

Building Inclusive Policy Development by Activating Participatory Community + Stakeholder Engagement

Colorado Department of Higher Education
Washington Student Achievement Council
Western Interstate Commission for Higher Education



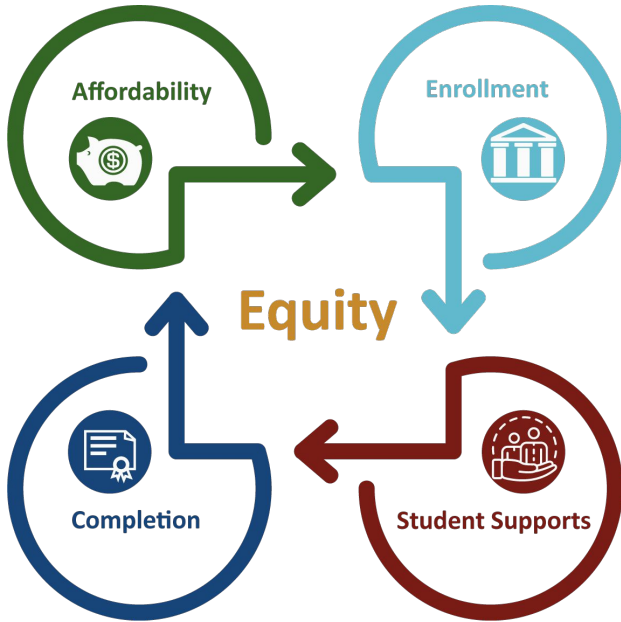
COLORADO
Department of
Higher Education





WASHINGTON STUDENT ACHIEVEMENT COUNCIL

EDUCATION › OPPORTUNITY › RESULTS

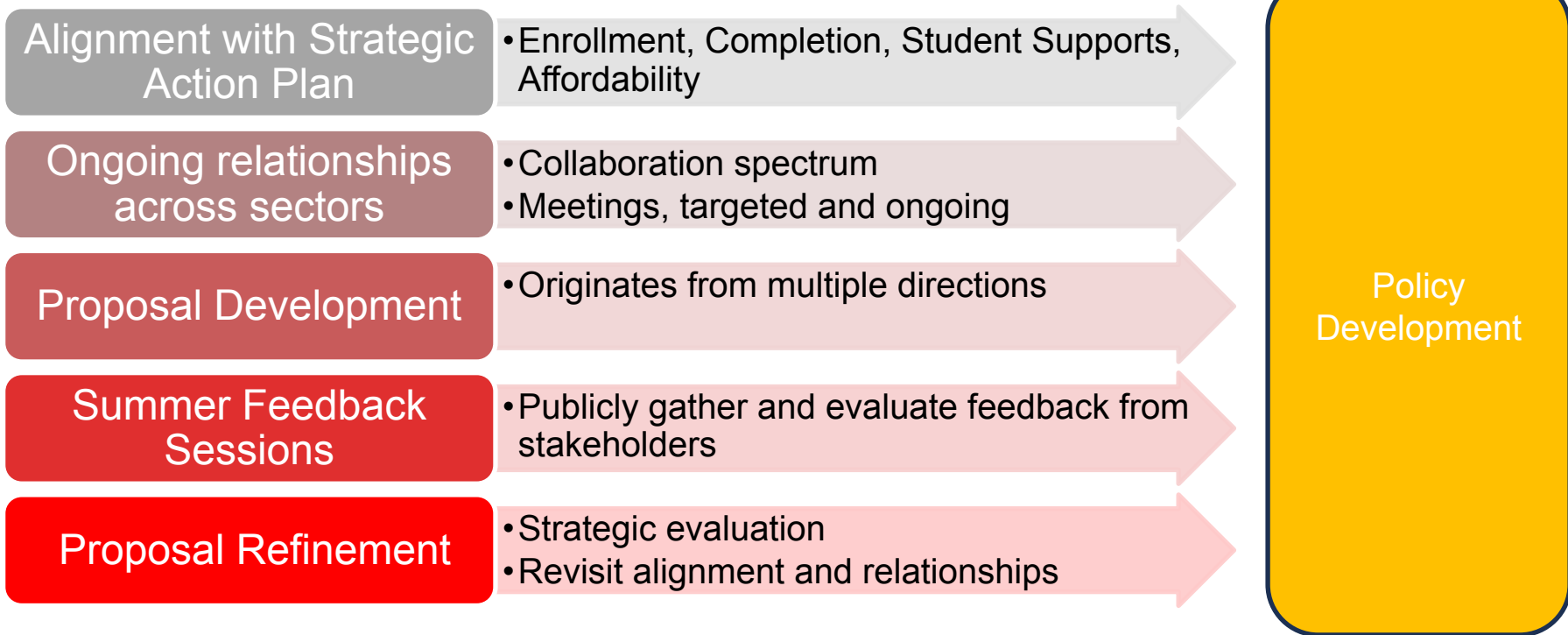


“If we build an affordable and supportive educational environment, more Washingtonians will enroll in programs and complete credentials.”

- Cabinet-level state agency
- 70% statewide postsecondary attainment goal, inclusive of degrees and credentials

