



**COLORADO**  
Department of  
Higher Education

# Opportunities for Credential Attainment

## Senate Bill 22-192

2025 Report on Outcomes of Spending



**2025**

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The Colorado Department of Higher Education  
Report to the Education Committees of the Senate and House of Representatives

Statute: C.R.S. §23-5-145.6

The Colorado Department of Higher Education (DHE), under its own authority and through the Colorado Commission on Higher Education (CCHE), oversees and coordinates policy for 31 public institutions of higher education (including community colleges, independent local district colleges and local area technical colleges) and authorizes and regulates private colleges, universities and occupational schools.

**Mission** – We support students, advocate and develop policies to maximize higher education opportunities for all.

**Vision** – All Coloradans will have an education beyond high school to pursue their dreams and improve our communities.



Prepared and submitted by the Colorado Department of Higher Education  
under the Executive Leadership of Dr. Angie Paccione  
Pursuant to the statutory authority of C.R.S. §23-5-145.6

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# Executive Summary

Opportunities For Credential Attainment ([SB 22-192](#)) appropriated \$1.8 million to the Colorado Department of Higher Education (CDHE) to support student access to nondegree credential programs at community and technical colleges. After administrative costs, \$1,746,000 was distributed to eight institutions based on Fall 2021 enrollment in associate degree and certificate programs. This report summarizes final program outcomes as of November 2025.

## Program Performance at a Glance

Metric	Outcome
Total Funds Allocated	\$1,746,000
Funds Disbursed to Students	\$1,490,599 (85%)
Total Students Served	1,011 students
Credentials Awarded	688 credentials (68% completion rate)

## Key Findings

- **Strong completion rates:** 68% of students who received funding completed a credential, with some institutions achieving 100% completion (Aims Community College, Technical College of the Rockies).
- **Student persistence over time:** 192 additional credentials have been awarded since the 2024 report, demonstrating students' ability to complete a credential over multiple academic terms if necessary.
- **Diverse student population served:** Hispanic or Latinx students represented 48% of completers, followed by White Non-Hispanic students at 38%. Gender distribution of completers was 56% male and 44% female.
- **CCCS drove program scale:** The Colorado Community College System accounted for 82% of funds allocated and served 841 of the 1,011 total students (83%).

## Strategic Insights

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### Program Strengths

- **Tuition reduction drives enrollment:** Colorado Mesa University reported that reducing tuition costs was the most impactful use of funds, with more than 71% of scholarship recipients completing credentials or continuing enrollment.
- **Stackable credentials create pathways:** Colorado Mountain College demonstrated success building credential pathways that stack from industry certifications into associate and bachelor's degree programs, creating multiple entry and exit points for career advancement.
- **Health, Criminal Justice and Public Safety sectors dominate:** Programs in the Health, Criminal Justice and Public Safety career cluster represented the largest for-credit cohort within CCCS (361 students), with a 71% completion rate. Credential programs related to nursing and emergency medical tech were a large majority of this career cluster for the program.
- **Non-credit programs outperform credit programs:** CCCS non-credit programs achieved an 83% completion rate versus 58% for for-credit programs, suggesting shorter-term credentials may better align with student needs.

### Areas for Improvement

- **Job placement tracking gaps:** Consistent employment outcome data was unavailable across institutions. Only Aims Community College was able to provide complete job placement data (63% placed in the field).
- **Fund utilization variance:** 15% of allocated funds were returned, indicating capacity or process barriers at some institutions.
- **Urban-rural balance:** While CCCS intentionally split funds 50/50 between urban and rural colleges, outcomes data by geography is not available to assess relative impact.

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# Introduction

Opportunities for Credential Attainment (Senate Bill 22-192) (C.R.S. §23-5-145.6) appropriated \$1.8 million from the general fund to the 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.

The statute requires CDHE to submit a report regarding the implementation of this section. The report must include:

- Data collected by institutions to measure the total number of credits, credentials, certificates, and professional licenses earned in each pathway at each institution, as practicable.
- Data for the state as a whole and for each institution, in total and disaggregated by race, ethnicity, and gender.

