-based grants. Colorado’s undergraduate Completion Incentive Grant program and Colorado Graduate Grant Program are designed to help provide critical financial support to resident students with demonstrated need. Allocation policies for these grant programs are approved by

the Commission; funds are disbursed by financial aid officers at institutions pursuant to CCHE policies at proprietary institutions and in accordance with governing board approved guidelines at public and non-profit private institutions.

Work-based Aid: Work-study support allows students to earn financial aid while attending college. It is considered a form of “self-help” assistance since the student is earning money through employment in order to help meet his or her educational costs. Colorado work-study allocations may be used for students without documented financial need, but Colorado statutes require that not less than 70% of work-study funds are awarded to students with demonstrated financial need (C.R.S. 23-3.3-401 (3)). Note: the federal government also provides work-study funds to eligible students at colleges and universities in the state.

State-funded Categorical and Entitlement Programs: There are two federal programs requiring a matching state appropriation for participation: the Perkins Student Loan Program and certain Health Profession Loans. Colorado provides matching funds so that Colorado students may receive the benefits of these programs.

In addition, Colorado funds a Law Enforcement/POW/MIA Dependents Tuition Assistance program, which is a tuition, fee, and room and board assistance program for dependents of deceased or permanently disabled members of the National Guard, law enforcement officers, firefighters, prisoners of war, or military personnel missing in action who were residents of Colorado. Awards for these programs are based on statutory guidelines.

Colorado also funds the Native American Tuition Assistance Program at Fort Lewis College. This program is an entitlement program established pursuant to an agreement with the federal government that allows any Native American student to attend Fort Lewis College free from tuition expenses.

Table 1 below reflects changes in financial aid allocations in the Long Bill. While total state-funded financial aid has essentially doubled--\$75.9 million--over the last decade, the biggest increases occurred in 2014-15 with a \$40 million increase to state aid programs. In FY2015 the state invested an additional \$30 million in need-based aid, restored a state merit aid program at \$5 million, and grew work-study by an additional \$5 million. The increase sets new peak appropriation mark with an overall appropriation of \$152 million in total state aid.

Table 1: State Funded Financial Aid Programs, 2005-2015

Fiscal Year	Need-Based Grants	Merit-Based Grants	Work-Based Aid	Categorical Programs	Total State Aid
2004-2005	\$45,935,202	\$6,434,287	\$15,003,374	\$8,790,113	\$76,162,976
2005-2006	\$52,285,488	\$1,500,000	\$15,003,374	\$10,005,122	\$78,793,984
2006-2007	\$60,096,963	\$1,500,000	\$14,884,300	\$11,281,496	\$87,762,759
2007-2008	\$67,023,546	\$1,500,000	\$14,884,300	\$11,766,432	\$95,174,278
2008-2009	\$74,294,146	\$1,500,000	\$16,612,357	\$12,862,293	\$105,268,796
2009-2010	\$74,294,146	\$0	\$16,612,357	\$13,025,841	\$103,932,344
2010-2011	\$74,144,146	\$0	\$16,612,357	\$13,192,092	\$103,948,595
2011-2012	\$74,607,417	\$0	\$16,612,357	\$13,111,524	\$104,331,298
2012-2013	\$73,798,891	\$0	\$16,432,328	\$13,938,479	\$104,169,698
2013-2014	\$79,346,789	\$0	\$16,432,328	\$15,686,230	\$111,465,347
2014-2015	\$109,346,789	\$5,000,000	\$21,432,328	\$16,313,981	\$152,093,098
Change 2010-2015	47.18%	0.00%	29.01%	25.24%	46.34%
Change 2005-2015	138.05%	-22.29%	42.85%	85.59%	99.69%

Analyses of Aid Appropriations

Over the past decade, state need-based aid grew substantially (see Table 1). Funding for need-based grants reached its highest level in FY2015, at over \$109 million, work-study increased by \$5 million, a greater investment than the federal work-study program, merit aid funding is revived with \$5 million and categorical aid increased to reflect actual spending of state funded entitlement programs.

Categorical aid is divided among several different programs and received \$16.3 million in FY2015:

- The Law Enforcement/POW/MIA Dependents Tuition Assistance program assists dependents of deceased or permanently disabled military, law enforcement officers or firefighters; the program appropriation increased to \$672,000 in FY2015.
- The Native American Tuition Assistance Program covers full tuition for Native American students attending Ft. Lewis College. This program is the largest state categorical program, both in total expenditures and year-over-year change; the FY2015 appropriation for this program was \$14,841,981.
- In FY2015, the state’s National Guard Tuition Assistance Program received \$800,000.

SOURCES OF FINANCIAL AID

Table 2 shows six-year historical expenditures across different financial aid categories. Total financial aid expenditures for Colorado, including federal financial aid sources, institutional aid, state aid and private financial aid resources, increased by over 7% from 2010 to 2015. This

change reflects robust increases across most categories including Pell grants, state aid, institutional aid, and other, but decreases in federal loans and other categories mitigated the growth. During this same time period, state aid increased by nearly 46% due to a large infusion in FY 15. To meet need, institutions have increased the amount of dollars going to aid and students are relying heavily on federal loans to cover the costs of attendance.

