

# Finance, Performance and Accountability Subcommittee

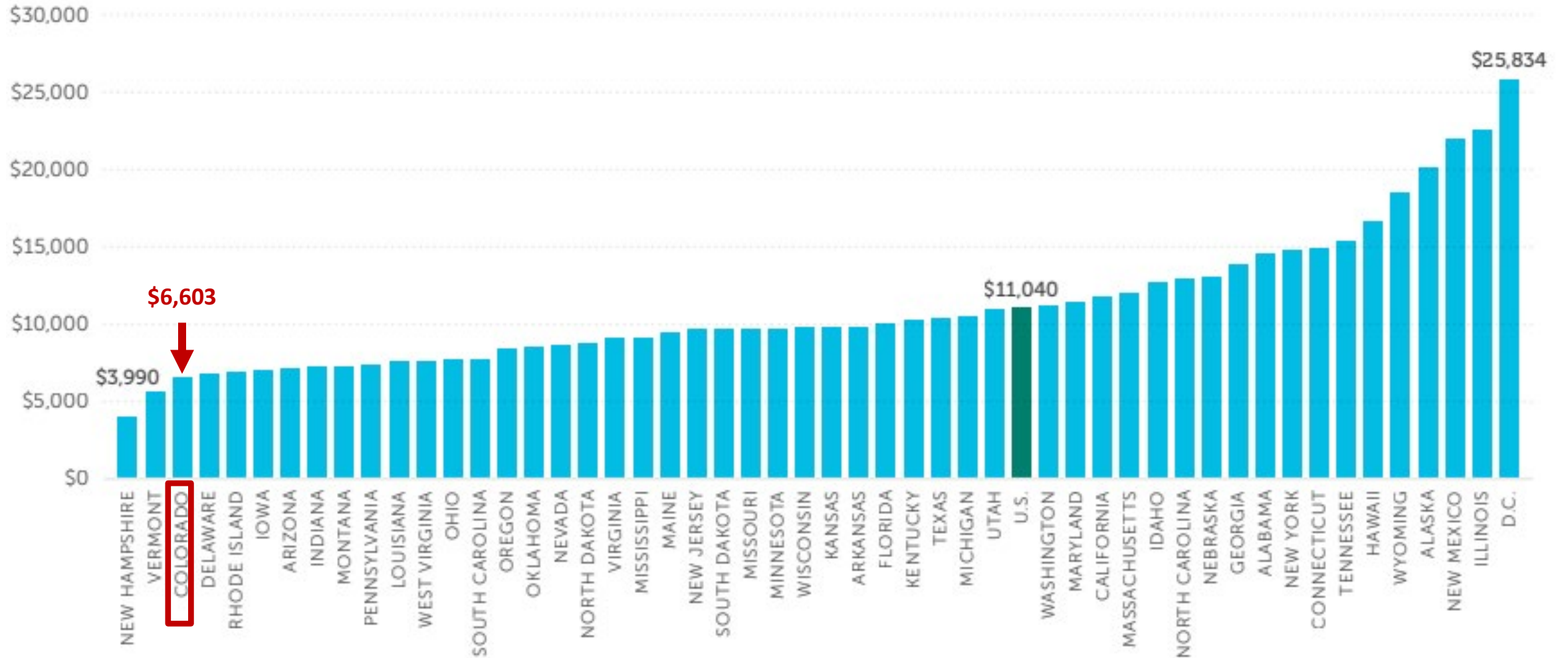
FY2025-26 Funding Allocation Formula Approval