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. §23-5-145.6, 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 state does not collect detailed data on credit hours earned within individual stackable credential pathways at this time, so total credit hours are not practicable to be reported. This final outcomes report reflects updates since the [last program report](#) in 2024, including data for the state as a whole as well as for each recipient institution, disaggregated where possible. In some instances, outcomes are suppressed due to small student numbers to ensure student data privacy.

# CCHE Policy for Allocation and Disbursement of Funds

In July 2022, 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.

Funding decisions prioritized nondegree credential programs that:

- are part of an industry-aligned pathway;
- are associated with industries identified in the most recent Colorado Talent Report;
- are stackable in alignment with C.R.S. 23-5-145.6; and
- addressed critical job shortages in Colorado.

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 in Table 1 below.

**Table 1: Opportunities for Credential Attainment - Governing Board Allocations, 2023-2025**

Governing Board	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
<b>State Total</b>	<b>\$1,746,000</b>

Source: Colorado Department of Higher Education



## Institutional Allocation, Total Spend and Students Served

CDHE disbursed the allocated amounts to governing boards for institutions of higher education. Each recipient institution submitted final outcomes reports to CDHE on or before November 17, 2025, as stipulated in statute (C.R.S. §23-5-145.6 (6)). Outcomes reported by recipient institutions are captured in the following two sections of this report.

**Table 2: Opportunities for Credential Attainment - Spending and Total Students Served by Institution, 2023-2025**

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	6
Technical College of the Rockies	\$4,718	\$4,718	\$0	7
<b>State Total</b>	<b>\$1,746,000</b>	<b>\$1,490,599</b>	<b>\$255,400</b>	<b>1,011</b>

Source: Colorado Department 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 its desire to decline all funds on April 7, 2023. Emily Griffith Technical College notified the department of its 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.

## Student Outcomes

Below are summary student outcomes by institution regarding program of study, 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) supported 32 students in their pursuit of commercial driver credentials. All 32 students who received funding completed a credential, and 63% had job placement in the field, as reported in the 2024 report. No updates were necessary for the 2025 report as outcomes remain unchanged (Table 3).

**Table 3: Opportunities for Credential Attainment - Aims Community College Student Outcomes by Program, 2023-2025**

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

Source: Colorado Department of Higher Education, 2023 report of student demographics and outcomes from participating institutions of higher education

\*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 the 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

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The Colorado Community College System (CCCS) allocated dollars to six of the 13 colleges in the system. The CCCS strategy was designed to allocate 50% of funding to urban colleges and 50% to rural colleges.

Throughout the project, CCCS served a total of 841 learners (with nine learners completing two programs, for a duplicated headcount of 850). CCCS had a total of 325 learners who completed for-credit programs and 237 who completed non-credit programs for a total of 563 completers (66.24%) of total enrollees. This represents an increase of 145 completers from the previous report (Table 4).

CCCS notes that several statewide programs and initiatives have helped to increase the profile and focus on both SB22-192 and stackable credentials more broadly, with a particular emphasis on student scholarship supports. Those initiatives include:

- Career Advance Colorado (HB23-1246) and Care Forward Colorado (SB22-226) implementation and outcomes evaluation.
- SB22-181 Behavioral Healthcare Workforce legislative implementation, including scholarship awards in behavioral health microcredentials through credit and non-credit programming in partnership with the Behavioral Health Administration and CCCS.
- Leveraging grant and philanthropic funding to offset additional learner costs.

As the community college system moves forward, it continues to focus on building foundational investments that facilitate credential recognition and stackability, including:

- Completing systemwide implementation of a professional credit/non-credit student information system with integrations into the learning management system and digital badging platform.
- Increasing focus on Credit for Prior Learning/Prior Learning Assessment collaboration, policy, process and technology advancements.
- Developing system-level digital badging technology, taxonomy and training.