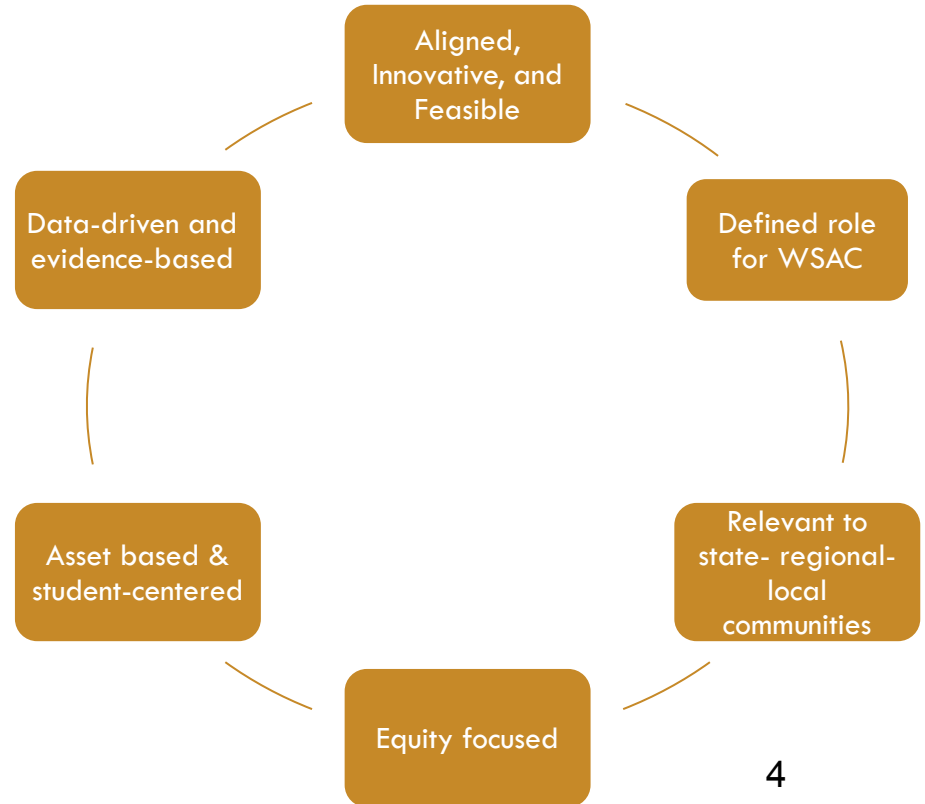


Policy Development Process



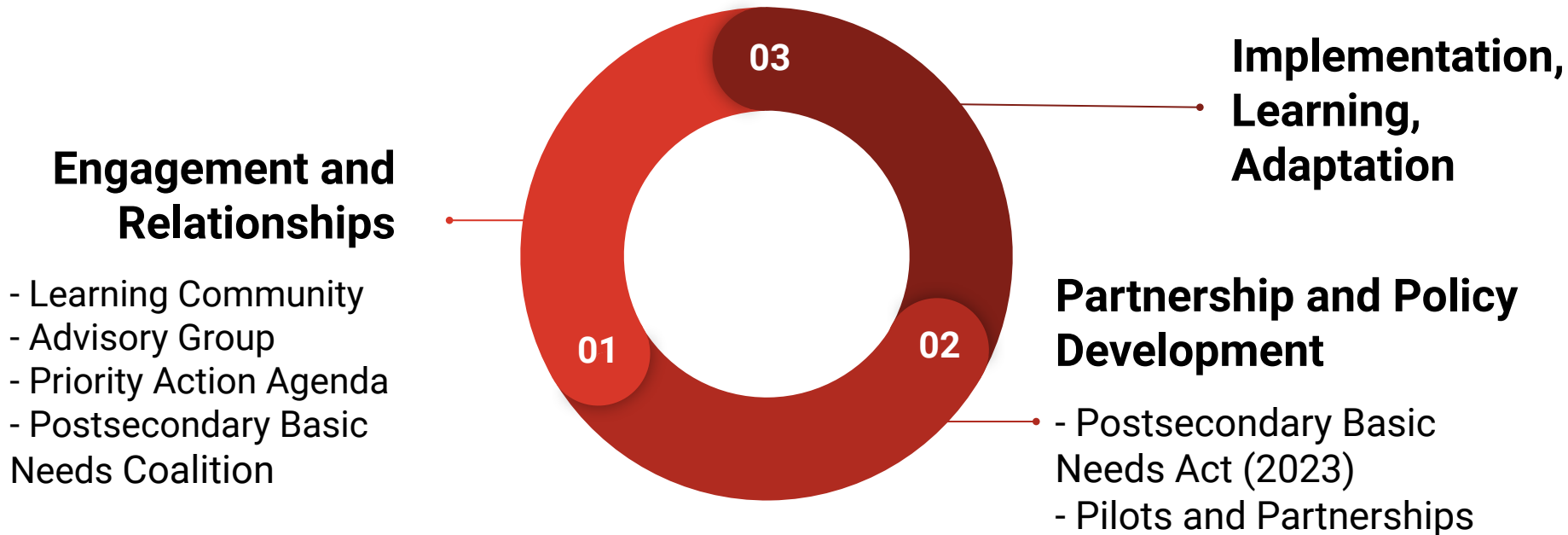
Approach for considering state policies

1. Will the policy help students of color and low-income students?
2. Is there evidence or data that the policy will advance the cluster?
3. Does the policy center and value students' experience?
4. Do regional and/or local communities or partners see value in the policy?
5. Is there a clear opportunity for WSAC and others to play a role?
6. Is it feasible to accomplish the policy (\$, political will, alignment with other initiatives etc.)?





Washington Postsecondary Supports for Basic Needs



Approaches to Inclusive Stakeholder Engagement in Colorado

SHEEO 2024 Higher Education Policy Conference

- Chris Rasmussen, Senior Director, Academic Pathways and Innovation
- Christina Carrillo, Academic Policy Officer and Advocate

Colorado Department of Higher Education

August 7, 2024



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Areas of Focus

1. Change management and stakeholder engagement: Reform in remedial education
2. An “All-In” agency approach to legislative and budget development
3. Engaging academic advisors as a key stakeholder group

A background image showing a group of four students (two men and two women) sitting on the grass outdoors, looking at a laptop and papers, appearing to be in a study session. The image is semi-transparent and serves as a backdrop for the text.