October 24, 2024



# National Funding Context – Approp per FTE

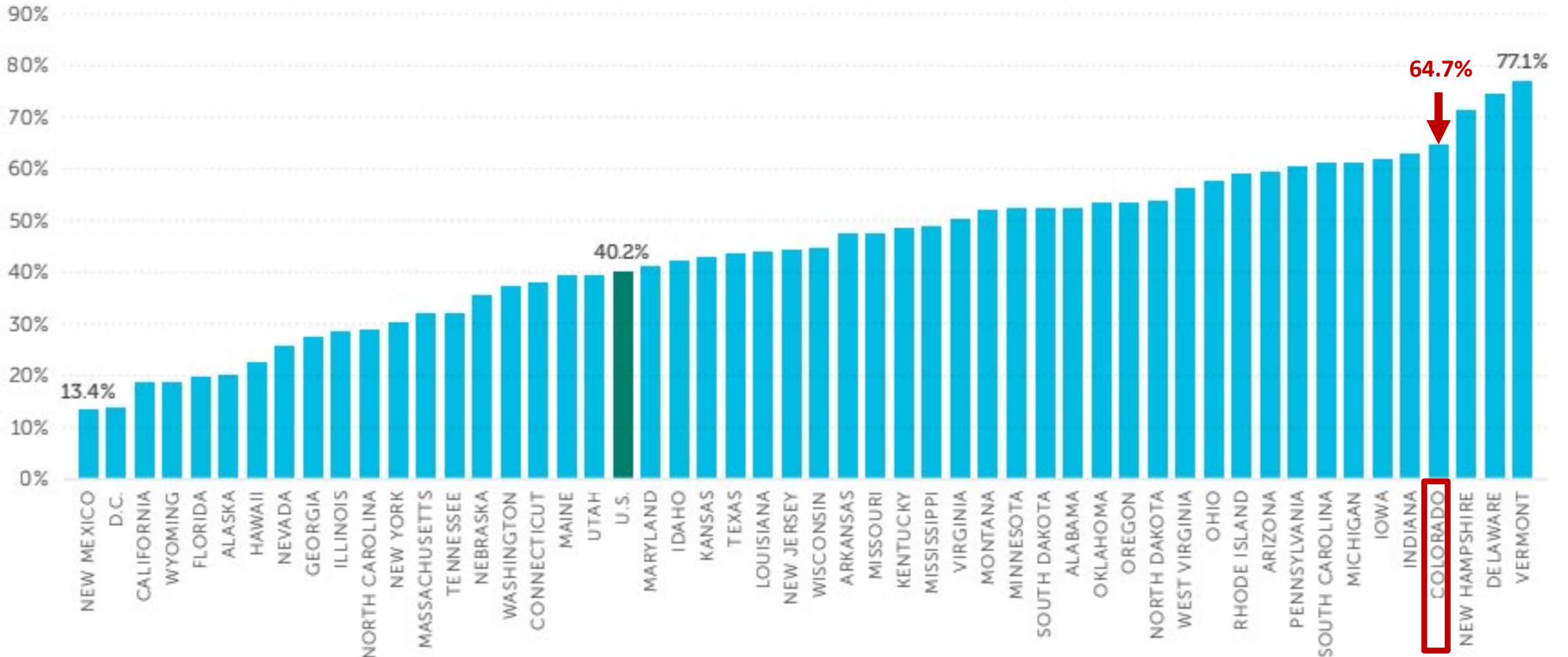
**PUBLIC HIGHER EDUCATION APPROPRIATIONS PER FTE BY STATE, FY 2023 (ADJUSTED)**



Source: SHEEO State Higher Education Finance Report (SHEF), 2024.

# National Funding Context – Net Tuition

## NET TUITION AS A PERCENTAGE OF TOTAL EDUCATION REVENUE BY STATE, FY 2023



# How Do IHEs Currently Receive Operating Support?

- C.R.S. 23-18-303.5 outlines the use of fee-for-service (FFS) contracts to support institutions of higher education for the delivery of higher education services for the benefit of the state and its residents.
- FFS contracts provide appropriated state support through the funding formula, PLUS any Special Education Program support, PLUS any limited purpose funding associated with specific bills LESS any funding appropriated through College Opportunity Fund (COF) student stipends.

# CO Higher Education Funding Formula

## House Bill 20-1366

- Reps. Esgar and McCluskie
- Sens. Zenzinger and Rankin
- New funding model began in 2021-22
- Under the new funding formula, FFS contracts based on three (3) components:
  - Ongoing additional funding (Step 1);
  - Performance funding (Step 2); and
  - Temporary additional funding (Step 3)
- Commission has statutory responsibilities as part of the annual budget process.

# Higher Education Allocation Formula - General Overview

## STEP 1

Flexible funding based on institutional needs, based funding concerns, specific institutional projects, and related to specific populations.

**BASE BUILDING**

## STEP 2

Based on performance categories outlined in the Master Plan and State statute. Includes grad rate, credential production & retention.

**PERFORMANCE**

## STEP 3

Flexible funding based on institutional needs, based funding concerns, specific institutional projects, and related to specific populations.

**ONE-TIME**

# November 1 Budget Request



**REQUIRED**

**Approve**

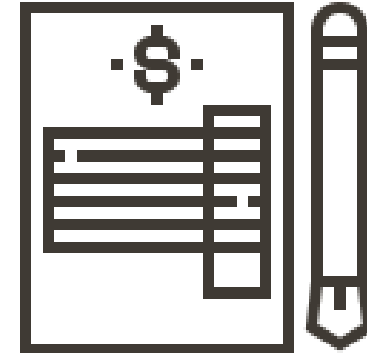
Performance Funding  
metric weights for  
Step 2.



**REQUIRED**

**Recommend**

how funding changes  
should be distributed  
through funding  
formula.



**OPTIONAL**

*Draft a statement to the  
Governor on FY2025-26  
higher education  
funding.*

# Funding Allocation Formula Step 2 Weights

Performance Metric	% Weight
Resident Full-Time Enrollment	10%
First Gen Resident Headcount	5%
Credential Production	5%
Resident Pell Eligible Pop Share	20%
Resident URM Pop Share	20%
Overall Retention Rate	20%
Graduation Rate (100% of time)	10%
Graduation Rate (150% of time)	10%
TOTAL	100%



# Determining Weights for FY 2025-26

- Weight level determines how much money through Step 2 is allocated based on that performance metric.
- The weights have not changed under the current model.

## Last year's action:

Keep the FY 2024-25 allocation model weights for all performance metrics consistent with last year.

## This year's action:

*FPA recommends that the FY 2025-26 allocation model weights for all performance metrics remain consistent with last year's weights.*

Performance Metrics	2019-20	2022-23	2023-24	Change
Resident Enrollment (FTE)	139,895	127,366	131,891	- 5.7%
Resident First Gen HC	77,143	67,948	69,948	- 9.3%
Credential Production	48,031	45,454	46,439	- 3.3%
Resident Pell as % of HC	31.3%	26.9%	27.2%	- 4.1%
Resident URM as % of HC	30.4%	32.6%	32.8%	2.4%
Retention Rate	74.3%	75.4%	76.8%	2.5%
Graduation Rate – 100%	33.0%	36.8%	38.4%	5.4%
Graduation Rate – 150%	51.9%	52.1%	54.1%	2.2%

# Higher Education Allocation Formula

**Total allocation: \$1.01B in base funding** to GBs  
**Additional funding: \$257.5M** to SEPs, LDCs, ATCs  
**Total increase since 2023-24: 10.9%**

## Step 1 Funding

- \$7.3M for mission-based increases for rural-serving IHEs.
- \$31.9M to CUSOM, CSU Vet, LDCs, and ATCs

## Step 2 Funding

- \$85.0M based on 8 statutory performance funding metrics.