Table 2: Total Expenditures on Student Financial Aid in Colorado, 2010 – 2015

Fiscal Year	Federal Pell Grant	Federal Loans	Federal Other	State	Institutional	Other	Total
2010	314,194,931	1,144,184,721	50,394,860	105,927,577	374,424,939	68,393,532	2,057,520,560
2011	390,931,104	1,229,467,727	55,303,980	106,788,995	403,777,897	72,264,757	2,258,534,460
2012	381,468,453	1,255,762,761	40,238,156	106,311,324	456,985,165	76,696,173	2,317,462,032
2013	361,500,944	1,187,161,265	47,640,194	106,699,533	489,887,451	82,354,401	2,275,243,788
2014	349,962,506	1,107,743,367	44,054,223	112,350,187	518,170,233	86,852,890	2,219,133,406
2015	333,456,267	1,039,669,176	43,731,150	154,527,140	547,899,586	89,523,266	2,208,806,585
2010-2015	6.13%	-9.13%	-13.22%	45.88%	46.33%	30.89%	7.35%

In Colorado, Pell dollars increased by roughly 6% from 2010 to 2015. Over the period, both student eligibility and the maximum award of the Pell grant have grown. The large increases in total dollars in FY2010 to FY2012 reflect the spending that resulted from enrollment growth and the expansion of program benefits. The year round Pell grant that was implemented in FY2010, but was eliminated beginning in FY2012. New lifetime eligibility limits and a recovering economy results in less overall expenditures. Table 3 shows the federal student aid expenditures over the last six years.

Table 3: Federal Student Aid Expenditures in Colorado, 2010 – 2015

Fiscal Year	Federal Pell Grant	Federal Loans	Federal Other	Total Federal
2010	314,194,931	1,144,184,721	50,394,860	1,508,774,512
2011	390,931,104	1,229,467,727	55,303,980	1,675,702,811
2012	381,468,453	1,263,874,775	40,238,156	1,685,581,384
2013	361,500,944	1,187,161,265	47,640,194	1,596,302,403
2014	349,962,506	1,107,743,367	44,054,223	1,501,760,096
2015	333,456,267	1,039,669,176	43,731,150	1,416,856,593
Change 10-15	6.13%	-9.13%	-13.22%	-6.09%

Table 4 shows the growth in the number of students served by the Pell grant and other federal programs in Colorado over the past six years. From Fiscal Year 2010 through Fiscal Year 2015 the number of students receiving federal loans fell by 14.5%, while the number receiving federal Pell grants increased by nearly 9%.

Table 4: Number of Students Receiving Federal Student Aid in Colorado

Fiscal Year	Federal Pell Grant	Federal Loans*	Federal Other	Total Federal
2010	91,062	239,690	30,553	363,315
2011	111,757	268,526	28,982	411,276
2012	116,886	274,241	18,525	411,664
2013	110,210	242,548	22,236	377,007
2014	105,447	221,565	21,857	348,869
2015	98,973	204,845	20,174	323,992
Change 10-15	8.69%	-14.54%	-33.97%	-10.82%

**Figures include number of total loans not necessarily number of students*

Table 5 shows the average aid award per student in each of the federal student aid categories. The average Pell Grant amount decreased in Fiscal Years 2010 and 2011, but increased consistently from Fiscal Year 2012 to Fiscal Year 2015, reaching an average amount of \$3,369. The maximum Pell grant in FY2015 was increased to \$5,730, with 15% of Colorado's Pell Grant recipients having received the maximum award. The average aid from other federal sources increased slightly in FY2015 from a prior year low and the average federal loan amount increased.

Table 5: Average Federal Student Aid Expenditures Per Student, 2010 - 2015

Fiscal Year	Federal Pell Grant	Federal Loans	Federal Other	Total Federal
2010	3,450	4,774	1,649	9,873
2011	3,498	4,579	1,908	9,985
2012	3,264	4,609	2,172	10,044
2013	3,280	4,895	2,142	10,317
2014	3,319	5,000	2,016	10,334
2015	3,369	5,076	2,168	10,612
Change 10-15	-2.35%	6.32%	31.42%	7.49%

DISTRIBUTION OF STATE AID

Table 6 shows actual dollar expenditures over the past six years. Overall state aid increased by 12% over the six-year period. Need-based aid increased only slightly more, 12.8% and categorical aid increased by nearly 53% over the period. Table 7 shows the number of students receiving state aid from Fiscal Year 2010 to Fiscal Year 2015.

