WHAT’S NEW FOR HIGHER EDUCATION IN COLORADO

CACTA Mid-Winter Conference
February 8, 2017

Carl Einhaus - Director of Student Affairs
New Executive Director: Kim Hunter Reed, Ph.D.
AGENDA

- Credential Attainment & Workforce Connections
- Admission Policy Updates
- Course Transfer vs. Application
- Transfer Tools
- Degree Within Reach
- District Data
Postsecondary Enrollment Rates by Race/Ethnicity

American Indian or Alaskan Native: 40.0%
Asian: 72.6%
African-American: 51.3%
Hawaiian/Pacific Islander: 48.9%
Hispanic: 42.2%
Two or More Races: 58.6%
White: 61.5%

19.3% Gap
## Last look at leakiest Point:
### High School Graduation to Matriculation

<table>
<thead>
<tr>
<th></th>
<th>9th Grade Students</th>
<th>9th Grade Students</th>
<th>9th Grade Students</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>African American</td>
<td>Hispanic</td>
<td>Native American</td>
</tr>
<tr>
<td>9th Grade Students</td>
<td>100</td>
<td>100</td>
<td>100</td>
</tr>
<tr>
<td>Graduate HS (4 yrs)</td>
<td>69, -31</td>
<td>67, -33</td>
<td>61, -39</td>
</tr>
<tr>
<td>Enroll in College in CO</td>
<td>28, -41</td>
<td>23, -44</td>
<td>18, -43</td>
</tr>
<tr>
<td>Enroll in College outside CO</td>
<td>8</td>
<td>4</td>
<td>6</td>
</tr>
<tr>
<td>Persist (onto 2nd year)</td>
<td>20, -8</td>
<td>17, -6</td>
<td>14, -4</td>
</tr>
<tr>
<td>Graduate within 150% of time (6yrs)</td>
<td>9, -11</td>
<td>9, -8</td>
<td>7, -7</td>
</tr>
<tr>
<td>Require Post Secondary Remediation</td>
<td>21</td>
<td>13</td>
<td>13</td>
</tr>
</tbody>
</table>
Similar Postsecondary Disparities

• First year postsecondary performance: 10.5 credit hour difference between Asian and African-American students

• First year retention rate: 12 percentage point difference between White and Hispanic retention rates

• 4-year attainment rate for White students - 32%; rate for African-American students 14.5%

• Remedial rates
Education/Workforce Emphasis

PUBLIC-PRIVATE PARTNERSHIPS DRIVING THE TALENT DEVELOPMENT ECOSYSTEM*

* Please note this is not intended as a comprehensive list of all partners within the talent development ecosystem.

- Postsecondary Education
- Sector Partnerships
- K-12 Schools
- STEM literacy & education
- Industry Associations
- Businesses
- Community-Based Organizations
- Workforce Centers
- Work-based learning
- Skills-based pathways
- Youth apprenticeships
- Convene & coordinate

OUR GOAL IS STATEWIDE ECONOMIC VITALITY.

Job seekers, workers, & students:
Access to meaningful employment

ECONOMIC VITALITY

Business/Industry:
Access to strong talent pipeline

COLORADO
Impact of Gap on Workforce

By 2050, our workforce will near a 50/50 balance between our majority white and minority populations.

Figure 2. Changing Workforce Demographics in Colorado

Source: Based on Colorado State Demographer's population projections
Projected Earning$ Tool$

co.edpays.org  
Earnings outcomes 1, 5 and 10 years following completion of a postsecondary certificate or degree in Colorado

launchmycareercolorado.org  
Adds in return on investment (ROI) calculations based on college program and desired lifestyle costs
Launchmycareercolorado.org

How would this choice pay off?
$354,336
This is how much more money you will make, on average, than a high school graduate over the next 20 years.

Graduates From Colorado Mesa University
Avg. First-Year Wages $38,522
Avg. Cost of Degree $26,000

3 Years to Launch!
It would take 19 years without this program.

Already started your career?

Calculate Your Lifestyle Goal
Personalize This Number
Current Admission Policy

- GPA or Class Rank
- Test Scores (ACT/SAT)
- Higher Education Admission Requirements (HEAR)

Current Admission Standards
Higher Education Admission Standards (HEAR)

- English.......................... 4 Units
- Math.............................. 4 Units
- Natural Science...... 3 Units (2 lab)
- Social Sciences...... 3 Units (1 US or World)
- World Language...... 1 Unit
- Academic Electives 2 Units
New Admission Policy: An Example

Last year, the average admitted student at Ski Hill University had between:

• A 3.0-3.5 GPA;
• 1100-1400 on the SAT;
• Good mix and rigor of academic courses; and
• Was involved in leadership and extracurricular activities
College Admissions Planning Tool

Online, interactive tool

Provides admission standard information for Colorado public colleges and universities

Also private non-profit institutions
College Admissions Planning Tool

Motivated by new Admission Policy (fall 2019)

More descriptive than the Index and HEAR

Mid 50% of GPA and test scores instead of minimums

Planner for ALL ages (the earlier the better!)
College Admissions Planning Tool

Located on the College In Colorado home page!
College Admissions Planning Tool
https://www.coadmissionstool.org/

Now with videos!

