



COLORADO Department of Education

2016 LEGISLATIVE REPORT EDUCATOR PREPARATION REPORT AY2015-2016

DECEMBER 2016

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This report was prepared by the Student Success and Academic Affairs Division at the Colorado Department of Higher Education (CDHE) with the assistance of the Office of Educator Preparation, Licensing and Educator Effectiveness at the Colorado Department of Education (CDE) pursuant to the requirements of §23-1-121(6) Colorado Revised Statutes.

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Executive Summary

Significant findings described within this report include:

- The total number of individuals completing an educator preparation program at Colorado colleges and universities during the 2015-16 academic declined by 2.2% from the previous year to 2,472. This is the sixth consecutive year the number of completers has declined.
- The number of individuals completing an alternative licensing program was 796 during 2015-16. This continues to remain consistent over the last two reporting cycles and represents approximately one-quarter (25%) of all the total completers in the state.
- There has been a 24.4% decline in the number of educators completing an educator preparation program at Colorado colleges and universities between the years 2010- 2016.
- In addition to a decline in completers, enrollment in educator preparation programs at institutions of higher education remains at low levels and unchanged from the previous academic year. Significant declines in math, science and English language arts were noted during 2015-16.
- While overall numbers are lower, 2015-16 saw an increase in the number of diverse students enrolled in educator preparation programs. The number of black/African American, Hispanic, Asian and multi-racial candidates all increased as compared to the previous academic year.
- Rural districts continue to have difficulty in recruiting and retaining teachers in historically hard-to-staff endorsement and licensure areas. The overall teacher shortage continues to have a dramatic impact on rural districts, particularly those throughout the eastern plains.

I. Introduction

Pursuant to \$23-1-121(6) Colorado Revised Statutes, the Colorado Commission on Higher Education (CCHE) reports annually to the Joint Education Committee of the General Assembly on enrollment in, graduation (completion) rates from, and effectiveness of the review of educator preparation programs at institutions of higher education and designated agencies. This report fulfills this statutory requirement.

This report was completed by the Colorado Department of Higher Education (CDHE) and the Colorado Department of Education (CDE). The materials utilized in this report originate from data submitted annually to the department by the 19 institutions of higher education offering educator preparation. Additional material to supplement the report has been provided by the Colorado Workforce Development Council.

The report is divided into eight sections: an introduction, an analysis of educator preparation completers in traditional institutions of higher education, a review of completers from alternative route educator preparation programs, an examination of the enrollment and enrollment trends for educator preparation programs at Colorado colleges and universities, a review of the demographics of those enrolled in educator preparation programs at institutions of higher education, a summary of the reauthorization and program approvals completed in 2016 and additional areas of focus and recommendations for the Colorado education community throughout 2017 and beyond.

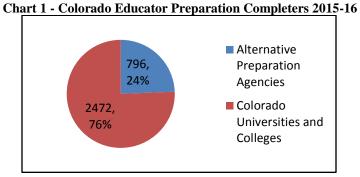
II. Completers Through Traditional Licensure Routes

Completer data has become increasingly useful in regards to understanding and forecasting the number of individuals entering the classroom or school as a teacher, administrator or special services provider. The number of completers has a direct correlation to the projected needs of local school districts and has a direct impact on the 899,112 students in Colorado's K12 schools.

The importance of licensure for educators is well-documented and abundant in national and global research. In nearly all cases, unlicensed teachers serving in classrooms resulted in lower achievement rates for students as evidenced by lower assessment scores and decreased high-school completion rates (Darling-Hammond, 2000; Presley, White and Gong, 2005). In general, teachers without a license, earned through a traditional program or an alternative provider, are more likely to be evaluated as ineffective and/or leave the teaching profession within two years of hire. Based on this data, both DHE and CDE continue to support efforts to ensure all teachers are of the highest quality and possess the required licenses and endorsements.

For most Colorado residents, obtaining licensure in the state of Colorado is done primarily through completing an approved educator preparation program ("traditional route") at an established college or university or through a designated agency for alternative teacher preparation ("alternative route"). All combined, 3268 educators completed programs through either a traditional educator preparation program or through a designated agency.

Chart 1 below shows the number and percent of completers from college- and university-based programs versus alternative providers/designated agencies.



During the 2015-16 academic year, 2,472 students completed traditional educator preparation programs at colleges/universities, versus 2,529 completers in 2014-2015, which is a 2% reduction and marks the sixth consecutive year the number of completers from university/college-based educator preparation programs has declined. From 2010 to 2016, there is a decrease of 24.4% in the total number of completers from traditional educator preparation programs at colleges/universities, as illustrated in Chart 2 below.

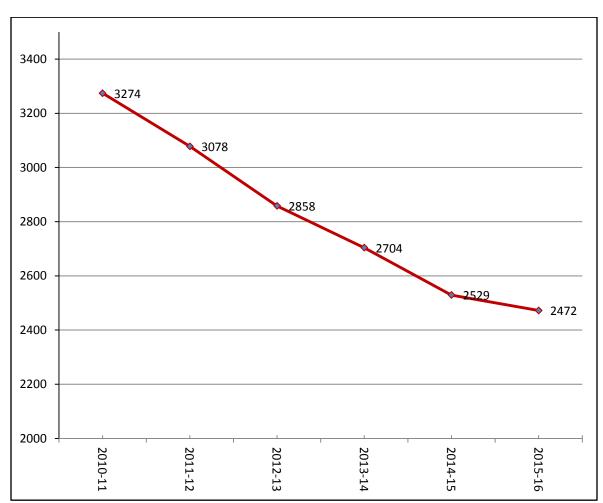
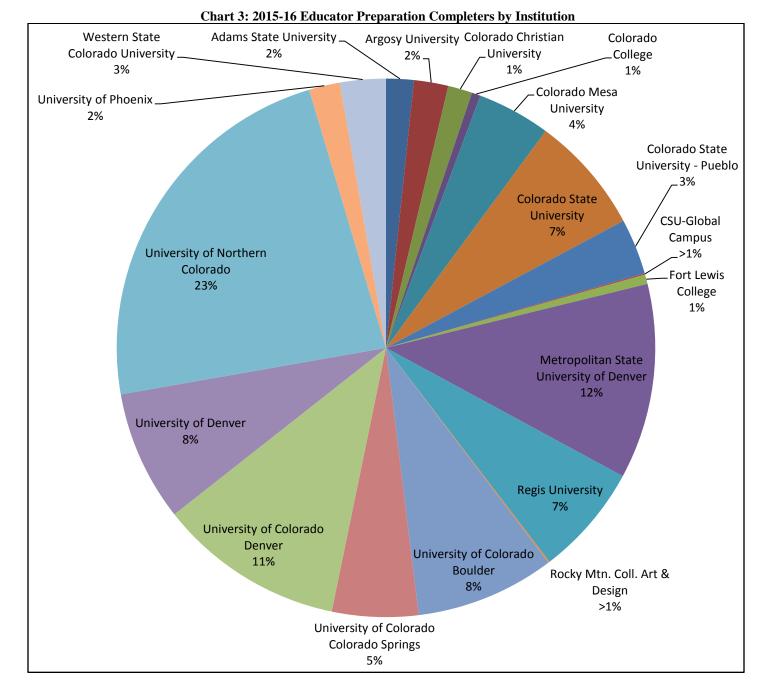