## Step 3 Funding

- No funding distributed.



## Last year's action:

Distribute all available funding through Step 2 until base operational costs are met. Then distribute additional funds through Step 1.

## This year's action:

*FPA recommends that all available funding flow through Step 2 until base operational increases are met. Distribute any remaining funds through Step 1.*

# Fiscal Year 2025-26 Performance Funding Allocation Scenarios

Governing Board	Flat Funding Scenario		Inflationary Increase Scenario	
	\$ Change	% Change	\$ Change	% Change
Adams State University	\$ (742,413)	-2.7%	\$ (6,208)	0.0%
CCCS	156,974	0.1%	8,061,144	2.8%
Colorado Mesa University	(214,402)	-0.4%	1,098,816	2.2%
Colorado School of Mines	187,362	0.5%	1,192,903	3.2%
CSU System	(349,372)	-0.2%	3,607,359	2.5%
CU System	128,276	0.1%	6,519,458	2.8%
Fort Lewis College	91,373	0.4%	718,185	3.1%
MSU – Denver	948,240	0.9%	3,733,592	3.7%
University of Northern Colorado	(112,049)	-0.2%	1,746,288	2.5%
Western Colorado University	(93,989)	-0.4%	569,759	2.3%
<b>Governing Board Total</b>	<b>\$ -</b>	<b>0.0%</b>	<b>\$ 27,241,296</b>	<b>2.7%</b>

# Today's Commission Action

1. FPA committee action recommends approving **performance funding metric weights remain the same as previous years for Step 2 of the FY2025-26 funding formula.**
2. FPA committee action recommends **total available funding flow through Step 2 of the FY2025-26 funding formula** to address base operational costs. Any additional funding should flow through Step 1.

# Thank you.

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# Finance, Performance and Accountability Subcommittee

2025 Formula Review Committee Membership Feedback Overview

October 24, 2024



# Special Called FPA Meeting

On October 4, the FPA Subcommittee met for a special called meeting to begin conversations around development of workgroup membership. As a result of that conversation, Commissioners asked the Department to reach out to CEOs and CFOs to solicit feedback on working group membership composition and initial thoughts on a possible working group membership selection process.

# DRAFT FRC Working Group Membership

DISCUSSED AT OCTOBER 4 SPECIAL CALLED FPA MEETING AND DISTRIBUTED FOR FEEDBACK

- Adams State University Rep
- CO Mesa University Rep
- CO School of Mines Rep
- Fort Lewis College Rep
- Metro State Univ Rep
- Univ of Northern CO Rep
- Western CO Univ Rep
- CU System Rep
- CU Institution Rep
- CSU System Rep
- CSU Institution Rep
- CCCS System Rep
- CCCS Institution Rep
- CCCS Institution Rep
- LDC Institution Rep
- ATC Institution Rep

**16 Institutional Representatives**

- Joint Budget Committee Rep
- Senate Ed Committee Rep
- House Ed Committee Rep
- Governor's Policy Office Rep
- Governor's OSPB Rep
- President of the Senate Rep
- Speaker of the House Rep

**7 Government Representatives**

- CCHE Commissioner
- CCHE Commissioner
- CDHE Executive Director
- *CDHE CFO (support staff)*
- *CDHE CPRO (support staff)*

**3 Agency Representatives**



# CEO and CFO Outreach

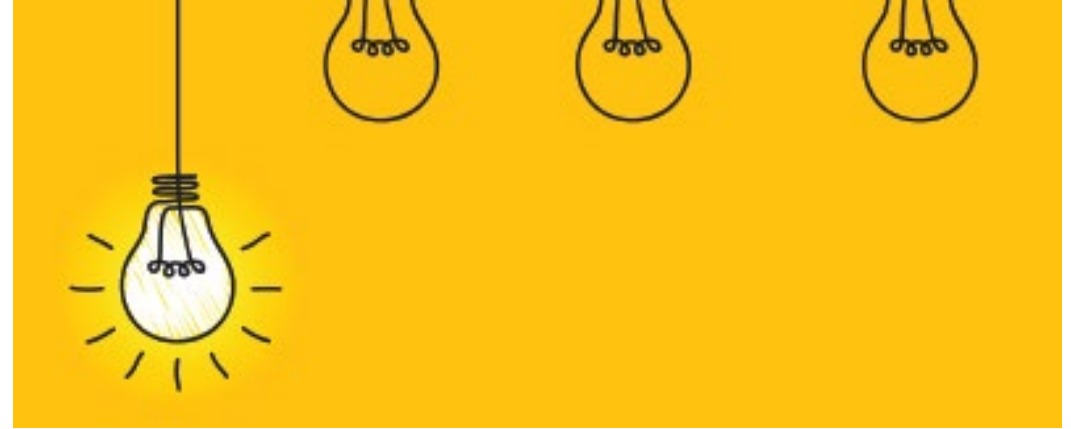
- The Department contacted **all CEOs and CFOs** of IHEs impacted by the formula (GBs, LDCs, ATCs) on **Wednesday, October 9**.
- Outreach requested that recipients provide feedback on the **composition of the FRC working group and initial thoughts on the process for selecting committee representatives**.
- The DRAFT FRC working group membership document was attached and provided on the website.
- Responses were requested by EOD on **Tuesday, October 15**.

# CEO and CFO Responses

- Of the **13 IHEs contacted**, the Department received the following responses:
  - Membership Composition Feedback
    - **6 of 13 CEOs**
    - **10 of 13 CFOs**
  - Membership Selection Feedback
    - **1 of 13 CEOs**
    - **4 of 13 CEOs**
- While the feedback from institutions varied, several **consistent ideas** were identifiable.