House Bill 19-1206:

CONCERNING REMOVING EQUITY
GAPS IN HIGHER EDUCATION BY
ENSURING MORE STUDENTS HAVE
ACCESS TO SUPPLEMENTAL
ACADEMIC INSTRUCTION.



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CDHE Cross-Functional Workgroup on Implementation of HB19-1206 (Developmental Education/Supplemental Academic Instruction)

November 6, 2019





THE COLORADO GOAL:
66% ATTAINMENT BY 2025

STRATEGIC GOAL #1

Increase
Completion

STRATEGIC GOAL #3

Improve Student
Success

STRATEGIC GOAL #2

Erase Equity
Gaps

STRATEGIC GOAL #4

Invest in Affordability
and Innovation **while**
containing costs

1206



Co-req remediation increases completion and increases efficiency of remediation for students and institutions

Prerequisite Remediation



100

Enroll in
MAT 030



41

Enroll in
MAT 060



23

Enroll in
MAT 090



13

Enroll in
MAT 099



6

Enroll in
college-level
course



4

Complete
college-level
course

4

Successful
completers

5

Semesters to
complete

46

Enrollments/
completer

1-Semester Pathway Remediation



50

Enroll in
MAT 050
(non-STEM)



27

Enroll in
college-level
course



17

Complete
college-level
course

34

Successful
completers

2

Semesters to
complete

4.5

Enrollments/
completer



50

Enroll in
MAT 055
(STEM)



27

Enroll in
college-level
course



17

Complete
college-level
course

Co-requisite Remediation



100

Enroll in
college-level
course and enroll
in co-req lab



54

Complete
college-level
course

54

Successful
completers

1

Semesters to
complete

3.7

Enrollments/
completer

1. Co-req labs for college level courses still differentiated by pathway (STEM vs. non-STEM); Note: Number of students who successfully progress to next course in sequence is based on actual course performance rates (excluding high school concurrent and consortium students); In each graphic, college-level course completion is average completion rate across all gateway courses (MAT103, MAT107, MAT108, MAT120, MAT121, MAT123, MAT135); Source: CCD data; BCG analysis



= 10 students

Who is Affected by the Change?