Chart 2 – Colorado Educator Preparation Institution of Higher Education Completers 2010-2016

This downward trend in completer numbers mirrors national and global patterns (USDOE, 2013) related to the ongoing teacher shortage. According to recent studies, less than 5% of high school students are interested in pursuing careers as an educator (ACT, 2016). Primary reasons for this lack of interest in careers in education include: perceptions of job instability, the impact of teacher evaluation systems and financial limitations related to salaries for teachers (Sawchuk, 2014).

Within the "traditional route" students in the state of Colorado are able to complete educator preparation programs at one or more of the 19 state-approved educator preparation providers. In 2015-16 students did complete programs from all of these various institutions of higher education. The University of Northern Colorado had the largest number of completers, 573, encompassing 23% of all completers in the state. Chart 3 below provides a percentage breakdown of completers from colleges and universities during the 2015-16 academic year.



Elementary education programs continue to produce the largest number of completers in the state (751 in 2015-16). Table 1 provides information regarding the endorsement areas for completers at each institution of higher education during the 2015-16 academic year.

Table 1: Completers -- Area of Licensure/Endorsement by Institution

| Institution & Total Number of Completers | Completer Licensure/Endorsement Area & Number of Completers | | | |
|---|---|--|--|--|
| Adams State University – 41 completers | Visual Arts (K-12) 3; Elementary Education 21; English Language Arts 3; World Language 1; Music (K-12) 6; Physical Education 5; Science 1; Social Studies 1 | | | |
| Argosy University – 51 completers | Principal 51 | | | |
| Colorado Christian University – 36 completers | Early Childhood Education 3; Elementary Education 23; English Language Arts 1; Music (K-12) 1; Science 1; Social Studies 1; Special Education Generalist 6 | | | |
| Colorado College – 13 completers | Visual Arts (K-12) 1; Elementary Education 7; English Language Arts 4; Music (K-12) 1 | | | |
| Colorado Mesa University – 109 completers | Visual Arts (K-12) 1; Elementary Education 36; English Language Arts 10; Culturally and Linguistically Diverse Education 3; Mathematics 8; Music (K-12) 5; Physical Education 10; Principal 10; Science 8; Social Studies 10; Special Education Generalist 4; Undeclared or Unknown 4 | | | |
| Colorado State University – 175 completers | Agriculture , Food and Natural Resources 6; Visual Arts (K-12) 16; Business and Marketing Education 1; Business Education 2; Early Childhood Education 28; English Language Arts 37; Family and Consumer Sciences 6; World Language 8; Business and Marketing 2; Mathematics 12; Music (K-12) 9; Science 23; Social Studies 22; Speech 1; Technology Education 2 | | | |
| Colorado State University – Pueblo – 83 completers | Visual Arts (K-12) 3; Elementary Education 21; English Language Arts 5; Instructional Technology Specialist 1; Instructional Technology Teacher 1 Culturally and Linguistically Diverse Education 22; Mathematics 5; Music (K-12) 6; Physical Education 8; Science 2; Social Studies 6 Special Education Generalist 3 | | | |
| CSU – Global Campus – 2 completers | Principal 2 | | | |
| Fort Lewis College – 14 completers | Visual Arts (K-12) 1; Drama Theatre Arts 1; Early Childhood Education 2; Elementary Education 3; English Language Arts 4; World Language 1; Culturally and Linguistically Diverse Education 2; Physical Education 1; Social Studies 1 | | | |
| Metropolitan State University of Denver – 290 completers | Visual Arts (K-12) 19; Early Childhood Education 18; Elementary Education 117; English Language Arts 30; World Language 5; Culturally and Linguistically Diverse Education 9; Mathematics 11; Music (K-12) 5; Physical Education 15; Science 12; Social Studies 22; Special Education Generalist 36 | | | |

| Institution & Total Number of Completers | Completer Licensure/Endorsement Area & Number of Completers |
|---|--|
| Regis University – 166 completers | Visual Arts (K-12) 2; Business Education 2; Early Childhood Education 4; ECE Special Education 2; Elementary Education 45; English Language Arts 6; Culturally and Linguistically Diverse Education 49; Mathematics 5; Principal 39; Reading Specialist 7; Reading Teacher 1; Science 6; Social Studies 9; Special Education Generalist 14; Undeclared or Unknown 1 |
| Rocky Mountain College of Art and Design – 2 completers | Visual Arts (K-12) 2; |
| University of Colorado Boulder – 207 completers | Elementary Education 58; English Language Arts 18; World Language 3; Culturally and Linguistically Diverse Education 52; Mathematics 15; Music (K-12) 22; Reading Teacher 8; Science 18; Social Studies 13 |
| University of Colorado Colorado Springs – 128 completers | Early Childhood Education 6; ECE Special Education 6; Elementary Education 52; English Language Arts 3; World Language 1; Gifted Education Specialist 4; Culturally and Linguistically Diverse Education 1; Mathematics 3; Principal 21; Reading Specialist 1; Reading Teacher 2; Science 7; Social Studies 14; Special Education Generalist 13 |
| University of Colorado Denver – 276 completers | Administrator 18; ECE Special Education: Specialist 24; Elementary Education 39; English Language Arts 8; World Language 3; Instructional Technology Specialist 9; Culturally and Linguistically Diverse Education 35; Mathematics 4; Principal 71; Reading Teacher 20; Teacher Librarian 1; Science 8; Social Studies 16; Special Education Generalist 14 Teacher Librarian 9 |
| University of Denver – 194 completers | Visual Arts (K-12) 5; ECE Special Education: Specialist 7; Elementary Education 49; English Language Arts 7; World Language 2; Mathematics 7; Principal 94; Science 5; Social Studies 10; Teacher Librarian 3; Undeclared or Unknown 5 |
| University of Northern Colorado – 573 completers | Administrator 2; Visual Arts (K-12) 14; Drama Theatre Arts 8; Early Childhood Education 40; ECE Special Education 17; ECE Special Education: Specialist 16; Elementary Education 259; English Language Arts 12; World Language 5; Gifted Education Specialist 2; Culturally and Linguistically Diverse Education 67; Mathematics 12; Music (K-12) 29; Physical Education 13; Principal 66; Science 12; Social Studies 15; Special Education Director 8; Special Education Generalist 60; Special Education Specialist: Deaf/Hard of Hearing 8 |
| University of Phoenix – 46 completers | Elementary Education 6; English Language Arts 3; Mathematics 1; Principal 24; Social Studies 12 |
| Western State Colorado University – 68 completers | Visual Arts (K-12) 6; Elementary Education 15; English Language Arts 6; World Language 2; Mathematics 1; Music (K-12) 1; Physical Education 5; Principal 18; Science 5; Social Studies 6 Special Education Generalist 3 |

