Senate Bill 22-192 Opportunities for Credential Attainment
Report on Outcomes of Spending

2024

Prepared and submitted by the
Colorado Department of Higher Education (CDHE)

Report to the Education Committees of the House and Senate
Statute: Senate Bill 22-192 (C.R.S.§23-5-145.7) Funding for nondegree credential
programs – duty – policy- appropriation – report – definitions – repeal

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Introduction

Opportunities for Credential Attainment (Senate Bill 22-192) (C.R.S. §23-5-145.7) appropriated $1.8 million from the general fund to Colorado Department of Higher Education (CDHE) for use by the Colorado Commission on Higher Education (CCHE). The legislation called on CCHE to develop a policy concerning the allocation and disbursement of these funds to community and technical colleges and local district colleges to fund student access to nondegree credential programs. This report to the Education Committees of the Senate and House of Representatives provides an accounting of the funding allocated and distributed pursuant to C.R.S. §23-5-145.7 as well as data regarding the total number of credentials earned as a result of this funding allocation and, as available, subsequent placement in jobs responsive to workforce demands. The report includes data for the state as a whole as well as for each recipient institution, in total and disaggregated by race/ethnicity and gender, as available. In some instances, outcomes are suppressed due to small student numbers in an effort to ensure student data privacy.

CCHE Policy for Allocation and Disbursement of Funds

In July 2022, the Colorado Commission on Higher Education (CCHE) approved the allocation and disbursement of $1.8 million to public community and technical colleges and local district colleges to fund student access to nondegree credential programs. After administrative costs, the department distributed $1,746,000 to institutions using a formula based on Fall 2021 enrollment in associate degree and certificate programs. Institutional allocations are summarized below:

Fig. Allocations to Institutions

Institution	Amount Allocated
Adams State University	$1,943
Aims Community College	$90,534
Colorado Community College System	$1,430,379
Colorado Mesa University	$53,048
Colorado Mountain College	$45,683
Emily Griffith Technical College	$100,994
Pickens Technical College	$18,700
Technical College of the Rockies	$4,718

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Institutional Allocation, Total Spend, and Students Served

CDHE disbursed the allocated amounts to institutions of higher education. Each recipient institution submitted an outcomes report to CDHE on or before September 1, 2023, as stipulated in the statute (C.R.S. §23-5-145.7 (4)). Outcomes reported by recipient institutions are captured in the following two sections of this report.

Fig. Spending and Total Students Served by Institution

Institution	Amount Allocated to Institution	Amount Allocated to Students by Institution	Amount Returned to CDHE	Total Number of Students Served
Adams State University	$1,943	$0	$1,943	0
Aims Community College	$90,534	$90,534	$0	32
Colorado Community College System	$1,430,379	$1,277,916	$152,463	841
Colorado Mesa University	$53,048	$53,048	$0	45
Colorado Mountain College	$45,683	$45,683	$0	80
Emily Griffith Technical College	$100,994	$0	$100,994	0
Pickens Technical College	$18,700	$18,700	$0	<10
Technical College of the Rockies	$4,718	$4,718	$0	<10
State Total	**$1,746,000**	**$,490,599**	**$255,400**	**1,012**

CDHE retained $54,000 for administrative costs and disbursed $1,746,000 to institutions of higher education. Three institutions were unable to spend the funds and reverted all or part of the funds to CDHE. Adams State University notified the department of their desire to decline all funds on April 7, 2023. Emily Griffith Technical College notified the department of their inability to disburse any funds to students in August 2023. The Community College System (CCCS) notified the department of funds remaining after receiving reports on disbursement to students from the six participating CCCS colleges on July 21, 2023.

The total dollars disbursed to students was $1,490,599. The total number of students served across all institutions was 1,012.

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Student Outcomes by Institution

Below are summary student outcomes by institution regarding the program of study, the race/ethnicity and gender of student awardees, whether a credential was completed by the time of reporting, and whether the institution was able to ascertain if a student had secured a job in the field of study and/or was still enrolled at the institution.

Aims Community College

Aims Community College (Aims) was able to support 32 students in their pursuit of short-term credentials. All 32 students who received funding completed a credential.