**Table 4: Opportunities for Credential Attainment - CCCS Student Outcomes by Institution, 2023-2025**

Institution	Students Served	Number of For Credit Program Participants	Number of Completers of For Credit Programs	Number of Non-Credit Program Participants	Number of Completers for Non-Credit Programs	Total Completers	Credential Completed
Arapahoe Community College	78	53	39	25	<10	44	56%
Front Range Community College	11	0	0	11	<10	<10	73%
Lamar Community College	13	13	<10	0	0	<10	69%
Pueblo Community College	286	258	146	27	0	146	51%
Red Rocks Community College	343	119	69	224	224	293	85%
Trinidad State College	119	119	63	0	0	63	53%
<b>CCCS Total</b>	<b>850</b>	<b>562</b>	<b>326</b>	<b>287</b>	<b>237</b>	<b>563</b>	<b>66%</b>

Source: Colorado Department of Higher Education, 2023 and 2025 reports of student demographics and outcomes from participating institutions of higher education.

Tables 5 and 6, below, show the race/ethnicity, gender and credential completion information for non-credit programs (Table 5) and for-credit programs (Table 6) across all six CCCS participating colleges. Because program titles sometimes differ across colleges, the non-credit programs are grouped by program of study and the for-credit programs are grouped by industry (or career cluster).

**Table 5: CCCS Student Outcomes for Non-Credit Programs by Program of Study**

Program of Study	Number of Students	Race/Ethnicity	Gender	Credential Completed
Commercial Driver's License	<10	***	***	***
Construction	86	86 (100%) Hispanic or Latinx	86 (100%) Male	86 (100%) Yes
Copyright	17	17 (100%) Unknown	17 (100%) Female	17 (100%) Yes
HVAC	12	***	12 (100%) Male	12 (100%) No
Industrial Sewing	<10	***	***	***
Intro Project Management	20	***	** Female, ** Male	20 (100%) Yes
Journaling	38	11 (29%) White Non-Hispanic, 15 (40%) Unknown, 12 (32%) Other*	38 (100%) Female	38 (100%) Yes
Leadership	63	13 (21%) Hispanic or Latinx, 40 (64%) Unknown, 10 (16%) Other*	18 (29%) Female, 45 (71%) Male	63 (100%) Yes
Skilled Trades & Technical Sciences	<10	***	***	***
Software Development	36	10 (28%) White Non-Hispanic, 14 (39%) Unknown, 12 (33%) Other*	11 (31%) Female, 13 (36%) Male, 12 (33%) Unknown	13 (36%) Yes, 23 (64%) No
<b>Total</b>	<b>287</b>	<b>123 (43%) Hispanic or Latinx, 48 (17%) White Non-Hispanic, 86 (30%) Unknown, 27 (9%) Other*</b>	<b>109 (38%) Female, 165 (58%) Male, 12 (4%) Unknown</b>	<b>237 (83%) Yes, 50 (17%) No,</b>

Source: Colorado Department of Higher Education, 2023 and 2025 reports of student demographics and outcomes from participating institutions of higher education.

\*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 the small cell size of one or more gender categories to ensure student privacy.