Individuals completed programs in 34 licensure areas at Colorado colleges and universities during the 2015-16 academic year. Of particular note are the 84 completers in secondary mathematics, marking the first time since 2011-12 where less than 100 individuals completed the high-demand program. A complete breakdown of completers by endorsement/licensure areas is included in Table 2 below. A list of institutions' abbreviations can be found in Appendix A.

| Endorsement/Licensure Area | AY 15-16 Completers | Completers by Institution |
|--|---------------------|--|
| Administrator | 20 | UCD 18; UNC 2 |
| Agriculture, Food and Natural Resources | 6 | CSU 6 |
| Visual Arts (K-12) | 73 | ASU 3; CC 1; CMU 1; CSU 16; CSUP 3; FLC 1; MSUC 19; RU 2; RMCAD 2; DU 5; UNC 14; WSCU 6 |
| Business and Marketing Education | 1 | CSU 1 |
| Business Education | 4 | CSU 2; RU 2 |
| Culturally and Linguistically Diverse Education | 240 | CMU 3; CSUP 22; FLC 2; MSUD 9; RU 49; UCB 52; UCCS 1; UCD 35; UNC 67 |
| Drama Theatre Arts | 9 | FLC 1; UNC 8 |
| Early Childhood Education (ECE) | 101 | CCU 31 CSU 28; FLC 2; MSUD 18; RU 4; UCCS 6; UNC 40 |
| ECE Special Education | 25 | RU 2; UCCS 6; UNC 17 |
| ECE Special Education: Specialist | 47 | UCD 24; DU 7; UNC 16 |
| Elementary Education | 751 | ASU 21; CCU 23; CC 7; CMU 36; CSUP 21; FLC 3; MSUD 117; RU 45; UCB 58; UCCS 52; UCD 39; DU 49; UNC 259; UP 6; WSCU 15 |
| English Language Arts | 157 | ASU 3; CCU 1; C 4; CMU 10; CSU 37; CSUP 5; FLC 4; MSUD 30; RU 6; UCB 18; UCCS 3; UCD 8; DU 7; UNC 12; UP 3; WSCU 6 |
| Family and Consumer Sciences | 6 | CSU 6 |
| World Language | 31 | ASU 1; CSU 8; FLC 1; MSUD 5; UCB 3; UCCS 1; UCD 3; DU 2; UNC 5; WSCU 2 |
| Gifted Education Specialist | 6 | UCCS 4; UNC 2 |
| Instructional Technology Specialist | 10 | CSUP 1; UCD 9 |
| Instructional Technology Teacher | 1 | CSUP 1 |
| Mathematics | 84 | CMU 8; CSU 12; CSUP 5; MSUD 11; RU 5; UCB 15; UCCS 3; UCD 4; DU 7; UNC 12; UP 1; WSCU 1 |
| Music (K-12) | 85 | ASU 6; CCU 1; CC 1; CMU 5; CSU 9; CSUP 6; MSUD 5; UCB 22; UCD 29; WSCU 1 |
| Physical Education | 57 | ASU 5; CMU 10; CSUP 8; FLC 1; MSUD 15; UNC 13; WSCU 5 |
| Principal | 396 | AU 51; CMU 10; CSUG 2; RU 39; UCCS 21; UCD 711 DU 94; UNC 66; UP 24; WSCU 18 |
| Reading Specialist | 8 | RU 1; UCCS 1 |

| Table 2: Institution of Higher Education Educator Preparation Program Completers | |
|--|--|
| by Endorsement/Licensure Areas | |

| Endorsement/Licensure Area | AY 15-16 Completers | Completers by Institution |
|---|---------------------|---|
| Reading Teacher | 31 | RU 1; UCB 8; UCCS 2; UCD 20 |
| Teacher Librarian | 1 | UCD 1 |
| Science | 108 | ASU 1; CCU 1; CMU 8; CSU 23; CSUP 2; MSUD 12; RU 6; UCB 18; UCCS 7; UCD 8; DU 5; UNC 12; WSCU 5 |
| Social Studies | 158 | ASU 1; CCU 1; CMU 10; CSU 22; CSUP 6; FLC 1; MSUD 22; RU 9; UCB 13; UCCS 14; UCD 16; DU 10; UNC 15; UP 12; WSCU 6 |
| Special Education Director | 8 | UNC 8 |
| Special Education Generalist | 153 | CCU 6; CMU 4; CSUP 3; MSUD 36; RU 14; UCCS 13; UCD 14; UNC 60; WSCU 3 |
| Special Ed. Specialist: Deaf/Hard of Hearing | 8 | UNC 8 |
| Special Ed. Specialist: Visually Impaired | 0 | |
| Speech | 1 | CSU 1 |
| Technology Education (previously Industrial Arts) | 2 | CSU 2 |
| Undeclared or Unknown | 10 | CMU 4; RU 1; DU 5 |

Specific teaching and administrative areas show variability in terms of the numbers of completers during the last three years. Elementary education remains the most consistently popular endorsement area (30.3% of all completers), as the total numbers of completers in other endorsement areas continue to fluctuate. Significant numbers of educators continue to complete programs leading to principal licensure (396 in 2015-16) and culturally and linguistically diverse endorsements (240). Simultaneously, relatively low numbers of completers can be found in the world languages (31), math (84), science (108) and early childhood education (101) domains – all of which continue to be areas of high demand for school districts due to the limited number of licensed educators in these fields. Chart 4 below highlights this variance.