Table 6: Colorado State Student Aid Expenditures

Fiscal Year	State Need-Based Grant	State Merit	State Work Study	State Categorical	Total State
2010	71,787,421	0	17,869,597	11,272,403	100,929,421
2011	73,138,305	0	17,751,229	12,516,352	103,405,886
2012	74,202,707	0	17,691,519	14,325,880	106,220,106
2013	74,611,253	0	17,581,757	14,506,995	106,700,005
2014	79,062,605	0	17,166,587	16,120,995	112,350,187
2015	109,986,211	5,028,895	22,193,885	17,318,149	154,527,140
Change 10-15	53.21%	n/a	24.20%	53.63%	53.10%

The number of students receiving state need based aid increased more than 8% since Fiscal Year 2010. The number of work-study recipients increased by 12%, and state-categorical grant recipients increased by more than 47%.

Table 7: Number of Students Receiving State Financial Aid

Fiscal Year	State Need-Based	State Merit	State Work Study	State Categorical	Total State
2010	62,259	0	8,162	933	71,354
2011	71,676	0	8,123	1,082	80,881
2012	70,243	0	7,535	1,137	78,915
2013	66,055	0	7,699	1,250	75,004
2014	59,696	0	7,361	1,325	68,382
2015	67,385	4,580	9,138	1,377	82,480
Change 10-15	8.23%	n/a	11.96%	47.59%	15.59%

As seen in Table 8, the average need based award increased by nearly 42% from Fiscal Year 2010 to 2015. Average award amounts increased across all categories. This is likely a result of increased funding from the state.

Table 8: Average Award Per Student, by Type, 2010 - 2015

Fiscal Year	State Need-Based	State Merit	State Work Study	State Categorical
2010	1,153	0	2,189	12,082
2011	1,020	0	2,185	11,568
2012	1,056	0	2,348	12,600
2013	1,130	0	2,284	11,606
2014	1,324	0	2,332	12,167
2015	1,632	1,098	2,429	12,577
Change 10-15	41.56%	N/A	10.93%	4.10%

DISTRIBUTION OF INSTITUTIONAL AID

Institutional aid plays a significant role in financial aid packaging and has increased in importance. Tables 9 and 10 show the growth in the amount of institutional aid for Colorado institutions and the number of students receiving the aid during the first part of the decade. Total institutional aid has increased by over 46% since Fiscal Year 2010. The total number of students receiving institutional aid increased by 4.5% over the six year span. Institutional investment in student aid is the greatest at four year institutions, both public and non-profit private.

Table 9: Institutional and Other Aid Expenditures, 2010-2015

Fiscal Year	Institutional Aid	Other Aid	Total
2010	374,424,939	68,393,532	442,818,471
2011	403,777,897	72,264,757	476,042,654
2012	456,985,165	76,696,173	533,681,338
2013	489,887,451	82,354,401	572,241,852
2014	518,170,233	86,852,890	605,023,123
2015	547,899,586	89,523,266	637,422,852
Change 10-15	46.33%	30.89%	43.95%

Table 10: Number of Students Receiving Institutional and Other Student Aid, 2010 – 2015

Fiscal Year	Institutional Aid	Other Aid	Total
2010	73,640	19,338	92,978
2011	72,664	19,521	92,185
2012	76,439	19,598	96,037
2013	77,615	20,017	97,632
2014	77,906	19,811	97,717
2015	77,593	19,612	97,205
Change 10-15	5.37%	1.42%	4.55%

Tables 11a and 11b show student aid by type (excluding loans) at public institutions for students who apply for federal student aid and are eligible to receive state funded financial aid.

Table 11a highlights the total aid received by students at public institutions broken out into aid types (excluding loans) awarded to resident undergraduate students enrolled at least half-time. Table 11b breaks down the aid types as a percentage of all grant aid paid by the institution.

Table 11a: Total Grant Aid Received by Institution for Resident, Undergraduates at Public Institutions in 2015 Enrolled at Least Half Time with a FAFSA.

Institution Name/Type	Federal Awards	State Awards	Institutional Awards	Other Scholarships	Total Grant Aid (includes work-study)
Four Year Public	152,779,340	75,102,138	126,545,458	24,030,317	378,457,253
Adams State University	4,448,342	2,121,999	2,217,750	562,996	9,351,087
Colorado Mesa University	13,672,605	6,355,635	3,595,268	142,107	23,765,615
Colorado Mountain College	3,579,161	1,422,925	540,220	147,465	5,689,771
Colorado School of Mines	3,080,375	1,617,249	5,413,000	1,770,791	11,881,415
Colorado State University	21,362,666	10,934,063	31,186,850	6,368,228	69,851,807
Colorado State University - Pueblo	8,264,592	4,156,008	912,963	823,346	14,156,909
Fort Lewis College	2,914,780	2,359,508	2,152,032	447,376	7,873,696
Metropolitan State University of Denver	31,808,233	17,162,745	8,756,607	2,067,568	59,795,153
University of Colorado Boulder	18,996,603	8,870,495	37,180,672	4,458,386	69,506,156
University of Colorado Colorado Springs	12,835,566	5,123,626	6,871,341	1,922,028	26,752,561
University of Colorado Denver	16,501,201	7,294,801	10,248,990	2,380,526	36,425,518
University of Northern Colorado	12,962,744	6,491,597	15,958,447	2,648,893	38,061,681
Western State Colorado University	2,352,472	1,191,487	1,511,318	290,607	5,345,884
Two Year Public	115,414,312	44,445,018	5,076,957	4,265,808	169,202,095
Aims Community College	7,308,722	2,786,016	856,176	240,167	11,191,081
Arapahoe Community College	7,136,498	3,167,418	354,112	259,748	10,917,776
Colorado Northwestern Community College	884,448	362,156	253,451	0	1,500,055
Community College of Aurora	9,291,008	3,441,636	131,630	289,565	13,153,839
Community College of Denver	15,159,725	5,506,246	546,120	508,912	21,721,003
Front Range Community College	22,192,971	9,041,493	374,685	791,666	32,400,815
Lamar Community College	1,084,021	463,928	330,042	142,096	2,020,087
Morgan Community College	1,849,991	723,077	121,454	201,402	2,895,924
Northeastern Junior College	2,324,933	884,956	696,032	441,359	4,347,280
Otero Junior College	2,008,176	798,504	318,064	158,187	3,282,931
Pikes Peak Community College	21,802,661	7,905,732	183,310	479,251	30,370,954
Pueblo Community College	11,301,273	4,261,140	107,363	5,100	15,674,876
Red Rocks Community College	9,795,159	3,744,801	150,435	536,564	14,226,959