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

**Table 6: CCCS Student Outcomes in For-Credit Programs by Career Cluster**

Program of Study	Number of Students	Race/Ethnicity	Gender	Credential Completed
Agriculture, Natural Resources & Energy	<10	***	***	***
Business, Marketing, Entrepreneurship, Finance, & Public Administration	16	***	16 (100%) Female	***
Education, Hospitality & Human Services	59	25 (42%) Hispanic or Latinx, 29 (49%) White Non-Hispanic, 5 (8%) Other*	38 (65%) Female, 21 (36%) Male	18 (31%) Yes, 41 (70%) No
Engineering, Technology and Media Arts	46	13 (28%) Hispanic or Latinx, 25 (54%) White Non-Hispanic, 8 (17%) Other*	15 (33%) Female, 31 (67%) Male	16 (29%) Yes, 30 (71%) No
Health, Criminal Justice & Public Safety	361	20 (6%) Asian, 22 (6%) Black or African American, 124 (34%) Hispanic or Latinx, 179 (50%) White Non-Hispanic, 16 (4%) Other*	282 (78%) Female, 79 (22%) Male	255 (71%) Yes, 106 (29%) No
Skilled Trades & Technical Sciences	44	15 (34%) Hispanic or Latinx, 22 (50%) White Non-Hispanic,	10 (23%) Female, 34 (77%) Male	20 (46%) Yes, 24 (55%) No
Unspecified	35	22 (63%) Hispanic or Latinx, 13 (37%) White Non-Hispanic	27 (77%) Female, 8 (23%) Male	12 (34%) Yes, 23 (66%) No
<b>Total</b>	<b>562</b>	<b>13 (2%) American Indian/Alaska Native, 23 (4%) Asian, 31 (6%) Black or African American, 204 (36%) Hispanic or Latinx, 278 (50%) White Non-Hispanic, 13 (2%) Unknown</b>	<b>388 (69%) Female, 174 (31%) Male</b>	<b>326 (58%) Yes, 236 (42%) No</b>

Source: Colorado Department of Higher Education, 2023 and 2025 reports of student demographics and outcomes from participating institutions of higher education.

\*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 the small cell size of one or more gender categories to ensure student privacy.

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

## Colorado Mesa University

Colorado Mesa University (CMU Tech) was able to support 45 students in their pursuit of short-term credentials of value, with 41 (91%) of those completing a credential or in related jobs (Table 7). CMU identified students pursuing technical certificates in majors that aligned with high-demand industries. CMU noted that the most impactful component of funding from SB 22-192 was the ability to reduce tuition costs for learners. More than 71% of students awarded scholarship funds either earned a technical certification or continued in a program at CMU Tech. This represents an additional 21 credential completers since 2024.

**Table 7: Opportunities for Credential Attainment - CMU Tech Student Outcomes by Program, 2023-2025**

Program of Study	Number of Students	Race/ Ethnicity	Gender	Completed Credential	Job Placement in Field or Still Enrolled?
Applied Business	<10	***	***	***	***
Baking and Pastry	<10	***	***	***	***
Construction Electrical	<10	***	***	***	***
Culinary Arts	<10	***	***	***	***
Early Childhood Education	<10	***	***	***	***
Electric Lineworker	<10	***	***	***	***
Information & Communication Tech.	<10	***	***	***	***
Land Surveying & Geomatics	<10	***	***	***	***
Manufacturing Technology	14	***	***	***	***
Transportation Services	<10	***	***	***	***
Viticulture & Enology	<10	***	***	***	***
Total	45	24 (53%) White Non-Hispanic, 13 (29%) Hispanic or Latinx,	31 (69%) Male, 14 (31%) Female	32 (71%) Yes, 13 (29%) No	12 (27%) Still Enrolled or Placed in Field

Source: Colorado Department of Higher Education, 2023 and 2025 reports of student demographics and outcomes from participating institutions of higher education.

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

## Colorado Mountain College

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Colorado Mountain College (CMC) supported 80 students in their pursuit of short-term credentials of value (with multiple students completing two or more programs, for a duplicated headcount of 160). CMC used labor market data and the Talent Pipeline Report to identify high-demand, high-value jobs in their service areas. In the 2025 reporting period, CMC increased the number of credential completers from 30 to 52, for a new credential completion rate of 65% of all students who received funding (Table 8).

Through the college's Guided Pathways structure, and with financial support from programs like SB 22-192, CMC has been able to accelerate its ability to intentionally design stackable credential options, which start with industry-recognized credentials and stack into certificate and academic degree programs. Notable examples include:

- Skilled trades certifications stacking into the Multi Occupational Trades AAS, which stack into BAS in leadership.
- Certified Addictions Specialist (CAS) and Certified Addictions Technician (CAT), which are credentials through the Behavioral Health Administration and stack into the AA and BA in Human Services.
- Information Technology certificates which stack into business pathways including BAS and BSBA.