Recipe for Success: Freshman
Play video

Recipe for Success: Transfers

Let’s Get Started!

Option 1: Build Options Wizard
Your best choice for more in-depth discovery and understanding.

Option 2: Matching College List
Get right to it. Evaluate yourself based on GPA and test scores.

Make your dream school a reality.

This tool will help you find out how the classes you take, your GPA, and test scores compare to Colorado colleges and universities’ admission standards. And, if you choose to attend a technical or community college, you can explore that pathway as well.

You can and should continue your education beyond a high school diploma or GED/HISET/TASC.

- 97% of jobs on Colorado’s *Tier 1* job list typically demand some form of education beyond high school.
- Would you rather make $50,196 or $31,280 a year? In 2015, the median annual income for Coloradoans with a four-year college degree was more than $50K and only about $31K for a high school graduate or equivalent.
- The unemployment rate for Coloradoans with a four-year or higher college degree was just 3.6% in 2015. For high school graduates it was 6.7%.
Online Admission Tool

My Scorecard

Once you have evaluated your progress, this scorecard will help you understand, at a glance, how competitive you are overall for admission to the college. Keep in mind that since this is based on your own self-evaluation in some cases, there is no guarantee that a college will admit you.

Next step? Make a plan to improve your chances!

<table>
<thead>
<tr>
<th>My Scorecard:</th>
<th>GPA</th>
<th>SAT</th>
<th>ACT</th>
<th>Coursework Self-Evaluated</th>
<th>Additional Considerations Self-Evaluated</th>
<th>AVERAGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Adams State University</td>
<td>Competitive</td>
<td>N/A</td>
<td>Highly Competitive</td>
<td>N/A</td>
<td>Highly Competitive</td>
<td>Competitive to Highly Competitive</td>
</tr>
<tr>
<td>Colorado Mesa University</td>
<td>Competitive</td>
<td>N/A</td>
<td>Competitive</td>
<td>N/A</td>
<td>Less Competitive</td>
<td>Less Competitive to Competitive</td>
</tr>
<tr>
<td>Colorado School of Mines</td>
<td>Less Competitive</td>
<td>N/A</td>
<td>Less Competitive</td>
<td>N/A</td>
<td>Competitive</td>
<td>Less Competitive to Competitive</td>
</tr>
</tbody>
</table>

Explanatory copy goes here. Lorem ipsum dolor sit amet, consectetur adipiscing elit, sed diam nonummy nibh euismod tincidunt ut laoreet dolore magna aliquam erat volutpat. Ut wisi enim ad minim veniam, quis nostrud exercitation ullamcorper suscipit lobortis nisl ut aliquip ex ea commodo consequat.
Transfer vs. Application of Credit

Just about any course will transfer, but that doesn’t mean the credits will apply to degree requirements.
Transfer vs. Application of Credit

Examples:

A. **Math** pathways are not all the same

B. Exhausts **electives**

C. **Changes** program of study (e.g. CTE to AA/BA)

D. **Institution** specific criteria
Transfer vs. Application of Credit

Safeguards:

A. ICAP

B. gtPathway courses

C. Use Statewide Prior Learning Assessment (PLA) Policy for AP/IB...

D. Institution specific criteria
Math Pathways Task Force

- Convened fall 2014; CCHE Endorsed June 2016
- 4 categories: Curriculum, Advising, Support & Prof Dev, Communication
- Highlights of the recommendations:
  - Revise math pathways to:
    - CalcPath – STEM and majors that require Calculus
    - StatPath – often Social & Behavioral Sciences
    - QuanThinkingPath – often Arts & Humanities
    - “Miscellaneous”
  - Develop meta-majors & connect pathways to them
  - College Algebra should not be the default math course
Prior Learning Assessment (PLA)

• Credit Applied to Gen Ed & Electives
  o Standard, statewide cut scores for AP, IB, CLEP & DSST exams
  o Test-out exams for all Gen Ed categories
  o Portfolio Assessment

• Credit Applied to Major
  o Institutions set cut scores for AP, IB, CLEP & DSST based on student success data

• Fees, Reporting, Transcripting & Communicating
Two main goals of PLA

Goal 1:
Students entering any institution have the opportunity to receive college credit for the learning they have already demonstrated outside of the classroom (examples: took an AP course and passed the exam with a 3 or higher, served in the military, was a successful business person).
Two main goals of PLA