Fig. Aims Student Outcomes by Program

Program of Study	Number of Students	Race/Ethnicity	Gender	Completed Credential	Job Placement in Field or Still Enrolled
Commercial Driver License	32	6% Other* 56% Hispanic 38% White, Non-Hispanic	<33% Female** >67% Male**	100% Yes 0% No	63% Yes, 37% No or Unknown***

*Other could indicate American Indian, Asian or Pacific Islander, Black non-Hispanic, Multiracial, or Unknown. Due to small cell sizes, categories are combined to ensure student privacy.
**Specific numbers/percentages are suppressed due to small cell size of one or more gender categories to ensure student privacy.
*** Two categories are combined due to small cell size in one or more of the categories to ensure student privacy.

Colorado Community College System

The Colorado Community College System (CCCS) allocated dollars to six of the thirteen colleges that make up the system. The CCCS strategy was designed to allocate 50% of funding to urban colleges and 50% to rural colleges. Colleges interested in funding submitted an interest application to CCCS. Due to a short turnaround for spending, colleges were awarded funding on a first come, first served basis. Arapahoe Community College (ACC), Front Range Community College (FRCC), Lamar Community College (LCC), Pueblo Community College (PCC), Red Rocks Community College (RRCC), and Trinidad State College (TSC) submitted applications and received funding for students. Five of the six colleges were able to spend 100% of the funding awarded, and all six reported on student outcomes. Field placement information was not available for students pursuing short-term credentials, so this data was not reported on.

Fig. CCCS Student Outcomes by College

Institution	Number of Students Served	Number of For-Credit Program Participants	Number of Completers of For-Credit Programs	Number of Non-Credit Program Participants	Number of Completers of Non-Credit Programs
ACC	78	53	19 (36%)	25	0 (0%)
FRCC	11	0	N/A	11	0 (0%)
LCC	13	13	<10**	0	N/A
PCC	285	259	108 (42%)	26	0 (0%)
RRCC	344	119	49 (41%	215	224 (100%)
TSC	118	118	18 (15%)	0	N/A
Total CCCS	**841***	**563**	**194 (34%)**	**278**	**224 (81%)**

* CCCS offered 850 trainings to 841 students. Nine students participated in two trainings each at RRCC.

**Specific percent completion is suppressed due to small cell size to ensure student privacy.

The chart below shows the race/ethnicity, gender, and credential completion information for non-credit programs across all six CCCS participating colleges. Because programs differ across colleges, data is provided by industry grouping.

Fig. CCCS Student Outcomes for Non-Credit Programs by Industry

Program of Study	Number of Students	Race/Ethnicity	Gender	Completed Credential	Job Placement in Field or Still Enrolled
Commercial Drivers License	<10	***	***	***	Data not available
Construction	86	86 (100%) Hispanic	0 (0%) Female 86 (100%) Male	86 (100%) Yes—Industry Certification 0 (0%) No	Data not available
Copyright	17	17 (100%) Unknown	17 (100%) Female 0 (0%) Male	17 (100%) Yes—Certificate of Completion 0 (0%) No	Data not available
HVAC	12	***	0 (0%) Female 12 (100%) Male	***	Data not available
Industrial Sewing	<10	***	***	***	Data not available
Intro Project Management	20	***	***	20 (100%) Yes—Certificate of Completion 0 (0%) No	Data not available
Journaling	38	10% Other* 29% White, non-Hispanic 39% Unknown	38 (100%) Female 0 (0%) Male	38 (100%) Yes—Certificate of Completion 0 (0%) No	Data not available
Leadership	63	***	18 (29%) Female 45 (71%) Male,	63 (100%) Yes—Certificate of Completion 0 (0%) No	Data not available

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Software Development	36	***	11 (31%) Female 13 (36%) Male 12 (33%) declined to answer	***	Data not available
Welding	<10	***	***	***	Data not available
Total Non-Credit	**287**	**26 (9%) Other* 127 (44%) Hispanic 48 (17%) White, Non-Hispanic 86 (30%) Unknown**	**109 (38%) Female 165 (57%) Male 13 (5%) declined to answer**	**224 (78%)**	**Data not available**

*Other could indicate one or more of the following race/ethnicity designations: American Indian, Asian or Pacific Islander, Black non-Hispanic, Multiracial, or Unknown. Due to small cell sizes, categories are combined to ensure student privacy.
**Specific numbers are suppressed due to small cell size of one or more gender categories to ensure student privacy.
*** Data are completely suppressed due to small cell size of one or more categories to ensure student privacy.