# Common Feedback Themes - CEOs

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## Membership Composition 6 Respondents

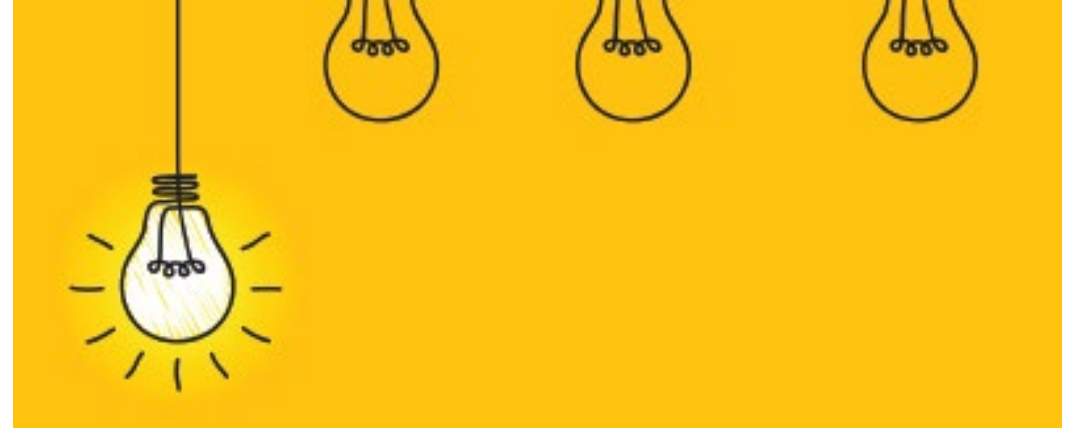
- 3 of 6 CEO respondents indicated they agreed with or did not raise concerns about the draft membership presented.
- 3 of 6 CEO respondents indicated they would like to see the draft membership change to reflect 1 representative per GB.
- 2 of 6 CEO respondents indicated they would like to see additional representation for external voices (e.g., faculty, students, funding formula researchers).

## Membership Selection 1 Respondent

- CEO responses focused on membership composition rather than providing feedback on possible membership selection processes.
- Only 1 CEO offered feedback on this portion of the feedback request.
- This CEO stated they would like for the GB CEO to nominate possible representatives from a pool guided by the Commission.

# Common Feedback Themes - CFOs

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## Membership Composition 10 Respondents

- 2 of 10 CFO respondents indicated they agreed with or did not raise concerns about the draft membership presented.
- 8 of 10 CFO respondents indicated they would like to see the draft membership change to reflect 1 representative per GB.
- Majority of respondents stated they believed system offices can properly represent member campuses.
- 3 of 10 CFO respondents indicated they would like to see the LDCs (Aims and CMC) each be represented on the committee.

## Membership Selection 4 Respondents

- All 4 CFO respondents indicated they would like the Governing Boards to be able to pick their representatives.
- 3 of 4 CFO respondents requested the option to identify or utilize a designee as needed for scheduling or subject matter dictates.
- General feedback included a request to better understand the purpose and process before selecting members.
- As with the CEO respondents, the Department received less feedback on this request.

# REVISED FRC Working Group Membership

IN RESPONSE TO FEEDBACK FOR DISCUSSION BY FPA AT OCTOBER 18 MEETING

- Adams State University Rep
- CO Mesa University Rep
- CO School of Mines Rep
- Fort Lewis College Rep
- Metro State Univ Rep
- Univ of Northern CO Rep
- Western CO Univ Rep
- CU System Rep
- CSU System Rep
- CCCS System Rep
- Aims CC Rep
- CO Mtn College Rep
- ATC Institution Rep

**13 Institutional Representatives**

- Joint Budget Comm Staff Rep
- Senate Ed Committee Rep
- House Ed Committee Rep
- Governor's Policy Office Rep
- Governor's OSPB Rep
- President of the Senate Rep
- Speaker of the House Rep

**7 Government Representatives**

- CCHE Commissioner
- CCHE Commissioner
- CDHE Executive Director
- *CDHE CFO (support staff)*
- *CDHE CPRO (support staff)*

**3 Agency Representatives**

# FINAL FRC Working Group Membership

AS RECOMMENDED BY FPA FOR DISCUSSION BY CCHE AT OCTOBER 24 MEETING

- Adams State University Rep
- CO Mesa University Rep
- CO School of Mines Rep
- Fort Lewis College Rep
- Metro State Univ Rep
- Univ of Northern CO Rep
- Western CO Univ Rep
- CU System Rep
- CSU System Rep
- CCCS System Rep
- Aims CC Rep
- CO Mtn College Rep
- ATC Institution Rep

**13 Institutional Representatives**

- Senate Ed Committee Rep
- House Ed Committee Rep
- Governor's Policy Office Rep
- Governor's OSPB Rep
- President of the Senate Rep
- Speaker of the House Rep
- *Joint Budget Comm Staff*  
*(technical advisor)*

**6 Government Representatives +  
1 Government Technical Advisor**

- CCHE Commissioner
- CCHE Commissioner
- CDHE Executive Director
- *CDHE CFO (support staff)*
- *CDHE CPRO (support staff)*

**3 Agency Representatives +  
2 Agency Support Staff**

# 2025 FRC Working Group Membership - **FPA** Recommended Selection Process

Each Governing Board will determine who their representative will be on the working group.

Each Governing Board will be allowed to identify designees or surrogates to attend based on the topic

It will be the responsibility of the member in attendance to ensure all pertinent information presented and discussed is shared with their colleagues.