Trinidad State Junior College	3,274,726	1,357,915	654,083	211,791	5,498,515
Public Technical	2,437,957	790,551	238,703	20,050	3,487,261
Delta Montrose A.V.S.	342,605	83,589	0	10,400	436,594
Emily Griffith Technical College	1,302,668	371,971	234,350	9,650	1,918,639
Pickens Technical Center - Voc Tech	792,684	334,991	4,353	0	1,132,028
Total	270,631,609	120,337,707	131,861,118	28,316,175	551,146,609

**Table 11b: Percentage of Aid by Type at Public Institutions for All Aid Types
Excluding Loans**

Institution Name/Type	Percentage of Federal Grant Aid	Percentage of Awards State	Percentage of Awards Institutional	Percentage of Other Scholarship
Four Year Public	40.37%	19.84%	33.44%	6.35%
Adams State University	47.57%	22.69%	23.72%	6.02%
Colorado Mesa University	57.53%	26.74%	15.13%	0.60%
Colorado Mountain College	62.91%	25.01%	9.49%	2.59%
Colorado School of Mines	25.93%	13.61%	45.56%	14.90%
Colorado State University	30.58%	15.65%	44.65%	9.12%
Colorado State University - Pueblo	58.38%	29.36%	6.45%	5.82%
Fort Lewis College	37.02%	29.97%	27.33%	5.68%
Metropolitan State University of Denver	53.20%	28.70%	14.64%	3.46%
University of Colorado Boulder	27.33%	12.76%	53.49%	6.41%
University of Colorado Colorado Springs	47.98%	19.15%	25.68%	7.18%
University of Colorado Denver	45.30%	20.03%	28.14%	6.54%
University of Northern Colorado	34.06%	17.06%	41.93%	6.96%
Western State Colorado University	44.01%	22.29%	28.27%	5.44%
Two Year Public	68.21%	26.27%	3.00%	2.52%
Aims Community College	65.31%	24.89%	7.65%	2.15%
Arapahoe Community College	65.37%	29.01%	3.24%	2.38%
Colorado Northwestern Community College	58.96%	24.14%	16.90%	0.00%
Community College of Aurora	70.63%	26.16%	1.00%	2.20%
Community College of Denver	69.79%	25.35%	2.51%	2.34%
Front Range Community College	68.50%	27.91%	1.16%	2.44%
Lamar Community College	53.66%	22.97%	16.34%	7.03%
Morgan Community College	63.88%	24.97%	4.19%	6.95%
Northeastern Junior College	53.48%	20.36%	16.01%	10.15%
Otero Junior College	61.17%	24.32%	9.69%	4.82%
Pikes Peak Community College	71.79%	26.03%	0.60%	1.58%
Pueblo Community College	72.10%	27.18%	0.68%	0.03%
Red Rocks Community College	68.85%	26.32%	1.06%	3.77%
Trinidad State Junior College	59.56%	24.70%	11.90%	3.85%
Public Technical	69.91%	22.67%	6.84%	0.57%
Delta Montrose A.V.S.	78.47%	19.15%	0.00%	2.38%
Emily Griffith Technical College	67.90%	19.39%	12.21%	0.50%
Pickens Technical Center - Voc Tech	70.02%	29.59%	0.38%	0.00%
Grand Total	49.10%	21.83%	23.92%	5.14%

STUDENT DEBT

As college costs rise, many students use loans—mostly federal, but some private—to close the gap between their ability to pay and the costs of attendance. Student debt is a discussion point whenever higher education costs are discussed. Student loans are a worthy investment to help offset higher education costs. The following discussion is about default rates. First according to College Board, it is important to note that the loans in default are a small percentage of loan debt and the loans are generally in smaller amounts. 9% of students who completed a degree defaulted on their loans within two years, while 24% of students who stop out before earning a credential defaulted within two years. Time to degree is critical in helping students manage debt. Concurrent enrollment, credit for prior learning, and shortened degree programs provide ways for students to reduce the time it takes them to complete. As students who complete are less likely to default, it is important to help students finish degrees in a timely manner. The most costly debt is debt that does not result in a degree or a credential.