The chart below shows the race/ethnicity, gender, and credential completion information for for-credit programs across all six CCCS participating colleges. Because programs differ across colleges, data is provided by industry grouping.

Fig. CCCS Student Outcomes in For-Credit Programs by Industry

Industry	Number of Students	Race/Ethnicity	Gender	Completed Credential	Job Placement in Field or Still Enrolled
Agriculture, Natural Resources & Energy	***	***	***	***	*** still enrolled; job placement data not available
Business Marketing	19	***	***	***	*** still enrolled; job placement data not available
Engineering Technology and Media Arts	34	13 (38%) Other* 21 (62%) White, Non-Hispanic	15 (44%) Female 19 (56%) Male	***	25 (74%) still enrolled; job placement data not available
Health, Criminal Justice & Public Safety	412	61 (15%) Other* 146 (35%) Hispanic 205 (50%) White, non-Hispanic	302 (73%) Female 110 (27%) Male	167 (41%) Yes— 118 certificates, 49 associate degrees 294 (59%) No	192 (47%) still enrolled; job placement data not available
Education, Hospitality & Human Services	42	3 (8%) Other* 22 (52%) Hispanic 17 (40%) White, non-Hispanic	***	<24%** Yes— >76%** No	21 (50%) still enrolled; job placement data not available
Skilled Trades & Technical Sciences	50	7 (14%) Other* 20 (40%) Hispanic 23 (46%) White, non-Hispanic	11 (22%) Female 39 (78%) Male	15 (30%) Yes— 11 certificates, 4 associate degrees 35 (70%) No	32 (64%) still enrolled; job placement data not available

Unspecified	<10	***	***	***	*** still enrolled; job placement data not available
Total For-Credit	563	80 (14%) Other* 205 (36%) Hispanic 278 (49%) White, non-Hispanic	389 (69%) Female 174 (31%) Male	198 (35%) credentials (143 certificates, 55 associate degrees)	281 (50%) still enrolled

*Other could indicate one or more of the following race/ethnicity designations: American Indian, Asian or Pacific Islander, Black non-Hispanic, Multiracial, or Unknown. Due to small cell sizes, categories are combined to ensure student privacy.

**Specific numbers are suppressed due to small cell size of one or more categories to ensure student privacy.

*** Data are completely suppressed due to small cell size of one or more categories to ensure student privacy.

Colorado Mesa University

Colorado Mesa University (CMU) was able to support 45 students in their pursuit of short-term credentials of value. CMU identified students pursuing technical certificates in majors that aligned with the Top Jobs from the Talent Pipeline Report. They then identified students who had outstanding student bills and awarded financial assistance so those students could pay their outstanding bills and either graduate or continue their studies. CMU reported that CMU Tech's Learn for Less Initiative, which decreased tuition by 40%, along with funds from SB22-192, allowed CMU Tech to serve more students. They awarded 45 students a total of $53,048 to pay off balances.

Fig. CMU Student Outcomes by Program

Program of Study	Number of Students	Race/ Ethnicity	Gender	Completed Credential	Job Placement in Field or Still Enrolled
Baking & Pastry	<10	***	***	***	***
Land Surveying & Geomatics	<10	***	***	***	***
Culinary Arts	<10	***	***	***	***
Manufacturing Technology	14	***	***	***	***
Transportation Services	<10	***	***	***	***
Applied Business	<10	***	***	***	***
Liberal Arts	<10	***	***	***	***
Early Childhood Education	<10	***	***	***	***
Electric Lineworker	<10	***	***	***	***
Construction Electrical	<10	***		***	***
Viticulture & Enology	<10	***	***	***	***
Information & Communication Technology	<10	***	***	***	***
Total	45	8 (38%) Other* 13 (29%) Hispanic, 24 (53%) White, Non-Hispanic,	14 (31%) Female 31 (69%) Male	11 (24%) Yes, 34 (76%) No	31 (69%) Yes, 14 (31%) No or Unknown**

* Other could indicate one or more of the following race/ethnicity designations: American Indian, Asian or Pacific Islander, Black non-Hispanic, Multiracial, or Unknown. Due to small cell sizes, categories are combined to ensure student privacy.