# Discussion

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# Reduced-Credit Bachelor's Programs

Stephanie Kramer, Director of Accreditation Systems

Zach Waymer, MPA, Government Affairs Officer

2024

# Outline of Topics

- Overview and Background
- Reviewing the Application
- Review and Decision Processes
- Resources

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# Overview and Background

# What is a reduced-credit bachelor's degree?

- A bachelor's degree that is awarded by earning less than 120 semester credits
- Sometimes known as a “three-year” bachelor's degree or an “accelerated” bachelor's degree

# Reduced-Credit Bachelor's Degrees

- College in 3, Robert Zemsky
- HLC reviewed one request 10 years ago
- Other accreditors have approved or have guidelines

# Reduced-Credit Bachelor's Degrees

- **Federal requirements for accreditor standards**
  - Program rigor, objectives, length
- **State requirements for program approval**
  - Statute, rules, policies – credit minimums/maximums or none
  - State aid considerations
- **Peer Reviewer specialized training**

# Assumed Practice B.1.a

The institution conforms to commonly accepted minimum program length: 60 semester credits for associate's degrees, 120 semester credits for bachelor's degrees, and 30 semester credits beyond the bachelor's degree for master's degrees. *Any variation from these minima must be explained and justified.*

*(emphasis added)*

# Assumed Practice B.1.H

The institution maintains a minimum requirement for general education for all of its undergraduate programs whether through a traditional practice of distributed curricula (15 semester credits for AAS degrees, 24 for AS or AA degrees, and 30 for bachelor's degrees) *or through integrated, embedded, interdisciplinary, or other accepted models that demonstrate a minimum requirement equivalent to the distributed model. Any variation is explained and justified.*

*(emphasis added)*



# Reduced-Credit Bachelor's Degrees Scenarios

- An institution is offering a new bachelor's degree program that it has never offered before and is doing so in a reduced-credit format
- An institution currently offers a bachelor's degree program at the typical length of 120 credits and is now also offering the same program in a reduced-credit format
- An institution currently offers a bachelor's degree program at the typical length of 120 credits and is now going to cease offering that program and only offer the program in a reduced-credit format

***Each of these scenarios will have slightly different considerations for review***



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# Reviewing the Application

# Standard Application Elements

- Characteristics of the program including: CIP code, level, credit hours, target audience, contractual (Y/N), modality, Competency based/direct assessment education.
- Institution's History with Programs

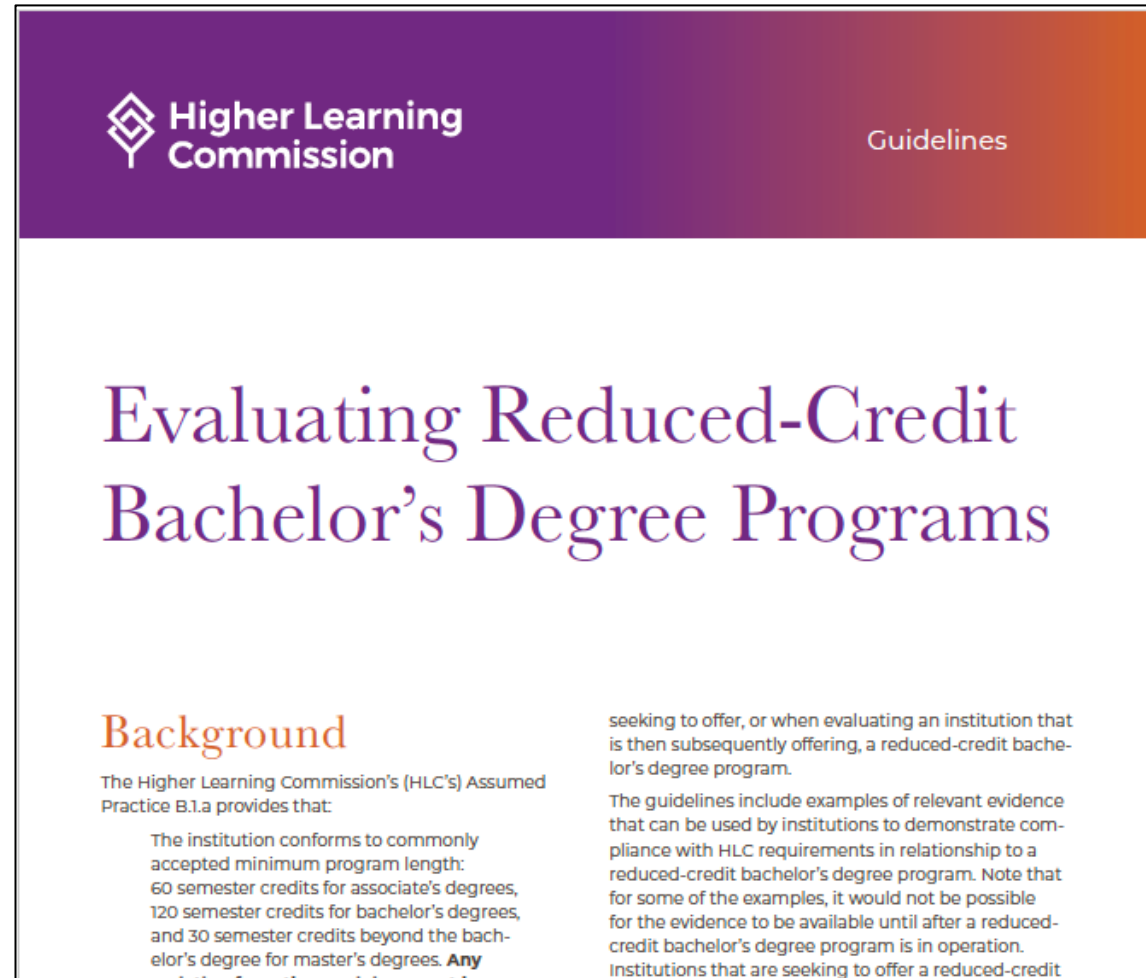
# New Application Elements


- Some questions are the same as the standard new program application but should be reviewed as related to a reduced-credit format
- Questions have been added that highlight the importance of review and rigor related to considering approving a program in this format