The methodology for making the calculations in this section looks at all student completers in 2014-15 and uses the student unit record date (SURDS) for six years for a bachelor's degree and three years for an associate degree to capture loans reported in the data. The data excludes PLUS loans. If a student must borrow, timely completion is the best way to keep debt low.

Generally speaking, the average student loan debt among graduates of Colorado's colleges and universities has risen in recent years, but the share of loans relative to other types of aid has decreased. At Colorado public institutions, 71% of students graduated with debt and the average debt is \$25,509 for a bachelor's degree, excluding payments made while in school or interest accrued. 61% of student who earned an Associate's degree used student loans to help finance the costs. The average loan debt of a student with an associate's degree is \$13,762. Tables 12 and 13 show the average student loan debt for degree recipients who took loans by institution and type of degree granted (either baccalaureate or associates) and amounts do not capture any interest that may have been accrued while in school.

At the associate's degree level, total average student loan debt ranged between \$9,651 at Otero Junior College to \$17,688 at Colorado Northwestern Community College (Table 12). At the baccalaureate level, average student loan debt ranged from \$21,022 at Colorado Mountain College to \$33,596 at the Colorado School of Mines (Table 13).

Table 12: Average Student Loans Debt at Graduation: Associates Degree, 2010 – 2015

Institution	2010	2011	2012	2013	2014	2015	% Change
Adams State University	11,782	17,692	16,502	17,358	15,644	16,254	37.96%
Aims Community College	9,918	11,053	11,596	12,267	12,295	11,611	17.07%
Arapahoe Community College	13,159	11,983	12,241	13,129	14,471	13,756	4.54%
Colorado Mesa University	14,112	15,040	17,291	16,708	18,605	17,696	25.40%
Colorado Mountain College	11,087	12,600	13,579	11,684	11,658	11,477	3.52%
Colorado Northwestern Community College	16,404	15,111	18,770	19,865	18,258	17,688	7.83%
Community College of Aurora	12,496	13,245	13,690	15,802	13,552	13,874	11.03%
Community College of Denver	13,847	15,067	17,418	17,304	17,201	15,441	11.51%
Front Range Community College	12,148	14,608	16,374	16,162	16,040	16,092	32.47%
Lamar Community College	13,423	12,083	13,895	12,186	12,817	11,194	-16.61%
Morgan Community College	12,129	12,811	14,602	15,016	12,575	16,805	38.55%
Northeastern Junior College	9,660	10,862	10,571	10,605	10,564	11,401	18.02%
Otero Junior College	12,621	14,088	12,645	9,461	11,587	9,651	-23.53%
Pikes Peak Community College	11,450	12,949	12,617	11,711	11,175	10,855	-5.20%
Pueblo Community College	13,814	13,935	14,890	15,190	14,442	14,825	7.32%
Red Rocks Community College	11,734	13,154	13,999	16,418	15,176	12,555	7.00%
Trinidad State Junior College	11,984	14,136	13,546	12,900	11,952	12,786	6.69%
LOANS INCLUDED: Federal Stafford Loans Unsubsidized; Federal Perkins Loan; Federal Stafford Loans Subsidized; Federal Health Profession Loans; Other Loans							
NOTE: In this table, Average Students Loan Debt is calculated as the average loan amount per student only for students that have debt upon graduation, not the average debt of all degree receiving students per institution.							

Table 13: Average Student Loans Debt at Graduation: Baccalaureate Degree, 2010 - 2015

Institution	2010	2011	2012	2013	2014	2015	% Change
Adams State University	20,804	21,462	23,636	24,621	25,205	26,308	26.46%
Colorado Mesa University	20,751	24,372	25,045	25,280	24,961	27,081	30.50%
Colorado Mountain College				15,045	16,170	21,022	
Colorado School of Mines	26,013	29,213	30,987	31,023	31,783	33,596	29.15%
Colorado State University	21,370	22,857	23,902	25,156	25,661	25,565	19.63%
Colorado State University - Pueblo	21,955	23,414	24,060	23,267	23,552	25,741	17.24%
Fort Lewis College	17,081	19,729	20,948	21,667	21,767	23,624	38.31%
Metropolitan State University of Denver	23,858	25,493	26,640	26,267	26,653	28,632	20.01%
University of Colorado - Boulder	20,662	23,125	24,485	25,173	25,362	26,519	28.35%
University of Colorado - Colorado Springs	21,900	22,703	23,184	24,703	25,501	26,857	22.63%
University of Colorado at Denver	25,974	26,170	26,948	29,167	29,410	29,479	13.49%
University of Northern Colorado	20,714	22,052	24,224	25,001	25,563	25,859	24.84%
Western State Colorado University	20,915	19,728	20,794	22,953	23,387	23,672	13.18%
LOANS INCLUDED: Federal Stafford Loans Unsubsidized; Federal Perkins Loan; Federal Stafford Loans Subsidized; Federal Health Profession Loans; Other Loans							
NOTE: In this table Average Students Loan Debt is calculated as the average loan amount per student only for students that have debt upon graduation, not the average debt of all degree receiving students per institution.							