** Two categories are combined due to small cell size in one or more of the categories to ensure student privacy.

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Colorado Mountain College

Colorado Mountain College (CMC) was able to support 80 students in their pursuit of short-term credentials of value. CMC reported using labor market data and the Talent Pipeline Report to identify high demand, high value jobs in their service areas. They then cross-referenced those jobs with the programs covered by other legislation (i.e., Care Forward programming) to identify programs in need of support. Enrolled students from eligible non-degree programs and courses received the award.

Fig. CMC Student Outcomes by Program

Program of Study	Number of Students in Program	Race/Ethnicity	Gender	Completed Credential	Job Placement in Field or Still Enrolled
A+ Computer Technician	29	4 (14%) Other* 11 (38%) Hispanic 14 (48%) White, non-Hispanic,	***	18 (62%) Yes— certificate 11 (38%) No	14 (48%) still enrolled; job placement data not available
Accounting— BookKeeper	15	***	***	***	<67% still enrolled; job placement data not available
Certified Addiction Specialist	<10	***	***	***	*** still enrolled; job placement data not available
Certified Addiction Technician	17	7 (41%) Other* 10 (59%) White, non-Hispanic	***	***	***still enrolled; job placement data not available
Cisco Certified Network Associate	<10	***	***	***	*** still enrolled; job placement data not available
Cybersecurity	27	8 (30%) Other* 19 (70%) White, non-Hispanic	***	0% Yes 100% No	13 (48%) still enrolled; job placement data not available
Networking	28	8 (29%) Other* 20 (71%) White, non-Hispanic	***	10 (36%) No 18 (64%) Yes-- certificate	13 (46%) still enrolled; job placement data not available
Server +	28	8 (29%) Other* 20 (71%) White, non-Hispanic	***	28 (100%) No 0 (0%) Yes	13 (46%) still enrolled; job placement data not available
Total	**158****	**10 (13%) Other* 21 (26%) Hispanic 49 (61%) White, non-Hispanic**	**32 (40%) Female 48 (60%) Male**	**50 (62%) No 30 (38%) Yes**	**39 (49%) still enrolled; job placement data not available**

* Other could indicate one or more of the following race/ethnicity designations: American Indian, Asian or Pacific Islander, Black non-Hispanic, Multiracial, or Unknown. Due to small cell sizes, categories are combined to ensure student privacy.
** 80 total students received funding; however, many declared multiple programs so there is duplication in the numbers of students pursuing programs.
*** Data are completely suppressed due to small cell size of one or more categories to ensure student privacy.

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Pickens Technical College

Pickens Technical College (PTC) was able to support six students in their pursuit of short-term credentials. PTC's strategy to provide students financial support in their pursuit of non-degree credentials focused on their high-cost nursing program first and then other high-cost programs where students had an outstanding balance.

Fig. PTC Student Outcomes by Program

Program of Study	Number of Students	Race/Ethnicity	Gender	Completed Credential	Job Placement in Field or Still Enrolled
Nursing	<10	***	***	***	***
Cosmetology	<10	***	***	***	***
Total	**<10**	***	***	***	***

*** Data are completely suppressed due to less than 10 student awardees to ensure student privacy. Totals are included in statewide data below.

Technical College of the Rockies

Technical College of the Rockies (TCR) was able to support eight students in their pursuit of short-term credentials. TCR reported selecting students based on need and grade point average (GPA).

Fig. TCR Student Outcomes by Program

Program of Study	Number of Students	Race/Ethnicity	Gender	Completed Credential	Job Placement in Field or Still Enrolled
Barbering	<10	***	***	***	***
Automotive	<10	***	***	***	***
Cosmetology	<10	***	***	***	***
Esthetician	<10	***	***	***	***
Massage	<10	***	***	***	***
Total	**<10**	***	***	***	***

*** Data are completely suppressed due to less than 10 student awardees to ensure student privacy. Totals are included in statewide data below.