# Reduced-Credit Bachelor's Degree Application

- **Focus on planning**
  - Rationale, especially as relate to mission and student populations
  - Market, including student demand and post-graduation opportunities
- **Focus on curriculum and rigor**
  - Program learning outcomes
  - Assessment
- **Focus on transparency to students**
  - Differences between programs
  - Potential consequences of opting for this format
  - Intentional communications strategies

# Guidelines



 Higher Learning Commission

Guidelines

## Evaluating Reduced-Credit Bachelor's Degree Programs

### Background

The Higher Learning Commission's (HLC's) Assumed Practice B.1.a provides that:

The institution conforms to commonly accepted minimum program length: 60 semester credits for associate's degrees, 120 semester credits for bachelor's degrees, and 30 semester credits beyond the bachelor's degree for master's degrees. **Any institution from these states must be**

seeking to offer, or when evaluating an institution that is then subsequently offering, a reduced-credit bachelor's degree program.

The guidelines include examples of relevant evidence that can be used by institutions to demonstrate compliance with HLC requirements in relationship to a reduced-credit bachelor's degree program. Note that for some of the examples, it would not be possible for the evidence to be available until after a reduced-credit bachelor's degree program is in operation. Institutions that are seeking to offer a reduced-credit

[https://download.hlcommission.org/Reduced-CreditBachelorsGuidelines\\_OPB.pdf](https://download.hlcommission.org/Reduced-CreditBachelorsGuidelines_OPB.pdf)

# Guidelines

- Intended to be examples of evidence for each Core Component
  - Not a determinative or exhaustive list
  - Some may not be relevant to a particular situation or at this moment in time
- Intended to be used as a guide both at the time of approval during the substantive change process and during ongoing review

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# Substantive Change: Review and Decision Processes



# Review Process

- A change visit will be assigned to review the first reduced-credit bachelor application from an institution.
- Experienced peer reviewers are trained to review reduced-credit bachelor programs.
- The average timeframe for a change visit from submission to final action is about 8 months.
- Visit is 1.5 days with a two-person peer review team including a team chair.

# Decision Process

- Application, recommendation and institutional response (full read) are sent to the Institutional Actions Council who take final action.
- IAC can support, alter or overturn recommendation.
- If the final decision is denial, institution can resubmit an application at any time.
- Institution cannot appeal IAC decision.

# Resources

## Three recorded substantive change webinars:

- Overview of Substantive Change
- Managing Your Institution's Substantive Change Activity
- Managing Your Institution's Off-Campus Activities

<https://www.hlcommission.org/learning-center/training-resources/>

## HLC Liaison (Vice President of Accreditation Relations)

# Questions

Stephanie Kramer, [skramer@hlcommission.org](mailto:skramer@hlcommission.org)

Zach Waymer, [zwaymer@hlcommission.org](mailto:zwaymer@hlcommission.org)

# Colorado Opportunity Scholarship Initiative

Program Overview & Redesign Update

Dr. Cynthia Armendariz, Managing Director

October 24, 2024



# What is COSI

- The Colorado Opportunity Scholarship Initiative (COSI) was created in 2014 with the goal of increasing the attainment of postsecondary credentials and degrees for Colorado residents.
- The program addresses this challenge by focusing on affordability, access, and success.
  - Affordability- COSI provides funds for scholarships to support the cost of attendance.
  - Access & Success- COSI funds programs that help prepare students for postsecondary education, as well as support them through to completion.
- Funding
  - Initial commitment of \$35 million
  - Annual appropriation
  - Annual allocation to programs

**Affordability, Access, & Success**

# Programs

## Scholarships

**Career Launch** provides funds to help with the cost of attendance and increase the number of learners pursuing high-demand pathways.

**Matching Student Scholarship Grants** increase postsecondary attainment by growing the number of available scholarship dollars for Colorado students. Partnering with higher education foundations and non-profits to match new scholarship dollars 1:1.

**Second Chance Scholarship** provides scholarships to previously incarcerated youth who have been released from the Division of Youth Services (DYS) commitment facility within the last 5 years.

**Youth Mentorship Scholarship Program** provides scholarships to students who provide mentorship services to support with the cost of attendance.

## Student Support Services

**Fund My Future** provides funds to local education providers to implement strategies to increase the number of students who complete the FAFSA/CASFA before high school graduation.

**Postsecondary Student Support Services** for Public Institutions of Higher Education provides student support services to recipients of COSI matching student scholarships.

**Pre-collegiate Student Support Services** Model for High Schools provides college-going support to increase postsecondary enrollment.

## Financial Support & Student Support Services

**Back to Work** provides financial and support services to individuals impacted by the pandemic to reskill, upskill, and pursue short-term credentials in high-demand pathways.

**Finish What You Started** provides scholarship and support services to individuals impacted by the pandemic and adults with some college, no degree.