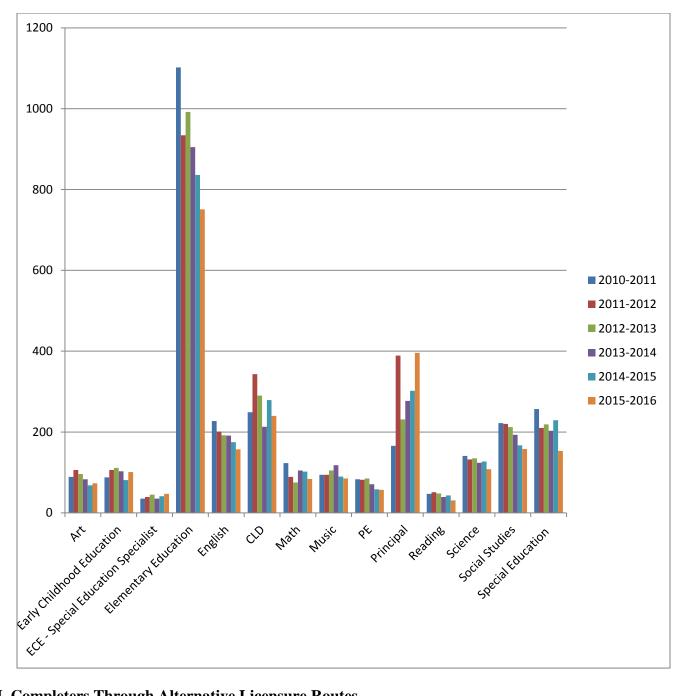


Chart 4 – Institution of Higher Education Completers by Area (minimum 30 completers in 2015-16 AY)

III. Completers Through Alternative Licensure Routes

In contrast to declining completer numbers at traditional educator preparation programs at colleges and universities, alternative teacher licensure programs remained largely consistent, with a minor decrease of 20 completers in 2015-16. During the 2014-15 academic year, 796 individuals completed an alternative licensure program from one of the 25 designated agencies authorized to provide alternative teacher preparation. Of those, 25% completed programs in elementary education and 35% in the identified high-needs areas of special education, mathematics, science and foreign/world language combined. Table 3 lists the number of alternative program completers by designated agency during the 2014-15 academic year.

| 2015-16 | | | | | | | |
|--|-----------------|-----------------------|-------------------------------------|--|------------------|--|--|
| Designated agency | # of completers | % of total completers | Endorsement Areas | | | | |
| | | | EC Education 3; | | | | |
| | | | Elementary Education 3; | | | | |
| Archdiocese of Denver | 25 | 3% | English Language Arts 2; | | | | |
| | | | French 1; Latin 1; Math 4; | | | | |
| | | | PE 7; Science 3; Spanish 1 | | | | |
| | | | Agriculture 2; Visual Arts 2; | | | | |
| | | | Business 3; Dance 1; | | | | |
| | | | Drama Theatre Arts 3; | | | | |
| | | | Elementary Education 50; | | | | |
| | | | English Language Arts 30; | | | | |
| ASPIRE: University of Colorado Denver | 183 | 24% | Math 21; Music 2; Science 29; | | | | |
| | | | Social Studies 4; | | | | |
| | | | Special Education 30; | | | | |
| | | | Speech 1; Spanish: 4; | | | | |
| | | | Chinese: 1 | | | | |
| Boulder Journey School | 35 | 5% | EC Education 35 | | | | |
| Boulder Journey School | | 3% | | | | | |
| Cal Frazier Teacher Fellows Program/School | ~ | . 10/ | Elementary Education 1; Math | | | | |
| Leaders for Colorado | 5 | >1% | 1; PE 1; Science 1; | | | | |
| | | | Social Studies 1 | | | | |
| | | | Visual Arts 1; Business 2; | | | | |
| | | | EC Education 1; | | | | |
| | | | Elementary Education 9; | | | | |
| Centennial BOCES | 34 | 4% | English Language Arts 5; | | | | |
| | 51 | 170 | Instructional Technology 2; | | | | |
| | | | | | Math 3; Music 1; | | |
| | | | Science 1; Social Studies 5; | | | | |
| | | | Spanish 4 | | | | |
| | | | Visual Arts 1; Business 1; | | | | |
| | | | Drama Theatre Arts 1; | | | | |
| | | | EC Education 1; | | | | |
| Colorado Christian University | 17 | 2% | Elementary Education 4 | | | | |
| | | | English Language Arts 2; | | | | |
| | | | Math 1; Science 1; Spanish 1 | | | | |
| | | | Special Education 4 | | | | |
| | | | Elementary Education 1; | | | | |
| | | | English Language Arts2; | | | | |
| | | | French 1; Math 2; PE 2; | | | | |
| Colorado State University - Pueblo | 14 | 2% | Science 1; | | | | |
| | | | Special Education 4 | | | | |
| | | | Technology Education 1 | | | | |
| | | | Elementary Education 5; | | | | |
| Denver Public Schools | 47 | 6% | Math 5; Science 8; | | | | |
| Deriver Fublic Schools | Ξ, | 070 | Special Education 29 | | | | |
| | | | Marketing 1; | | | | |
| Douglas County School District | 2 | >1% | Instructional Technology 1 | | | | |
| | | | | | | | |
| Eagle Rock School and Professional | | | Moth 1: Music 1: DE 1. | | | | |
| | 4 | >1% | Math 1; Music 1; PE 1; Science 1 | | | | |
| Development | | | Science I | | | | |
| | | | 1 | | | | |

| Table 3: Alternative Teacher Licensure Program Completers by Designated Agency |
|--|
| 2015-16 |

| Designated agency | # of completers | % of total completers | Endorsement Areas | |
|---|-----------------|-----------------------|-------------------------------|-------------------------|
| | | | Visual Arts 2; | |
| East Central BOCES | 9 | 1% | English Language Arts 3; | |
| | , | 170 | PE 1; Science 2; | |
| | | | Social Studies 1 | |
| Friends' School | 27 | 3% | EC Education 5; | |
| | 27 | 570 | Elementary Education 22 | |
| | | | Visual Arts 2; | |
| | | | Business/Marketing 2; | |
| | | | Drama Theatre Arts 2; EC | |
| | | | Education 5 | |
| Metropolitan State University of Denver | 80 | 10% | Elementary Education 19; | |
| | 00 | 1070 | English Language Arts 5; | |
| | | | Math 9; PE 2; Science 10; | |
| | | | Social Studies 1; | |
| | | | Special Education 17; | |
| | | | Spanish 6 | |
| | | | Visual Arts 1; Business 1; | |
| | | | Business/ Marketing 2; | |
| | | | EC Education 2; | |
| Mountain BOCES | 37 | 5% | Elementary Education 9; | |
| Mountain Docebs | 51 | 370 | English Language Arts 1; | |
| | | | Health 1; Math 11; Music 1; | |
| | | | Science 3; Social Studies 3; | |
| | | | Teacher Librarian1; Spanish 1 | |
| | | | Visual Arts 2; | |
| Northeast BOCES | 25 | 3% | Elementary Education 15; | |
| | | | Math 5; PE 3 | |
| | | | Elementary Education 4; | |
| | | | English Language Arts 1; | |
| Northwest BOCES | 11 | 1% | Science 2; Social Studies 1; | |
| | | | | Technology Education 1; |
| | | | Spanish 2 | |
| | | | Visual Arts 1; Business 2; | |
| | | | Elementary Education 29; | |
| Public Education & Business Coalition | 74 | 10% | English Language Arts 9; | |
| | | | Math 9; PE 2; Science 13; | |
| | | | Social Studies 9 | |
| | | | Visual Arts 3; | |
| | | | Drama Theatre Arts 1; | |
| | | | EC Education 2; | |
| | | | Elementary Education 7; | |
| | | | English Language Arts 2; | |
| Pikes Peak BOCES | 43 | 6% | Family/Consumer Studies 1; | |
| | | 0,0 | Instructional Technology 2; | |
| | | | Math 4; Music 2; PE 2; | |
| | | | Science 3; Social Studies 1; | |
| | | | Special Education 6; | |
| | | | Technology Education 2; | |
| | | | Spanish 5 | |
| | | | Visual Arts 1; Math 1; PE 2; | |
| | | | English Language Arts 1; | |
| San Luis Valley BOCES | 6 | >1% | Science 1 | |
| | | | | |
| | | | | |