Student Outcomes by Race/Ethnicity and Gender

Institution	Total Credentials Awarded	Credentials Awarded by Race/Ethnicity	Credentials Awarded by Gender	Still Enrolled or Job in Field
Aims	32 of 32 (100%)	100% Asian** 100% Black non-Hispanic** 100% Hispanic** 100% White, Non-Hispanic**	100% Female** 100% Male**	20 of 32 (63%) 50% Female** 64% male** 100% Asian** 100%Black, non-Hispanic** 44%Hispanic** 83% White, non-Hispanic**
CCCS non-credit	224 of 287 (78%)	67% American Indian** 25% Asian** 79% Black, non-of Hispanic** 113 of 127 (89%) Hispanic 23 of 48 (48%) White, Non-Hispanic 72 of 86 (84%) Unknown 0% Multiracial**	91 of 109 Female (83%) 132 of 165 Male (80%) 1 of 13 declined to answer (8%)	Unreported
CCCS for-credit	198 of 563 (35%)	31% American Indian** 15 of 23 Asian (65%) 11 of 31 Black, non-Hispanic (35%) 69 of 205 Hispanic (34%) 96 of 278 White, non-Hispanic (35%) 23% Unknown**	143 of 389 Female (37%) 55 of 174 Male (32%)	281 of 563 (50%) still enrolled (job placement data not reported) 208 Female (53%) 73 Male (42%) 46% American Indian** 7 of 23 Asian (30%) 18 of 31 Black non-Hispanic (58%) 103 of 205 Hispanic (50%) 139 of 278 White, non-Hispanic (50%) 62% Unknown**
CMU	11 of 45 (24%)	***	21% Female** 26% Male**	29 of 45 (64%) 57% Female** 68% Male** ***Race/Ethnicity
CMC	30 of 80 (38%)	1 of 10 (10%) Other* 6 of 21 Hispanic (29%) 22 of 49 White, non-Hispanic (45%)	7 of 32 Female (22%) 23 of 48 Male (48%)	39 of 80 (49%) 17 of 32 (53%) female 22 of 48 (46%) male 5 of 9 (56%) Other*

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				9 of 21 Hispanic (43%) 25 of 49 White, non-Hispanic (51%)
PTC	36%**	***	***	100%** ** Gender *** Race/Ethnicity
TCR	100%**	***	***	88%** *** Gender *** Race/Ethnicity
Total	505 credentials to 496 students 496 of 1012 (49%)	7 of 25 (28%) American Indian or Multiracial* 19 of 35 (54%) Asian/Pacific Islander 25 of 52 (48%) Black non-Hispanic 217 of 391 (56%) Hispanic 160 of 414 (39%) White non-Hispanic 75 of 104 (72%) Unknown	252 of 555 (45%) Female 252 of 453 (56%) Male 1 of 13 (8%) Declined to Answer	382 of 1012 (38%)

*Other could indicate one or more of the following race/ethnicity designations: American Indian, Asian or Pacific Islander, Black non-Hispanic, Multiracial, or Unknown. Due to small cell sizes, two or more categories are combined to ensure student privacy.

**Specific numbers are suppressed due to small number of awarded students to ensure student privacy.

*** Data are completely suppressed due to small cell size of one or more categories to ensure student privacy.

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Statewide Summary Student Outcomes

SB22-192 allocations to institutions to support students in their pursuit of high-value, short-term credentials had statewide impact.

- $1,544,599 dollars spent ($1,490,599 directly to students, $54,000 by CDHE for administrative costs)
- Across the 12 participating institutions of higher education across the state, 1,012 students received funding.
- Of the 1,012 students served, 505 non-degree credentials were awarded to 496 students. 49% of awarded students completed at least one credential during the reporting period.
- Of the students identifying as female, 45% completed a credential during the reporting period.
- Of the students identifying as male, 56% completed a credential during the reporting period.
- Of the awarded students identifying as either American Indian or Multiracial, 28% completed a credential during the reporting period.
- Of the students identifying as Asian/Pacific Islander, 54% completed a credential during the reporting period.
- Of the students identifying as Black non-Hispanic, 48% completed a credential during the reporting period.
- Of the students identifying as Hispanic, 56% completed a credential during the reporting period.
- Of the students identifying as White non-Hispanic, 39% completed a credential during the reporting period.
- Of the 104 awarded students whose race/ethnicity was unknown, 72% completed a credential during the reporting period.
- Data on next-level outcomes are still challenging to acquire and were not available for all institutions; however, institutions were able to confirm that 38% of awarded students (382 students) were working in their field of study and/or still enrolled. Only 7 awarded students were reported to be neither still enrolled nor working in their field of study.

Conclusion

This report provides data on the impact of the funding allocated for disbursement to students to support access to nondegree credential programs pursuant to C.R.S. §23-5-145.7. This report provides outcome data by institution as well as statewide data, disaggregated by race/ethnicity and gender. Not all institutions were able to provide data on job placement, though these data are provided for institutions that were able to report on this metric.