# Why COSI

Year one to two  
persistence rate

87% CPP

90% MSS

92% MSS & CPP

Persistence rates  
through years four and  
five between 70%-78%

Over 12,000  
completions

MSS and CPP  
Postsecondary  
programs serve almost  
11,000 students  
annually

Most participants  
identify as students of  
color  
MSS 57% and CPP 65%

Most participants are  
Pell-eligible  
MSS 73% and CPP 71%



# Program Review & Redesign

Aligning the Matching Student Scholarship and the  
Community Partner Program Postsecondary Grants

# The goal of COSI's Program Redesign is to align the Matching Student Scholarship Program and Community Partner Postsecondary Program grants to ensure all students are equipped to succeed



**COSI Scholars** receive both **financial and non-financial supports** (scholarship dollars, wraparound services) to enable them to thrive



**COSI Grantees** are better **equipped to meet student needs** through scholarship disbursement and support services



**COSI** can better **fulfill its mandate**, gain **more holistic insight** into what's moving the needle on outcomes (and for whom), and partner with grantees on **data-driven continuous improvement** to close equity gaps

### Exploration Phase

01

2023

- Initial discovery
- Result: COSI Board voted to combine CPP & MSS



### Feedback & Planning Phase

02

2024

- Collect stakeholder feedback
- Plan structure of the new program



### Application Phase

03

2025

- Release Request for Proposals
- Proposal support



### Launch Phase

04

2026

- Program implementation and launch



# Program Redesign Phases

# Exploration

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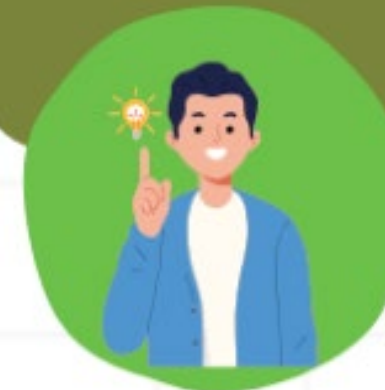
During Phase I of the COSI Program Review & Redesign process (October 2022-March 2023), Third Sector solicited and synthesized feedback from COSI grantees and board members and combined this qualitative data with best practices from the field and Third Sector's experience working with other programs across the country, to make recommendations to COSI.

## Exploration Phase

# 01

2023

- Initial discovery
- Result: COSI Board voted to combine CPP & MSS



# Phase 1: Outcomes

- Combine Matching Student Scholarship and Postsecondary programs
- MSS Workforce transitioned to Career Launch
- All current MSS grants must close by June 2028
- Current pre-collegiate and postsecondary grants extended through June 2026
  - Were set to close in June 2024, extended through the redesign process.
- Pre-collegiate program will sunset June 2026

# Planning

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The feedback and planning phase focuses on stakeholder engagement, program development, staff structure, budget impact and forecasting, and evaluation plans.

## Feedback & Planning Phase

02

2024

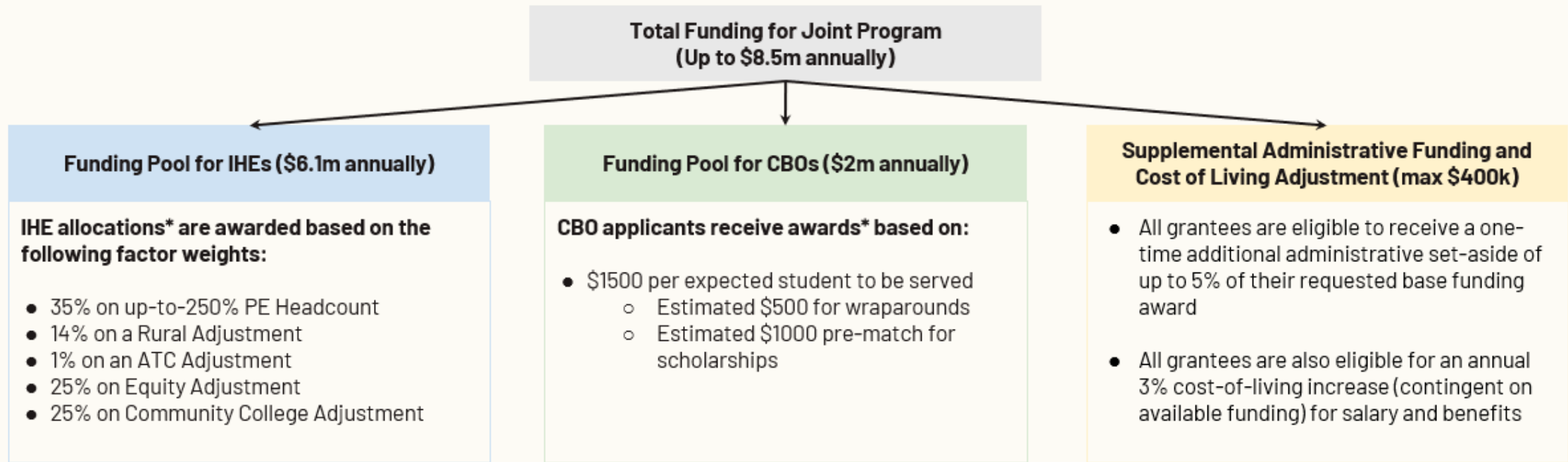
- Collect stakeholder feedback
- Plan structure of the new program



# Phase 2: Outcomes

- Completed
  - Funding model
- In progress
  - Program development
  - Request for Proposal
  - Program Guidebook
  - Staff structure
  - Evaluation plan

# Funding Model



**\*Minimum Awards:** A base minimum award of \$75,000 across all awarded grantees will be applied to meet the 50 students minimum service requirement. A base minimum award of \$225K for all IHEs with greater than 1,000 "up to 250% pell eligible" students on campus will be applied to serve a minimum of 150 students.