Goal 2:
Ensure that PLA credits earned at one public institution will be accepted in transfer and apply to equivalent general education requirements at any receiving public institution and to unify equivalently applied cut scores for major and elective credit to the greatest extent possible.
# AP Exam Work

<table>
<thead>
<tr>
<th>AP Exam</th>
<th>Score</th>
<th>Aims CC</th>
<th>CCCS</th>
<th>CMC</th>
<th>ASU</th>
<th>CMU</th>
<th>CSU</th>
<th>CSU – Global</th>
<th>CSU – Pueblo</th>
<th>FI</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>English Language &amp; Composition</strong></td>
<td>3</td>
<td>ENG 121 (3) GT-CO1</td>
<td>ENG 121 (3) GT-CO1</td>
<td>ENG 121 (3) GT-CO1</td>
<td>ENG 101 (3) GT-CO1</td>
<td>ENGL 111 (3) GT-CO1</td>
<td>CO 130 (3) GT-CO1</td>
<td>ENG 101 (3) GT-CO1</td>
<td>ENG 101 (3) GT-CO1</td>
<td>CO 150 GT-CO1</td>
</tr>
<tr>
<td>A 3 or higher on this exam fulfills the <strong>GT-CO1</strong> and/or <strong>GT-CO2</strong> requirement.</td>
<td>4</td>
<td>ENG 121 (3) GT-CO1</td>
<td>ENG 121 (3) GT-CO1</td>
<td>ENG 121 (3) GT-CO1</td>
<td>ENG 101 (3) GT-CO1</td>
<td>ENGL 111, 112 (6) GT-CO1 &amp; CO 150 (3) GT-CO2</td>
<td>CO 150 (3) GT-CO1</td>
<td>ENG 101 (3) GT-CO1</td>
<td>ENG 101 (3) GT-CO1</td>
<td>CO 150 GT-CO1</td>
</tr>
<tr>
<td></td>
<td>5</td>
<td>ENG 121 (3)</td>
<td>ENG 121 (3)</td>
<td>ENG 121 (3)</td>
<td>ENG 101 (3) GT-CO1</td>
<td>ENGL 111, 112 (6)</td>
<td>CO 130 (3), 150 (3)</td>
<td>ENG 101, 102 (6)</td>
<td>ENG 101, 102 (6)</td>
<td>CO 150 GT-CO1</td>
</tr>
</tbody>
</table>
PLA: What’s Next?

• CLEP and DSST: Discussions and Challenges

• Portfolio Review
Transfer Agreements

• gtPathways Curriculum
• Statewide Transfer Articulation Agreements / Degrees with Designation
• Pre-Engineering Transfer Agreements
• Transfer Guides
  o Into any baccalaureate degree
  o RN to BSN

http://highered.colorado.gov/Academics/Transfers/Students.html
Degree Within Reach
Colorado Department of Higher Education reverse transfer

About reverse transfer Students Advisors/Registars What's new

IMPORTANT NOTICE!

Eligible students are not able to consent to receive a degree through Degree Within Reach through this website. Please follow the instructions you receive in an email message from your four-year institution.

YOU ARE FOLLOWING DEGREE WITHIN REACH

You are following this blog (manage).
Degree Within Reach (Reverse Transfer)

http://degreewithinreach.org/

Degree Within Reach is the state of Colorado’s way of describing “reverse transfer,” a process which began in 2014 that allows students who have transferred from a Colorado community college to a Colorado university to combine credits from both institutions and apply them towards an associate’s degree.
## Degree Within Reach (Reverse Transfer)

### Degree Within Reach Year Comparison Data

<table>
<thead>
<tr>
<th></th>
<th>Participating IHE's</th>
<th># Eligible</th>
<th># Opted In</th>
<th>% Opted In</th>
<th># Awarded</th>
<th>% Awarded of Opted Ins</th>
<th>% Awarded of Eligible</th>
</tr>
</thead>
<tbody>
<tr>
<td>First Year ('12-'14)*</td>
<td>21</td>
<td>717</td>
<td>124</td>
<td>17%</td>
<td>68</td>
<td>55%</td>
<td>9.48%</td>
</tr>
<tr>
<td>Second Year (7.24.15 data)*</td>
<td>29</td>
<td>3110</td>
<td>379</td>
<td>12%</td>
<td>191</td>
<td>50%</td>
<td>6.14%</td>
</tr>
<tr>
<td>Third Year (As of 9.1.16)***</td>
<td>29</td>
<td>5405</td>
<td>613</td>
<td>11.34%</td>
<td>314</td>
<td>51.22%</td>
<td>5.81%</td>
</tr>
<tr>
<td>Fourth Year ('16-'17)****</td>
<td>29</td>
<td>6444</td>
<td>842</td>
<td>13.07%</td>
<td>573</td>
<td>29.26%</td>
<td>3.66%</td>
</tr>
<tr>
<td>Totals: (Awarded is actual)</td>
<td></td>
<td>15676</td>
<td>1958</td>
<td>12.49%</td>
<td>573</td>
<td>29.26%</td>
<td>3.66%</td>
</tr>
</tbody>
</table>
District at a Glance