CMC continues to build connections between short-term programs and bachelor's degrees that allow for multiple entry and exit points toward employment and career advancement through leadership and supervisory roles.



**Table 8: Opportunities for Credential Attainment - Colorado Mountain College Student Outcomes by Program, 2023-2025**

Program of Study	Number of Enrollments	Race/ Ethnicity	Gender	Completed Credential	Job Placement Field or Still Enrolled
<b>A+ Computer Technician</b>	29	10 (35%) Hispanic or Latinx, 17 (41%) White Non-Hispanic	***	18 (62%) Yes, 11 (38%) No	*** still enrolled, Job placement not available
<b>Network +</b>	28	24 (86%) White Non-Hispanic	***	18 (64%) Yes, 10 (36%) No	*** still enrolled, Job placement not available
<b>Server +</b>	28	24 (86%) White Non-Hispanic,	***	***	*** still enrolled, Job placement not available
<b>Cybersecurity</b>	27	23 (85%) White Non-Hispanic,	***	***	*** still enrolled, Job placement not available
<b>Certified Addiction Technician</b>	19	10 (53%) Hispanic or Latinx,	***	***	*** still enrolled, Job placement not available
<b>Accounting - Bookkeeper</b>	15	***	***	***	*** still enrolled, Job placement not available
<b>Cisco Certified Network Associate (CCNA)</b>	<10	***	***	***	*** still enrolled, Job placement not available
<b>Certified Addictions Specialist</b>	<10	***	***	***	*** still enrolled, Job placement not available
<b>Unknown</b>	<10	***	***	***	*** still enrolled, Job placement not available
<b>Total</b>	161** (Unique Enrollments), 80 Total Students	22 (28%) Hispanic or Latinx, 49 (61%) White Non-Hispanic	27 (34%) Female, 53 (66%) Male	52 (65%) Yes, 28 (35%) No	21 (26%) Still Enrolled, Job placement not available

Source: Colorado Department of Higher Education, 2023 and 2025 reports of student demographics and outcomes from participating institutions of higher education.

\* 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 number of students pursuing programs.

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

## Pickens Technical College

Pickens Technical College (PTC) supported six students in their pursuit of short-term credentials (Table 9). PTC’s strategy to provide students with financial support in their pursuit of non-degree credentials focused on their high-cost nursing and cosmetology. Data are unchanged from the 2024 report.

**Table 9: Opportunities for Credential Attainment - Pickens Technical College Student Outcomes by Program, 2023-2025**

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

Source: Colorado Department of Higher Education, 2023 report of student demographics and outcomes from participating institutions of higher education.

\*\*\* Data are completely suppressed due to less than 10 student awardees to ensure student privacy.

## Technical College of the Rockies

Technical College of the Rockies (TCR) supported seven students, with all completing their credentials and six out of seven in job placements (Table 10). TCR reported selecting students based on need and grade point average (GPA).

**Table 10: Opportunities for Credential Attainment - TCR Student Outcomes by Program, 2023-2025**

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

Source: Colorado Department of Higher Education, 2023 and 2025 reports of student demographics and outcomes from participating institutions of higher education.

\*\*\* Data are completely suppressed due to less than 10 student awardees to ensure student privacy.

## Student Outcomes by Race/Ethnicity and Gender (all institutions)

This section contains statewide student outcomes by race/ethnicity and gender for funded students who were awarded a credential, are still enrolled or have been placed in a job in the field. For totals by race/ethnicity, gender and still enrolled, Aims Community College and Pickens Technical College are excluded as updated 2025 data were unavailable at the time of publishing.