# Application

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- Request for Proposal
  - Released in January 2026
- Information Sessions
  - Virtual
  - January and February
- Proposal Technical Assistance
  - March-June
  - In-person, throughout the State
- Proposals Due in September
- Board Review in November
- Awards in December

Application  
Phase

03

2025

- Release Request for Proposal
- Proposal support



# Launch

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- Technical Assistance
  - January-June 2026
  - Program development and implementation
- Program Launch
  - July 1, 2026



# Thank You!

COSI Program Review & Redesign

October 24, 2024



# Continued conversations on Colorado's Minimum Value Threshold (MVT) and Statewide Longitudinal Data System Update

Michael Vente

Chief Performance Officer and Senior Director of Research and  
Data Governance



**COLORADO**  
Department of  
Higher Education

# Presentation agenda:

- Updates on work with Education Strategy Group (ESG)
- Additional updates statewide findings from MVT work
- Continue conversations on next steps, CCHE's goals for the future of this work, and more statewide data sharing
- Updates on Statewide Longitudinal Data System (SLDS) updates

# Collaboration with Education Strategy Group (ESG)

- Great thanks to Dr. Emily House, Dr. Gina Johnson, and Disraelly Cruz for their support of this work and the facilitation of the Technical Working Group.
  - ESG's currently scoped work on this project ends on November 1<sup>st</sup>.
  - CDHE staff is working with ESG to compile and finalize a variety of documents and documentation related to this work.
  - Those documents will be completed by end of October.
- Technical Working Group will likely not meet again unless other needs arise

# Additional Minimum Value Threshold (MVT) findings

- CDHE can disaggregate these data in various ways filtering by:
  - Student cohorts based on completion or non-completion
  - Institution of higher education
  - Degree level
  - Program (2-digit CIP)
- However, the more filters applied, the smaller counts become for each level of analysis. When all elements are applied 78% of program (at the 2-digit CIP code level) are suppressed. However, that only represents 21% of the student population in this analysis. This means that almost 80% of students in the cohort are captured in the data institutions received on their MVT.
- With so much program level data suppressed, other levels of analysis become necessary. By removing the specific institution from the analysis and rolling up all institutional data to a statewide level, more statewide themes can be observed.

# Additional MVT findings

- By looking statewide at the general program level, the percent of programs above or below MVT by degree type can be seen. In addition, by looking at the data statewide without breaking out the data institution or completion status, there is a reduction in the amount of data suppression. **In total across Colorado public institutions, 86% of programs meet the MVT.**
- While we see these overarching statewide outcomes for students in different completer cohorts, outcomes can vary by institution. We can also see that characteristics of each institution's entering cohort are highly correlated to their outcomes. In many cases, the type of students an institution serves seems to be the driving factor for whether those students will have a positive outcome.



# MVT by student cohorts

<u>Statewide Cohort</u>	<u>Student Count</u>	<u>Median Outcome</u>	<u>Percent of Programs Meeting MVT</u>	<u>Percent of Programs Below MVT</u>	<u>Percent of Suppressed Data</u>
Completing at same IHE	16,330	Green	75%	25%	13%
Completing at different IHE	7,290	Green	80%	15%	4%
Non-completers	37,149	Yellow	N/A	N/A	N/A

# Statewide MVT by degree level

<u>Credential level</u>	<u>Green</u>	<u>Yellow</u>	<u>Suppressed</u>
Certificate <1 yr	93%	7%	3%
Certificate > 1 yr	67%	33%	9%
Associates	38%	62%	2%
Bachelor's	97%	3%	0%
<b>Total</b>	<b>86%</b>	<b>14%</b>	<b>1%</b>

# Continue conversations on next steps

- Collaborative conversations between CCHE, CDHE, and IHEs
  - How can we best use these data with IHEs to identify the various levers we all have to increase student success?
  - How can the output of this model along with data from CDHE's annual ROI report (and potentially other IHE analyses) be used all together for those collaborative conversations?
- Share model's data and output
  - Minor data updates based on IHE feedback
  - Plans to only share with individual IHEs (and/or their governing board)
  - Feedback from DAG to allow for viewing of cross-IHE data and/or statewide data

# Colorado Statewide Longitudinal Data System (SLDS)

- Created through [HB24-1364](#)
- Led by the Office of Information Technology (OIT) in collaboration with:
  - Colorado Department of Higher Education (CDHE)
  - Colorado Department of Labor and Employment (CDLE)
  - Colorado Department of Education (CDE)
  - Colorado Department of Early Childhood (CDEC)
  - Office of Economic Development and International Trade (OEDIT)
- 3 stakeholder groups established with representations from all agencies:
  - SLDS Governance Board Meeting
  - SLDS Sustainability Advisory Group Meeting
  - SLDS Build and Implementation Advisory Group

# Colorado SLDS reporting requirements

- Beginning April 15, 2026, and each April 15 thereafter, the Office shall submit an annual report to the Education Committees of the House of Representatives and the Senate, or their successor committees, the State Board of Education, and the Governor.
- Subject to data availability, the annual report must summarize key findings from education and workforce outcomes and education and workforce readiness, including, at a minimum:
  - enrollment and outcomes in postsecondary and workforce readiness programs for high school graduates;
  - high school matriculation rates;
  - postsecondary retention rates;
  - postsecondary completion rates; and
  - one-, five-, and ten-year wage outcomes.
- When possible and in alignment with data privacy practices, data must be disaggregated by local education provider, high school, or postsecondary or workforce readiness program participation; race; ethnicity; gender; disability status; and socioeconomic status.