| Designated agency | # of completers | % of total completers | Endorsement Areas | | | |
|---|-----------------|-----------------------|-----------------------------|----|-------------------------|--------------------------|
| | | | Elementary Education 2: | | | |
| | | | English Language Arts 1; | | | |
| Southeast BOCES | 11 | 1% | Math 1; Science 3; | | | |
| | | | Social Studies 3; | | | |
| | | | Special Education 1 | | | |
| Stanley British Primary School | 52 | 7% | EC Education 43; | | | |
| Stanley British I finary School | 52 | 770 | Elementary Education 9 | | | |
| | 15 | | English Language Arts 6; | | | |
| University of Colorado - Colorado Springs | | 15 | s 15 | 2% | Math 2; Science 3; | |
| | | | Social Studies 2; Spanish 2 | | | |
| | 7 | | Agriculture 1; | | | |
| West Central Licensing Program | | 7 | 7 | 1% | Elementary Education 2; | |
| | | | PE 2; Science 1; Spanish 1 | | | |
| | | | Elementary Education 1; | | | |
| Western State Colorado University | 11 | 11 | 11 | 11 | 1% | English Language Arts 3; |
| western State Colorado University | | 1 70 | Math 3; PE 1; Science 2; | | | |
| | | | Special Education 1 | | | |
| TOTAL | 796 | | | | | |

IV. Enrollment

Unlike the declining numbers of completers, enrollment in educator preparation programs at institutions of higher education remained largely unchanged during the 2015-16 academic year, with an increase of 5 additional students enrolled as compared to the previous academic year. This increase is partially due to the inclusion of data from three additional institutions (Argosy University, Colorado Mountain College and Colorado State University – Global Campus) that recently began to offer educator preparation programs in Colorado.

It is notable that the 2014-15 academic year posted the lowest enrollment totals dating back to 2010. Accordingly, the state of Colorado continues to see record low enrollment numbers for educator preparation programs at institutions of higher education. We expect this to continue to have a negative impact on the number of completers for the next four-to-five years.

These decreased enrollments also align with national and global trends regarding teacher shortages. Table 4 below provides both cumulative enrollment figures and individual enrollments for the 18 colleges/universities that included at least one program completer during the 2014-15 academic years.

| | Tuble - | 1 I I Ugi an | | nts by msu | 1011, 201 | | | |
|---|---------|--------------|-------|------------|-----------|------|------|----------------------|
| Institution | 2010 | 2011 | 2012 | 2013 | 2014 | 2015 | 2016 | Change 2015- 2016 |
| Adams State University ¹ | 486 | 473 | 378 | 314 | 246 | 175 | 188 | +7.4% |
| Argosy University | - | - | - | - | - | - | 51 | n/a |
| Colorado Christian University | 227 | 245 | 214 | 209 | 195 | 165 | 201 | +21.8% |
| Colorado College | 62 | 59 | 55 | 42 | 43 | 37 | 26 | -30% |
| Colorado Mesa University | 364 | 219 | 257 | 260 | 200 | 217 | 228 | + 5.1% |
| Colorado Mountain College | - | - | - | - | - | - | 92 | n/a |
| Colorado State University | 772 | 879 | 795 | 576 | 868 | 892 | 792 | -1% |
| Colorado State University – Global Campus | - | - | - | - | - | - | 40 | n/a |
| Colorado State University - Pueblo | 387 | 411 | 367 | 325 | 280 | 282 | 334 | +18.4% |
| Fort Lewis College | 219 | 227 | 180 | 170 | 180 | 171 | 157 | -8.2% |
| Metropolitan State University of Denver ² | 1868 | 1931 | 2001 | 1913 | 1770 | 1448 | 1687 | +16.5% |
| Regis University ⁴ | 907 | 1139 | 732 | 869 | 706 | 545 | 509 | -6.6% |
| Rocky Mtn. Coll. Art & Design | 55 | 59 | 47 | 40 | 20 | 39 | 35 | -10.2% |
| University of Colorado Boulder | 871 | 694 | 823 | 786 | 712 | 803 | 708 | -11.8% |
| University of Colorado Colorado Springs | 426 | 351 | 458 | 713 | 655 | 778 | 757 | -2.7% |
| University of Colorado Denver | 1339 | 1255 | 990 | 866 | 864 | 774 | 725 | -6.3% |
| University of Denver ⁵ | 174 | 213 | 329 | 350 | 239 | 289 | 255 | -11.8% |
| University of Northern Colorado | 3770 | 3986 | 3689 | 3498 | 3222 | 2900 | 2822 | -2.7% |
| University of Phoenix ³ | 782 | 746 | 431 | 289 | 195 | 265 | 255 | -3.8% |
| Western State Colorado University | 140 | 111 | 122 | 88 | 98 | 97 | 71 | -26.8% |
| Grand Total | 12950 | 13103 | 11987 | 11387 | 10537 | 9891 | 9896 | +>1% |

 Table 4: Program Enrollments by Institution, 2010-16

¹2013 data includes students enrolled as part of the Colorado Boettcher Teacher Residency Program.

²2013 enrollment data includes student enrollment within the post-baccalaureate ALP program.

³University of Phoenix did not report all Elementary Education enrollees in 2009.

⁴2013 enrollment data includes students within the post-baccalaureate archdiocese education program.

⁵Universtiy of Denver 2013 enrollment data includes students enrolled as part of the Denver Teacher Residency Program.