Table 14: Percent of Graduates with Student Loan Debt and Average Loan Debt: Baccalaureate Degree

INSTITUTION NAME	% of Students with Loans	Average Loan Debt of Loan Recipients
Adams State University	76.5%	26,308
Colorado Mesa University	74.5%	27,081
Colorado Mountain College	63.2%	21,022
Colorado School of Mines	66.9%	33,596
Colorado State University	66.8%	25,565
Colorado State University - Pueblo	79.8%	25,741
CSU-Global Campus	82.1%	13,177
Fort Lewis College	67.9%	23,624
Metropolitan State University of Denver	78.9%	28,632
University of Colorado Boulder	57.8%	26,519
University of Colorado Colorado Springs	70.9%	26,857
University of Colorado Denver	70.0%	29,479
University of Northern Colorado	72.2%	25,859
Western State Colorado University	69.0%	23,672

**Table 15: Percent of Graduates with Student Loan Debt and Average Loan Debt:
Associate’s Degree**

INSTITUTION NAME	% of Students with Loans	Average Loan Debt of Loan Recipients
Adams State University	69.2%	16,254
Aims Community College	60.3%	11,611
Arapahoe Community College	75.1%	13,756
Colorado Mesa University	76.7%	17,696
Colorado Mountain College	54.1%	11,477
Colorado Northwestern Community College	59.2%	17,688
Community College of Aurora	55.4%	13,874
Community College of Denver	69.4%	15,441
Front Range Community College	68.4%	16,092
Lamar Community College	55.1%	11,194
Morgan Community College	52.3%	16,805
Northeastern Junior College	55.6%	11,401
Otero Junior College	50.0%	9,651
Pikes Peak Community College	55.4%	10,855
Pueblo Community College	76.0%	14,825
Red Rocks Community College	63.0%	12,555
Trinidad State Junior College	41.0%	12,786

CONCLUSION

Financial aid is essential for removing financial barriers to college for students from low- and middle-income households.

In recent years, the scope and reach of financial aid in Colorado has undergone significant changes. Today, more students than at any other time in the state’s history receive some form of financial assistance, and students’ dependence on loans to meet rising college costs continues to increase. At the same time, the federal government’s investment in grant support to Colorado’s lowest income students increased substantially, thus providing critically important resources to students with demonstrated need.

As the state looks to FY2016 and beyond, the Department of Higher Education, the Colorado Commission on Higher Education and the state’s colleges and universities will continue to collaborate to identify strategies to maintain the highest possible levels of access and affordability for Coloradans.



COLORADO INNOVATION

October, 2015

Meeting the Completion Agenda – Closing the Attainment Gap – Linking Funding to Master Plan Goals

By 2020, approximately 74% of jobs in Colorado will require some form of postsecondary education. Today, only about 56% of Coloradans have a postsecondary credential.

The Colorado Commission on Higher Education's Master Plan Goal is to ensure that 66% of Coloradans will have a postsecondary credential (certificate, degree, apprenticeship) by 2025. How do we get there? Close the attainment gap, get adults back into college, and make college affordable.

Attainment Gap

The attainment gap is the divide between populations who have achieved some level of post-secondary credential - whether a degree, such as Associates or Baccalaureate, or even professional certification in a trade or field; and, underserved groups who have not.

Currently, our data tells us in Colorado only 20% of Latino adults and only 34% of African-American adults have an associate degree or higher - compared to 54% of white adults. The Department's and the LT. Governor's number one priority is closing this attainment gap in Colorado.

The Colorado Latino Leadership, Advocacy, and Research Organization (CLLARO) recently honored the entire DHE with the Lena Archuleta Education Award for work on the attainment gap.

Aligning State Funding Streams with Master Plan Goals

DHE and CCHE are excited and proud to have worked to align Colorado's higher education financial policies with our Master Plan goals and Completion Agenda. Upon implementation of a new tuition policy combined with the new funding allocation formula and financial aid model set in place over the last few years, all three of our major funding streams for public institutions will be tied to meeting these goals and initiatives:

Funding Allocation Formula

HB 14-1319, signed into law in May 2014, required CCHE to develop a new base funding formula to allocate state general fund dollars to Colorado's public institutions of higher education. Previously, state funding was distributed on a base plus/minus manner. This new funding allocation formula, implemented in the 2015-16 fiscal year, allocates the state investment based on the number of students served; the costs associated with serving those students; and the overall successes with student retention and credentialing.

Tuition Policy

HB 14-1319 also charged CCHE with developing tuition policies that "ensure both accessible and affordable higher education for Colorado residents" as well as "reflect the level of state funding for institutions and the need of each institution to enhance the quality of educational programs and offerings and strengthen the financial position of the institution."