**Table 11: Opportunities for Credential Attainment - Student Outcomes by Race/Ethnicity and Gender (all institutions), 2023-2025**

Institution	Total Credentials Awarded / Credentials Attempted	Credentials Awarded by Race/Ethnicity	Credentials Awarded by Gender	Still Enrolled Fall 2025
<b>Aims Community College</b>	32 of 32 (100%)	** Asian, ** Black non-Hispanic, ** Hispanic or Latinx, ** White Non-Hispanic	** Female, ** Male	n/a (all students previously completed)
<b>CCCS Non-Credit</b>	237 of 287 (83%)	112 (47%) Hispanic or Latinx, 10 (4%) Two or More Races, 29 (12%) White Non-Hispanic, 12 (5%) Other*, 74 (31%) Not Reported	94 (40%) Female, 140 (59%) Male, *** Declined to Answer	0 still enrolled
<b>CCCS For Credit</b>	326 of 562 (58%)	17 (5%) Asian or Pacific Islander, 20 (6%) Black Non-Hispanic, 119 (37%) Hispanic-Other, 159 (49%) White Non-Hispanic, 11 (3%) Other*	240 (74%) Female, 86 (26%) Male	62 of 562 (15%)
<b>Colorado Mountain College</b>	52 of 80 (65%)	36 (69%) White Non-Hispanic, 16 (31%) Other*	15 (29%) Female, 37 (71%) Male	21 of 80 (26%)
<b>CMU Tech</b>	32 of 45 (71%)	19 (59%) White Non-Hispanic, 13 (41%) Other*	10 (31%) Female, 22 (69%) Male	***
<b>Pickens Technical College</b>	** 33%	N/A	N/A	N/A
<b>Technical College of the Rockies</b>	** 100%	***	***	***
<b>Total</b>	688 of 1089 (68%)	21 (3%) Asian, 31 (5%) Black or African American, 253 (39%) Hispanic or Latinx, 246 (38%) White Non-Hispanic 99 (15%) Other or Unknown, (calculation excludes PTC & Aims)	286 (44%) Female, 364 (56%) Male (calculation excludes PTC & Aims)	Still Enrolled, Job placement data not available for all programs

Source: Colorado Department of Higher Education, 2023 and 2025 reports of student demographics and outcomes from participating institutions of higher education.

\*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 the small cell size of one or more categories to ensure student privacy.

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

## Statewide Summary Student Outcomes

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SB 22-192 allocations to institutions to support students in their pursuit of high-value, short-term credentials had a statewide impact.

- \$1,544,599 spent (\$1,490,599 directly to students, \$54,000 by CDHE for administrative costs).
- Across 12 participating institutions of higher education across the state, 1,011 students received funding.
- Of the 1,011 students served, 688 non-degree credentials were awarded (68%), an increase of 192 credentials statewide since the January 2024 outcomes report.
- All institutions reported an increase in credential attainment except Aims Community College (which had already completed all students) and Pickens Technical College (data unavailable),

## Conclusion

SB 22-192 has driven real results—expanding access to high-value, short-term credentials statewide. 1,011 Coloradans enrolled using program funds, earning 688 credentials and achieving a strong 68% completion rate. This success underscores the program’s core mission: equipping learners with workforce-aligned skills that meet Colorado’s economic needs.

The program has been particularly effective in serving Hispanic or Latinx students (48% of completers) and supporting healthcare-related credential pathways. Still, the return of 15% of funds unspent—paired with gaps in job placement tracking—signals clear opportunities to strengthen accountability and maximize impact. Institutions that successfully spent their allocation – particularly those achieving high completion rates, such as Aims (100%) and Red Rocks (85%) – offer models that could inform future implementations.

Complementary initiatives such as Career Advance Colorado (HB23-1246) and Care Forward Colorado (SB22-226) are strengthening the broader ecosystem for stackable credentials. As CCCS completes

systemwide implementation of integrated student information systems and digital badging infrastructure, the foundation for credential recognition and career mobility continues to mature.

## Recommendations for Future Program Iterations

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1. **Standardize employment outcome tracking** across all participating institutions to enable meaningful assessment of labor market alignment.
2. **Develop technical assistance** for institutions that struggled with fund absorption to identify and address barriers to implementation.
3. **Expand reporting to include geographic analysis** to assess urban-rural equity in credential attainment outcomes.
4. **Leverage successful stackable credential models** from Colorado Mountain College and the Colorado Community College System to inform statewide best practices for career pathway development.