Institution of Higher Education-Based Undergraduate, Post-Baccalaureate, and Graduate Enrollments

Institutions of higher education offer a variety of programs to support the development of educators. While some focus on the undergraduate population, other colleges/universities offer post-baccalaureate and graduate entry points into the education professions. This varied approach is beneficial to both the institutions and the student population, as it provides multiple avenues towards teacher licensure and a career in education. A list of the enrollments at the various levels for each institution is listed in Table 5 below.

| Table 5: Program Enrollments for all Endorsement/Licensure Areas by Level by Institution, 2015-16 Grand | | | | | | | |
|---|---------------|--------------------|----------|--------------------------|--|--|--|
| Institution | Undergraduate | Post-Baccalaureate | Graduate | Grand Total | | | |
| Adams State University | 63 | 2 | 123 | 188 | | | |
| Argosy University | 03 | 2 | 51 | 51 | | | |
| Colorado Christian University | 196 | 5 | | 201 | | | |
| Colorado College | 2 | 24 | | 261 | | | |
| Colorado Mesa University | 145 | 45 | 42 | 228 | | | |
| Colorado Mountain College | 92 | | 42 | 92 | | | |
| Colorado State University | 609 | 183 | | 792 | | | |
| Colorado State University – Global Campus | 009 | 17 | 23 | 40 | | | |
| · · · · · · · · · · · · · · · · · · · | 198 | 76 | 61 | 334 | | | |
| Colorado State University – Pueblo | 198 | 13 | 01 | 157 | | | |
| Fort Lewis College | 1374 | | 122 | 1687 | | | |
| Metropolitan State University of Denver | | 202 | | | | | |
| Regis University | 133 | 22 | 354 | 509 | | | |
| Rocky Mtn. Coll. Art & Design | 35 | | | 35 | | | |
| University of Colorado Boulder | 341 | 94 | 286 | 708 | | | |
| University of Colorado - Colorado Springs | 614 | | 143 | 757 | | | |
| University of Colorado - Denver | 63 | | 663 | 725 | | | |
| University of Denver | 46 | | 214 | 255 | | | |
| University of Northern Colorado | 2071 | 12 | 751 | 2822 | | | |
| University of Phoenix | 127 | 21 | 107 | 255 | | | |
| Western State Colorado University | 18 | | 53 | 71 | | | |
| Grand Total | 6271 | 716 | 2993 | 9980 ¹ | | | |
| % Grand Total | 62.8% | 7.2% | 30.0% | | | | |

Table 5: Program Enrollments for all Endorsement/Licensure Areas by Level by Institution, 2015-16

¹ Enrollment total of 9980 varies from program enrollment by institution (9896) due to individual students enrolled in more than one program at one or more institutions leading to duplicative counts.

Institution of Higher Education–Based Enrollment by Licensure/Endorsement Area over the Last Five Years

Changes in the enrollment population in the various license and endorsement areas continue to have an impact on Colorado's education environment. In historical areas of high need, enrollments have fluctuated and follow the continuing trend of declining numbers of students enrolled in these educator preparation programs. In 2015-16, Colorado saw an overall 7.4% decrease in total enrollments as compared to previous years with notable decreases in math (-4.5%), science (-4.1%) and English language arts (-8.2%). Increases in the number of individuals pursuing licenses or endorsements in culturally and linguistically diverse education (+27.6%), early childhood education (+58%) and early childhood education – special education (+80.5%) may correlate to increased demand for these roles based on state and national guidelines associated with teacher/pupil ratios and directives related to equity in education. Table 6 provides data related to program enrollments by endorsement licensure areas within Colorado's institutions of higher education.

| Table 6: College/University-Based Prog | gram En | rommen | ts dy Ei | aorsem | ent/Lic | ensure A | Areas, | |
|---|---------|--------|----------|--------|---------|----------|--------|-------------------|
| Endorsement/Licensure Area | 2010 | 2011 | 2012 | 2013 | 2014 | 2015 | 2016 | % change 15-16 |
| Administrator | 61 | 53 | 20 | 25 | 29 | 30 | 41 | +36.7% |
| Agriculture, Food and Natural Resources | 18 | 24 | 25 | 29 | 53 | 48 | 54 | +12.5% |
| Visual Arts (K-12) | 389 | 402 | 382 | 338 | 289 | 315 | 318 | +1.0% |
| Business and Marketing Education | 34 | 15 | 8 | 1 | 4 | 7 | 5 | -28.6% |
| Business Education | 30 | 28 | 16 | 21 | 17 | 13 | 10 | -23.1% |
| CLDE Specialist: Bilingual Education | 42 | 34 | 36 | 21 | 4 | 7 | 4 | -42.9% |
| Culturally and Linguistically | | | | | | | | |
| Diverse Education | 1204 | 1165 | 1091 | 1152 | 970 | 1010 | 1289 | +27.6% |
| Drama Theatre Arts | 72 | 59 | 63 | 59 | 70 | 73 | 68 | +6.8% |
| Early Childhood Education | 537 | 662 | 659 | 576 | 590 | 476 | 752 | +58.0% |
| ECE Special Education | 91 | 114 | 99 | 106 | 85 | 113 | 204 | +80.5% |
| ECE Special Education: Specialist | 180 | 198 | 179 | 210 | 191 | 193 | 196 | +1.6% |
| Elementary Education | 4213 | 4072 | 3801 | 3533 | 3254 | 2886 | 2840 | -1.6% |
| English Language Arts | 931 | 1001 | 778 | 771 | 726 | 730 | 670 | -8.2% |
| Family and Consumer Sciences | 34 | 45 | 28 | 23 | 31 | 36 | 28 | -16.7% |
| World Languages | 222 | 234 | 228 | 180 | 169 | 151 | 135 | -10.6% |
| Gifted Education Specialist | 59 | 51 | 46 | 35 | 31 | 27 | 28 | +3.7% |
| Instructional Technology Specialist | 26 | 20 | 35 | 36 | 30 | 29 | 31 | +6.7% |
| Instructional Technology Teacher | 28 | 50 | 52 | 26 | 23 | 7 | 6 | -14.3% |
| Business and Marketing | | | | | 1 | 1 | 2 | +100.0% |
| Mathematics | 470 | 505 | 424 | 449 | 428 | 422 | 403 | -4.5% |
| Music (K-12) | 430 | 511 | 578 | 571 | 572 | 542 | 515 | -5.0% |
| Physical Education | 398 | 371 | 337 | 281 | 245 | 219 | 220 | -0.5% |
| Principal | 926 | 768 | 858 | 762 | 819 | 778 | 819 | +5.3% |
| Reading Specialist | | 21 | 59 | 90 | 61 | 47 | 41 | -12.8% |
| Reading Teacher | 252 | 221 | 170 | 165 | 149 | 162 | 152 | -6.2% |
| Teacher Librarian | 96 | 144 | 34 | 18 | 11 | 25 | 12 | -52.0% |
| Science | 536 | 539 | 498 | 470 | 482 | 489 | 469 | -4.1% |
| Social Studies | 973 | 1189 | 978 | 859 | 750 | 700 | 669 | -4.4% |
| Special Education Director | 53 | 58 | 46 | 44 | 44 | 44 | 35 | -20.5% |
| Special Education Generalist | 1342 | 1379 | 1187 | 1203 | 1094 | 1009 | 839 | -16.8% |
| Special Education Specialist | 8 | 8 | 3 | 1 | 4 | 1 | 0 | -100.0% |
| Special Education Specialist: | | | | | | | - | |
| Deaf/Hard of Hearing | 36 | 39 | 24 | 22 | 16 | 24 | 32 | +33.3% |
| Special Education Specialist: | | | _ | _ | _ | | | |
| Visually Impaired | 51 | 40 | 7 | 7 | 8 | 6 | 3 | -50.0% |
| Speech | 10 | 22 | 22 | 14 | 9 | 11 | 9 | -18.2% |
| Teacher Librarian (requires 1 or more years of teaching experience) | 71 | 51 | 29 | 14 | 9 | 10 | 32 | +220.0% |
| Technology Education | /1 | 51 | 29 | 14 | 7 | 10 | 32 | +220.0% |
| (previously Industrial Arts) | 4 | 4 | 7 | 9 | 21 | 15 | 12 | -20.0% |
| Undeclared or Unknown | 13 | 13 | 1 | 19 | 3 | 36 | 40 | -11.1% |
| Grand Total | 12950 | 13103 | 11987 | 11227 | 11292 | 10692 | 9896 | -7.4% |