http://highered.colorado.gov/Data/DistrictHSSummary.aspx

District At A Glance

Back to K-12 Data and Research

This report summarizes district-level and school-level information on the postsecondary progress and success of the high school graduating classes of 2009, 2010 and 2011. Data disaggregated by race/ethnicity, gender and free and reduced price lunch are available by clicking on the “Detailed Report” button. Data for this report are collected using the SURDS database, which includes information from all public colleges and universities in the state and the University of Denver, Regis University and Colorado Christian University. The National Student Clearinghouse database is used to collect information on enrollment and retention rates for Colorado high school graduates who attend out-of-state institutions or private institutions currently not included in SURDS.

For more information about the District At A Glance project, please click here.

Email your questions to Brenda.Bautsch@dhe.state.co.us

Filter Data:
- by High School Graduation Year...
- by District...
- by High School...

SEARCH  RESET
### Postsecondary Enrollment
Includes all students who graduated from a Colorado public high school.

<table>
<thead>
<tr>
<th>HS Grad Year</th>
<th>% Total Enrollment</th>
<th>% In-State</th>
<th>% Out-of-State</th>
</tr>
</thead>
<tbody>
<tr>
<td>2011</td>
<td>54.7%</td>
<td>47.1%</td>
<td>7.6%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>2 Year</th>
<th>4 Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>2011</td>
<td></td>
</tr>
<tr>
<td>In-State</td>
<td>Out-of-State</td>
</tr>
<tr>
<td>23.1%</td>
<td>2.7%</td>
</tr>
<tr>
<td>24.0%</td>
<td>4.9%</td>
</tr>
</tbody>
</table>

### Concurrent Enrollment
Includes all students who graduated from a Colorado public high school.

<table>
<thead>
<tr>
<th>HS Grad Year</th>
<th>% Students Attempting Courses</th>
<th>Avg. Hrs Attempted</th>
</tr>
</thead>
<tbody>
<tr>
<td>2011</td>
<td>9.3%</td>
<td>8.9</td>
</tr>
</tbody>
</table>

### FAFSA Completion Rate
Includes all students who were seniors in a Colorado public high school.

<table>
<thead>
<tr>
<th>HS Grad Year</th>
<th>% FAFSA Completion</th>
</tr>
</thead>
<tbody>
<tr>
<td>2011</td>
<td>48%</td>
</tr>
</tbody>
</table>

### Remedial Education
Limited to students who 1) graduated from a Colorado public high school, 2) enrolled in a Colorado public institution of higher education, and 3) were either assessed as needing remediation or enrolled in a remedial course in at least one academic subject.

<table>
<thead>
<tr>
<th>HS Grad Year</th>
<th>% Remedial Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>2011</td>
<td>77.5%</td>
</tr>
</tbody>
</table>

### Financial Aid
Limited to students who 1) graduated from a Colorado public high school and 2) enrolled in a Colorado public institution of higher education (SURDS).

<table>
<thead>
<tr>
<th>HS Grad Year</th>
<th>% Pell Recipients</th>
</tr>
</thead>
<tbody>
<tr>
<td>2011</td>
<td>73.0%</td>
</tr>
</tbody>
</table>

### First Year Postsecondary Outcomes
Limited to students who 1) graduated from a Colorado public high school and 2) enrolled in a Colorado public institution of higher education (SURDS).

<table>
<thead>
<tr>
<th>HS Grad Year</th>
<th>Avg. Cum. GPA</th>
<th>Avg. Cum. Credit Hrs</th>
</tr>
</thead>
<tbody>
<tr>
<td>2011</td>
<td>2.63</td>
<td>20.0</td>
</tr>
</tbody>
</table>

### Persistence
Limited to students who 1) graduated from a Colorado public high school and 2) enrolled in an institution of higher education.

<table>
<thead>
<tr>
<th>HS Grad Year</th>
<th>% 1st Year Persistence-Overall</th>
<th>% 1st Year Persistence-Year Institutions</th>
<th>% 1st Year Persistence-Year Institutions-Only</th>
<th>% 1st Year Persistence-1st Year Institutions</th>
<th>% 1st Year Persistence-1st Year Institutions-Only</th>
</tr>
</thead>
<tbody>
<tr>
<td>2011</td>
<td>78.0%</td>
<td>67.2%</td>
<td>87.7%</td>
<td>71.0%</td>
<td>71.0%</td>
</tr>
</tbody>
</table>
Questions?

carl.einhaus@dhe.state.co.us
303-974-2676