The tuition policy must help to ensure affordability for students and families; emphasize the goals of the CCHE Master Plan; and balance the ability of our institutions to provide quality education programs. To this end, CCHE will be seeking to directly link the annual general fund request with a tuition limit, while providing avenues to institutions for flexibility to meet strategic investments and meet unforeseen costs.



State Financial Aid

In 2013, Colorado put into a place a new methodology for allocating state financial aid to the public institutions of higher education. The intent of the need-based model was to align financial aid with the Master Plan goals. We call it the “Completion Incentive Model”

The Completion Incentive Model currently (FY 2015-16) allocates \$174 million in State Financial Aid and is divided up into three specific buckets: Need-based aid; Work-study; and, Merit aid.

The new model provides a set funding amount that the institution receives for each PELL eligible student and increases the amount the institution receives for every new grade level the student achieves. As a way to encourage timely completion, the model includes an upper limit for advanced (fifth-year) seniors so there is a disincentive for students who are not on track to complete on time.

EXISTING PROGRAMS IN COLORADO

➤ *Increasing Student Productivity Around Degree Completion, Reducing Time-to-Degree*

Concurrent Enrollment

<http://www.cde.state.co.us/postsecondary/concurrentenrollment>

In May 2009, the Colorado State Legislature passed [House Bill 09-1319](#) and [Senate Bill 09-285](#) - the Concurrent Enrollment Programs Act. The Act created the concurrent enrollment program, defined as the simultaneous enrollment of a qualified student in a local education provider and in one or more postsecondary courses, including academic or career and technical education courses, at an institution of higher education.

Guaranteed Transfer Pathways

<http://highered.colorado.gov/Academics/Transfers/gtPathways/curriculum.html>

gtPathways is a statewide articulation arrangement ensuring designated courses taken at any public Colorado institution of higher education, in which the student earned a C- or higher, will always transfer and the credit will apply in every Liberal Arts and Sciences bachelor’s degree at another public Colorado institution. Depending on the bachelor’s degree, gtPathways course credit may also be applied to major and elective requirements at the receiving institution’s discretion.

Statewide Transfer Articulation Agreements

<http://highered.colorado.gov/Academics/Transfers/Students.html>

To help avoid taking unnecessary courses and reduce time-to-degree, Colorado has developed a general education curriculum that forms the core of most bachelor’s degrees and is guaranteed to transfer between all public colleges and universities. Colorado has also developed guided degree pathways to eliminate the guesswork for students of which courses to take.

Remedial Redesign/Co-requisite/Supplemental Academic Instruction

<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 scaling up statewide with passage of [House Bill 12-1155](#), which created §23-1-113(1.5), Colorado Revised Statute. Supplemental Academic Instruction (SAI) - which is what Colorado law calls co-requisite instruction - allows 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.

Colorado Opportunity Scholarship Initiative

<https://sites.google.com/a/state.co.us/cosi/home>

The Colorado Opportunity Scholarship Initiative is Colorado’s first scholarship matching fund, established in 2014. Created with the goal of establishing a statewide network of student support and scholarship programs throughout the state, the legislature appropriated approximately \$34 million to launch the Initiative.

The Colorado Opportunity Scholarship Initiative has been making marked progress since its inception – to date \$13.8 million in states funds have been designated to leverage \$7 million in private philanthropic funds.

Degree Within Reach

<http://degreewithinreach.org/>

Degree Within Reach is the State of Colorado’s way of describing “reverse transfer,” a process which began in 2014 that allows students who have transferred from a Colorado community college to a Colorado university to combine credits from both institutions and apply them towards an associate’s degree. The purpose of this program is to appropriately award associate degrees to students who have earned it, which will contribute to a student’s career and earning potential.

ACTIVE EFFORTS

Colorado’s FAFSA Completion Project

<https://fafsa.highered.colorado.gov/>

Colorado is one of 13+ states participating in the FAFSA Completion Collective Impact Initiative (FCCII), which is available at no cost thanks to The Kresge Foundation through the end of October 2017. Through this work, the State of Colorado has implemented an Online Portal and a Professional Learning Community to assist low-income, first generation, and under-represented students to education beyond high school through the FAFSA. This web-based tool will utilize the power of data to inform school counselors and access partners about which students have not yet completed a FAFSA.

Collective Impact Strategy, Closing the Attainment Gap

The Department’s and the LT. Governor’s number one priority is closing the attainment gap in Colorado. Working in conjunction with external stakeholders, the CDHE will develop a “collective impact strategy” to provide a roadmap to achieving improved navigation for students, involve parents and families, and increase student counseling services.

Business and Experiential Learning Commission (BELC)

Governor's Executive Order B 2015-004 established the Business and Experiential Learning Commission (BELC) to create collaboration between K-12, higher education, and business and industry to develop solutions for high school students to earn college credit through paid intern/apprenticeships and earn applied science degrees while simultaneously achieving their high school diploma – and a pathway into colleges and universities.