Table 6: College/University-Based Program Enrollments by Endorsement/Licensure Areas. 2010-2016

V. Demographics

For students enrolled in educator preparation programs, the demographics of age, race and ethnicity, and gender remains stable. In general, Colorado's emerging teaching and educational administrative work force tends to be young, female and white/non-Hispanic. One important factor to note, however, is that this demographic data only includes those students enrolled in educator preparation programs at colleges/universities. Demographic data from the alternative certification and licensure programs is not collected at this time, and, therefore, not included.

Gender

As seen in Table 6, more than three-quarters (75.45%) of all students enrolled in an educator preparation program are female. As a percentage, the number of male teachers has increased during the last five years, but the increase has been minimal and, when evaluated with the decrease in the total numbers of students enrolled in educator preparation programs, reflects a decrease of 113 male teachers from the previous academic year.

| Gender | 2009 | 2010 | 2011 | 2012 | 2013 | 2014 | 2015 | 2016 |
|-------------|--------|--------|--------|--------|--------|--------|--------|--------|
| Female | 8418 | 9852 | 9992 | 9143 | 8613 | 7946 | 7464 | 7609 |
| | 76.10% | 76.08% | 76.26% | 76.27% | 76.72% | 75.65% | 75.45% | 76.89% |
| Male | 2639 | 3087 | 3103 | 2828 | 2601 | 2523 | 2410 | 2279 |
| | 23.86% | 23.84% | 23.68% | 23.59% | 23.17% | 24.02% | 24.36% | 23.02% |
| Unknown | 8 | 13 | 12 | 23 | 14 | 35 | 17 | 8 |
| | 0.07% | 0.10% | 0.09% | 0.19% | 0.12% | 0.33% | .17% | .08% |
| Grand Total | 11062 | 12950 | 13103 | 11987 | 11227 | 10504 | 9891 | 9896 |

Table 6: Institution of Higher Education-Based Educator Preparation Program EnrollmentsFor All Endorsement/Licensure Areas by Gender, 2009-2015

Race and Ethnicity

Racial and ethnic diversity among black/African American (non-Hispanic) and Hispanic candidates showed significant increases in 2015-16. The number of black/African American candidates increased by 29 and the number of enrolled Hispanic educators throughout Colorado increased by 149 to 1375 – the highest total in the last six years. The number of Asian students enrolled in educator preparation programs increased by 14 and those reporting more than one race/ethnicity increased 44 to a total of 257 candidates (2.6% of all enrolled students). Table 7 provides additional detail regarding the racial and ethnic composition of candidates.

| Federal Race and Ethnicity Categories | 2011 | 2012 | 2013 | 2014 | 2015 | 2016 | Percentage 2016 |
|--|-------|-------|-------|-------|------|------|--------------------|
| Asian | 204 | 189 | 164 | 160 | 133 | 147 | 1.5% |
| Black or African American, non- Hispanic | 266 | 253 | 224 | 204 | 193 | 222 | 2.2% |
| Hawaiian or Pacific Islander | 13 | 16 | 12 | 12 | 13 | 11 | >1% |
| Hispanic ¹ | 1261 | 1315 | 1329 | 1218 | 1226 | 1375 | 13.9% |
| Native American or Alaskan Native | 116 | 106 | 92 | 74 | 76 | 76 | >1% |
| Unknown Ethnicity | 1727 | 1395 | 1279 | 1001 | 862 | 735 | 7.4% |
| White, non-Hispanic | 9384 | 8538 | 7924 | 7575 | 7145 | 7064 | 71.4% |
| More than one race/ethnicity (non-Hispanic) | 128 | 180 | 207 | 227 | 213 | 257 | 2.6% |
| Non-Resident Alien | 24 | 30 | 35 | 33 | 40 | 41 | >1% |
| Grand Total | 13103 | 11987 | 11227 | 10504 | 9891 | 9896 | |

Table 7: Endorsement/Licensure Areas by Race and Ethnicity, 2011-2016

¹ Under the new federal categories, "Hispanic" is prioritized over other categories. That is, if an individual claims "Hispanic" ethnicity, they cannot claim any other category. Accordingly, "More than one race or ethnicity" is for non-Hispanics only.

Age

The majority (79%) of enrolled candidates are under the age of 35. This pattern has been consistent since 2009. Inclusion of demographic data from alternative licensure programs would likely result in an increase in the numbers of students in the 35+ stratum. Table 8 provides detail regarding the age of students enrolled in educator preparation programs in Colorado colleges and universities during the 2015-16 academic year.

| Age | 2009 | 2010 | 2011 | 2012 | 2013 | 2014 | 2015 | 2016 |
|---------------------|--------|--------|--------|--------|--------|--------|--------|--------|
| 24 years or younger | 5087 | 5487 | 5887 | 5732 | 5441 | 4989 | 4868 | 4876 |
| | 45.99% | 42.37% | 44.93% | 47.82% | 48.46% | 47.50% | 49.22% | 49.27% |
| 25-34 years | 3513 | 4358 | 4283 | 3803 | 3499 | 3269 | 3075 | 2973 |
| | 31.76% | 33.65% | 32.69% | 31.73% | 31.17% | 31.12% | 31.09% | 30.04% |
| 35+ years | 2638 | 3323 | 3163 | 2631 | 2465 | 2246 | 2095 | 2047 |
| | 23.85% | 25.66% | 24.14% | 21.95% | 21.96% | 21.38% | 21.18% | 20.69% |
| Grand Total | 11062 | 12950 | 13103 | 11987 | 11227 | 10504 | 9891 | 9896 |

 Table 8: Institution of Higher Education-Based Educator Preparation Program Enrollments

 For All Endorsement/Licensure Areas by Age, 2009-2016

Note: Some students are in more than one age bracket because they had birthdays at some point during the academic year that moved them from one age bracket to the next. The Grand Total, however, reflects the number of unduplicated students.

