



MEMORANDUM

TO: Colorado Public Institutions of Higher Education

FROM: Dr. Chris Rasmussen, Director of Academic Affairs

DATE: June 25, 2020

SUBJECT: Final Revisions to the CCHE Developmental Education Policy

The Colorado Commission on Higher Education has finalized revisions to its Developmental Education policy in response to [HB 19-1206](#) (Concerning Removing Equity Gaps in Higher Education by Ensuring More Students Have Access to Supplemental Academic Instruction). The revised policy (Section I, Part E) can be found [here](#). The act authorizes all public four-year institutions to offer supplemental academic instruction (SAI) without requiring approval from the Commission. In response, the Commission repealed its SAI policy (Section I, Part W) and incorporated all remaining relevant provisions into its Developmental Education policy.

The Department engaged in extensive stakeholder consultation in preparing proposed policy revisions for the Commission, including convening a cross-functional workgroup composed of faculty in English and in math, developmental education experts, academic administrators and policy specialists, registrars, and institutional researchers. The staff also consulted with the Academic Council, the General Education Council, the Registrar Council, the Data Advisory Group, and the Colorado Community College System Leadership. Additionally, the Department hosted an open stakeholder meeting on specific provisions of HB19-1206 that address English as a Second Language (ESL) students.

Key provisions of the act that were incorporated into the revised CCHE policy are as follows:

Planning and Implementation Timelines

- For institutions authorized by statute to offer developmental education, beginning in the 2022-23 academic year, no more than 10 percent of enrolling students shall be placed into pre-requisite developmental education courses that delay students'



progress toward a degree. Statute and Commission policy allows for institutions to request an extension of up to two years to meet this requirement “upon demonstrating exceptional circumstances.”

- Institutions authorized to offer developmental education must submit an implementation plan to the Commission no later than August 1, 2021. Institutions may pilot new approaches to developmental education for students who may not benefit from SAI or other forms of co-requisite remediation and seek waivers from the Commission to expand or duplicate successful pilot projects.

Assessment and Placement

- The policy no longer distinguishes between a “primary” and a “secondary” assessment for placement into gateway or remedial coursework. The policy also no longer requires that institutions use one of several standardized assessments named in the policy for placement (e.g., the SAT or ACCUPLACER). Instead, institutions are required to use multiple measures (two or more forms of assessment) of their choosing in determining to place a student into developmental coursework.
- Students scoring at or above the cut score on one of the assessments listed in Table 1 of the policy shall be eligible to enroll directly into the gateway course in math or English; an institution can not require the student to enroll in any pre-requisite or co-requisite remedial course.
- Institutions may use a score presented by a student on the SAT or another assessment that is below the stated threshold as a first indicator of the potential need for developmental education, but the institution must use at least one additional assessment (e.g., test, GPA, evaluation of coursework) before placing the student into developmental education courses.

English Language Learners

- The policy includes a new section specific to students for whom English is not a first language. The policy addresses the statutory requirement that institutions “use an evidence-based placement approach to placing students into English as a second language courses” and maximize the likelihood that English language learners will complete gateway courses in English within three years.

Data Collection and Reporting

- The legislation requires that no more than 10 percent of enrolling students are directly placed into developmental education coursework that delays their progress toward a degree. To track the progress of institutions in meeting this metric, the Department will include developmental placement rates for all entering students in



its annual developmental education report. These data will be reported separately for entering students within an annual cohort: first-time, full-time students; first-time, part-time students; non-first-time, full-time students; and non-first-time, part-time students.

- To the extent possible, data will also be reported by race/ethnicity, gender, and socioeconomic status. The cohort approach aligns with both the Outcomes Measure reporting requirements in the Integrated Postsecondary Education Data System (IPEDS) and with recommendations for *Strong Start to Finish* network grantees (which includes Colorado).

Next Steps

The coronavirus pandemic has disrupted institutional and system planning related to developmental education. The Department recognizes these extraordinary circumstances and is committed to working with institutions in continuing forward progress to advance student success in a very different environment from our pre-COVID world. The Department will reconvene the cross-functional workgroup to advise on the content of institutional plans, to operationalize “exceptional circumstances” for extensions of implementation deadlines, and to develop criteria for evaluating extension and waiver requests.

Please direct any questions to Chris Rasmussen at chris.rasmussen@dhe.state.co.us, or 303-862-3008.