Markle/LinkedIn Project

The Markle Foundation, in conjunction with the State of Colorado and LinkedIn, is developing a digital platform that will link job-seekers to employers; and, provide bridges to postsecondary education and training providers, so job-seekers can obtain the skills and knowledge they are missing to get the jobs they want.

Helping Foster and Unaccompanied Homeless Youth be Successful

CDHE - in partnership with Colorado Department of Education, the Colorado Department of Human Services, Mile High United Way, and other interested organizations - is focusing efforts on enhancing services to foster and unaccompanied homeless youth to increase access to and success with post-secondary education.

PROGRAMS IN DEVELOPMENT

Pathways to Technology (P-TECH)

<http://www.cde.state.co.us/postsecondary/p-tech>

Pathways to Technology (P-TECH) schools are public six year high schools where students can attain an industry-recognized associate degree simultaneously with the achievement of a high school diploma. The schools are operated as a partnership between a school district, community college, and an employer in a high-growth industry, and offer an education in science, technology, engineering, and mathematics (STEM).

Prior Learning Assessment (PLA)

Prior Learning Assessment (PLA) is an opportunity for students to obtain course credit for demonstrated learning and experience outside the classroom.

Math Pathways

The Colorado Math Pathways Task Force seeks to increase success in math and ensure students choose the most appropriate path as indicated by their intended major, rather than advising all students into College Algebra as the default.

Governor’s Cabinet Workgroup on Workforce and Education

As part of the Governor’s Vision 2018 plan, a working group was created comprised of Colorado executive-branch agencies – higher education, education, human services, labor & employment, and the economic development. Together, the agencies are working toward an overarching goal of “growing the middle class by helping people connect to jobs.”

College Admission Tool

www.COAdmissionsTool.org

College In Colorado, the Department’s online resource for students and families about how to access and be successful with postsecondary education, has recently launched a pilot version of a new “admissions tool.” This tool allows users (students, families, high school counselors, etc.) to view the admission standards at all public and private 4-year institutions of higher education in Colorado.



For more information, please contact Kachina Weaver, Chief Policy Officer for the Colorado Department of Higher Education, at (303) 883-7076 or vial email kachina.weaver@dhe.state.co.us.

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 May meeting of the Commission to serve a term of one year, except the Secretary whose term shall be coterminous with his or her term as Executive Director.
- 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.





CEO Information

INSTITUTION	CEO	LOCATION
Adams State College	Dr. Beverlee McClure, President	Alamosa
Aims Community College	Dr. Leah Bornstein, President	Greeley
Community College System	Dr. 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	Dr. Patty Erjavec, President	Pueblo
12) Red Rocks CC	Dr. Michele Haney, President	Lakewood
13) Trinidad State JC	Dr. Carmen Simone, President	Trinidad
Colorado Mesa University	Tim Foster, President	Grand Junction
Colorado Mountain College	Dr. Carrie Besnette Hauser, President	Glenwood Springs
Colorado School of Mines	Paul Johnson, President	Golden



Colorado State System

- 1) CSU-Ft Collins
- 2) CSU-Pueblo
- 3) CSU-Global Campus

Dr. Tony Frank, Chancellor
Dr. Tony Frank, President
Dr. Lesley DiMare, President
Dr. Becky Takeda-Tinker,
President

Denver
Fort Collins
Pueblo
Greenwood Village

CU System

- 1) CU – Boulder
- 2) UCCS

- 3) UCD

- 4) UC-Anschutz

Bruce Benson, President
Dr. Philip DiStefano, Chancellor
Dr. Pam Shockley-Zalabak,
Chancellor
Dr. Jerry Wartgow, Interim
Chancellor
Don Elliman, Chancellor

Denver
Boulder
Colorado Springs

Denver

Aurora, Denver

Ft. Lewis College

Dr. Dene Kay Thomas, President

Durango

Metropolitan State University of Denver

Dr. Steve Jordan, President

Denver

University of Northern Colorado

Kay Norton, President

Greeley

Western State Colorado University

Dr. Gregory Salsbury, President

Gunnison

11.23.15





COLORADO

**Colorado Commission on
Higher Education**

Department of Higher Education

Chair, Monte Moses
Vice Chair, Luis Colon
Maia Babbs
John Anderson
Renny Fagan
Jeanette Garcia
Richard Kaufman
Vanecia Kerr
Tom McGimpsey
Regina Rodriguez
Paula Sandoval
BJ Scott

Current CCHE Commissioners and Advisory Committee Members

Chairman Monte Moses - (R-6th 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-6th Dist.) term ends June 2016
Commissioner Vanecia Kerr – (D- 6th Dist.) term ends June 2018
Commissioner Tom McGimpsey - (R-2nd Dist.) term ends June 2017
Commissioner Paula Sandoval (D-1st 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
Mr. Mark Cavanaugh, IHEC Representative
Mr. Steve Kreidler, CFO Representative
Dr. Barbara Morris, Academic Council Representative
Ms. Gretchen Morgan, K-12 Representative
Ms. Melissa Wagner, Parent Representative
Mr. Tyrel Jacobsen, Student Representative

11.24.15



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