The age demographics of educator preparation differ from the total population of students enrolled at four-year institutions, as educator preparation students tend to be older. For students in all programs within Colorado four-year colleges and universities, 90.05% (147,840 of 164,172) of students are under 40 years of age, while educator preparation programs also have nearly 21% of students older than 35. Further, educator preparation

programs are comprised of 50.73% of students above age 24, where the general Colorado population reflects only 22.43% of students older than 24.

V. Reauthorization and Programmatic Approval

CDHE and CDE monitor educator preparation providers through periodic and regular programmatic review. As stipulated in 23-1-121(4)(a)(I),C.R.S., the Colorado Commission on Higher Education (CCHE) and CDHE, in conjunction with the State Board of Education (SBoE) and CDE, are required to review all educator preparation providers not more frequently than once every five years to ensure the programs meet the statutory requirements for reauthorization.

In addition to on-campus reauthorization site visits, both CDE and CDHE review all new educator preparation program proposals submitted by institutions of higher education. Upon successful review by CDE and CDHE staff, new program proposals are approved by both the SBoE and CCHE.

Reauthorization

During the 2016 calendar year, the educator preparation providers at the following institutions underwent reauthorization review:

- Argosy University
- Colorado Christian University
- Colorado Mountain College
- Colorado State University Pueblo
- Western State Colorado University

In all instances, review teams are comprised of academic experts in the field of educator preparation, individuals familiar with the P20 pipeline in Colorado and, when possible, a local K12 practitioner from a partner district associated with the institution. Per statute, each reauthorization visit coincided with accreditation visits from national accreditation agencies (when applicable) to reduce or eliminate duplicative reporting.

Programmatic Approval

During the 2016 calendar year, the following new programs were approved by the Colorado State Board of Education and/or the Colorado Commission for Higher Education:

- Administrator Licensure at Western State Colorado University
- Bachelor of Arts in Inclusive Elementary Education at the University of Colorado Colorado Springs
- Bachelor of Arts in Early Childhood Education at Adams State University
- Education Doctorate in Leadership at Adams State University
- Culturally and Linguistically Diverse Bilingual Education Specialist at the University of Colorado Denver
- Approval of the Relay Graduate School of Education as an educator preparation provider within Colorado
- Masters of Arts in Education with Teacher Licensure at Fort Lewis College

- Bachelor of Arts in Elementary Education at the University of Colorado Boulder
- Principal Licensure at Colorado Christian University

VI. Areas of Focus and Recommendations

In 2017, CDHE and CDE will embark on various initiatives designed to support educator preparation providers and the educator population throughout Colorado. These ventures center on ensuring Colorado compliance with new federal regulations regarding the oversight of educator preparation entities in the state, modifying and adopting best practices regarding teacher quality and educator preparation program review, continuing to support rural districts in their need to recruit and retention effective classroom educators and supporting existing initiatives such as concurrent enrollment, post-secondary workforce readiness and educator effectiveness.

Areas of Focus

The Educator Preparation, Licensure and Educator Effectiveness division of CDE began the task of analyzing and aligning the current rules established with licensure in 2014. After extensive effort in collecting and analyzing stakeholder feedback and public commentary, the new rules for Colorado licensure were adopted in 2016. These new rules translate to a more streamlined licensing experience for both new and existing educators.

Supporting the recruitment and retention of educators within rural school districts in Colorado continues to be an area of focus for the Student Success and Academic Affairs division of CDHE. With the passage of Senate Bill 16-106, DHE has become the administrator of a program designed to support rural teacher recruitment and retention through specific action steps adopted by the Colorado State Legislature. In November, 2016 an institution of higher education will be awarded the right to host and help administer these programs in conjunction with CDE and DHE and the Colorado Community College System. It is expected that these initiatives will result in more cohesive avenues connecting educators and these rural districts will develop a more robust and stable educator workforce.

The ongoing changes within the higher education sector continues to present challenges to both agencies – particularly related to institutions that offer educator preparation services in multiple states and in on-line environments. Both Educator Preparation and Licensing at CDE and Educator Preparation at DHE continue to keep abreast of ongoing changes related to institutional changes that are impacting the higher education sector throughout the United States. It is anticipated that ongoing communication between the two agencies will help mitigate any potential issues with impacted institutions.

Recommendations

A general understanding regarding the long-term decline of educator numbers in Colorado has been widely developed and the state urgently needs to increase the number of individuals interested in pursuing a career in education. Accordingly, it is recommended that higher education institutions, Colorado state agencies, non-profit entities and local school districts begin to develop a plan of action that addresses the systemic issues causing and related to the teacher shortage impacting all regions of the state. The Colorado BOCES Association has actively proposed the development of a plan that includes solutions related to remedying the

issue of educator shortages and both CDE and DHE, along with members of the larger education and legislative communities should participate in the development of this plan.

Programmatic modification should continue to be reviewed by both CDE and CDHE to align with national trends regarding outcome-based assessments, multi-disciplinary curriculum design and instruction and adherence to district needs regarding culturally and linguistically diverse (CLD) endorsement and other areas of licensure perceived as "high needs." Further, an initial study into the structure and content contained within Colorado's graduate programs in education (e.g. M.Ed. and M.A.T.) should be undertaken to ensure program quality, academic rigor and alignment with the needs of local school districts and community partners. This will not only ensure that practicing educators are being exposed to current and emerging educational theory and practice, but will also directly benefit the students in their charge. Ensuring that Colorado teachers are well prepared for teaching throughout the 21st century continues to be a primary objective of both the Colorado Department of Education and the Colorado Department of Higher Education.

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Appendix A: Institutions' Abbreviations

ASU - Adams State University

AU – Argosy University

CCU - Colorado Christian University

CC – Colorado College

CMU – Colorado Mesa University

CSU – Colorado State University

CSUG – Colorado State University – Global Campus

CSUP - Colorado State University Pueblo

FLC – Fort Lewis College

JIU – Jones International University

MSUD – Metropolitan State University of Denver

RU – Regis University

RMCAD – Rocky Mountain College of Art and Design

UCB - University of Colorado Boulder

UCCS - University of Colorado Colorado Springs

UCD – University of Colorado Denver

DU – University of Denver

UNC – University of Northern Colorado

UP - University of Phoenix

WSCU – Western State Colorado University