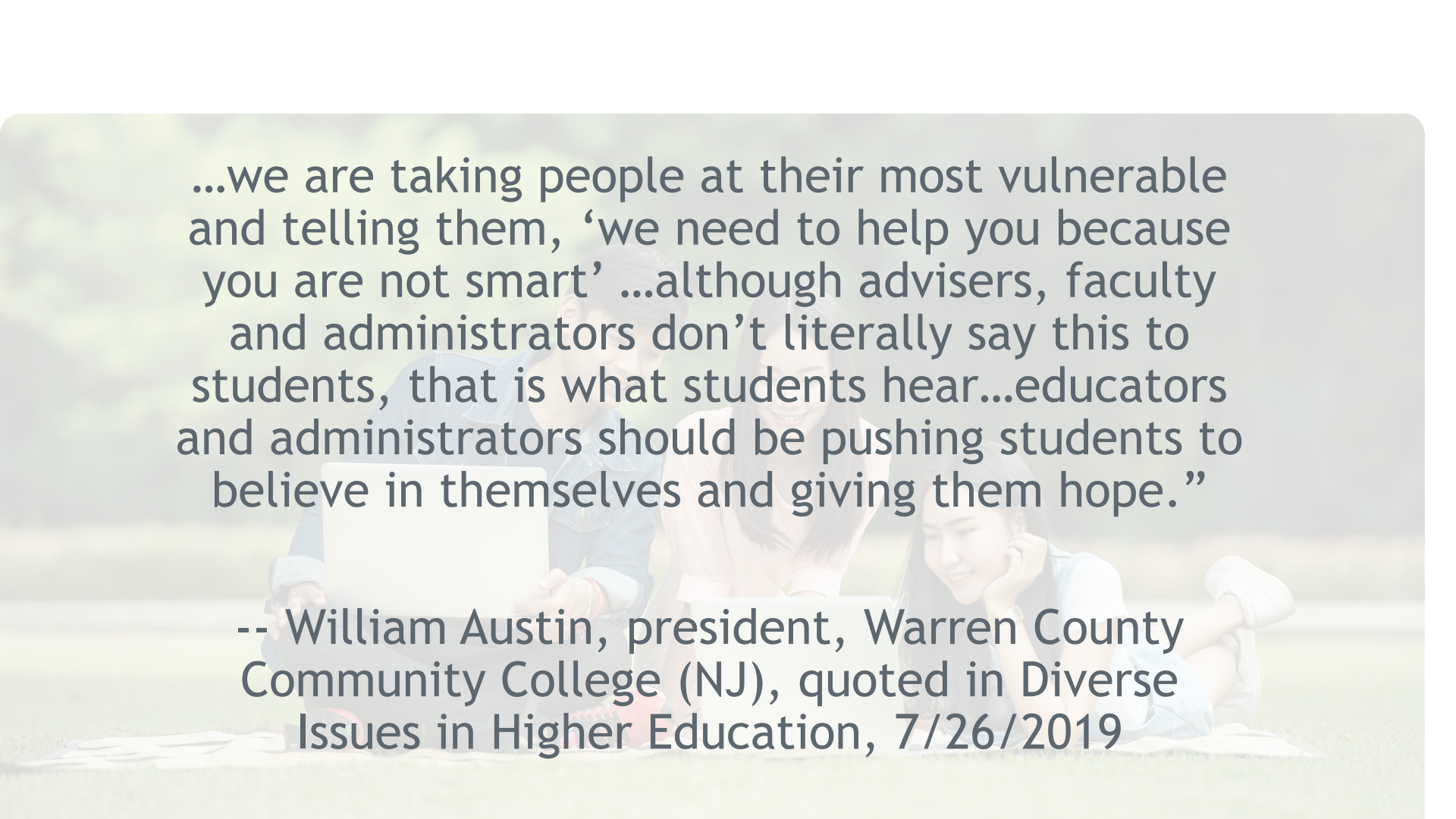
- 1) Students
- 2) Faculty
- 3) Academic Advisors
- 4) Placement/Testing/
Assessment Staff
- 5) Data/Research Staff
- 6) Admissions Staff?
- 7) Other?



Dimensions of Change

- 1) Political
- 2) Structural
- 3) Financial
- 4) Cultural
- 5) Moral/Ethical



A background image showing three young people sitting on a lawn, looking at a laptop. The image is semi-transparent, allowing the text to be overlaid. The scene is bright and outdoors, suggesting a campus or park setting.

...we are taking people at their most vulnerable and telling them, ‘we need to help you because you are not smart’ ...although advisers, faculty and administrators don’t literally say this to students, that is what students hear...educators and administrators should be pushing students to believe in themselves and giving them hope.”

-- William Austin, president, Warren County Community College (NJ), quoted in *Diverse Issues in Higher Education*, 7/26/2019

Legislative Agenda Development

Development of Policy Priorities for 2024-25

March 6, 2024



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Department of
Higher Education

Extending Opportunity to All

Born out of an
“All Hands On
Deck” moment in
time in 2023

Need to move
quickly after a
very late start

Less pressure
after three big
legislative cycles

Opportunity to
expand the team
of contributors

Chance to
educate across
the agency on the
policy process

Dovetails with the
budgeting process
(a two-fer!)

Agenda for Launch Meeting with All Staff



What is the legislative agenda?



What drives the legislative agenda?



What kinds of things can be proposed for consideration (forms of policy action)



What is the timeline for developing agenda items?



How can I contribute to legislative agenda development?

What is the Legislative Agenda?

- The legislative agenda represents the department's top policy priorities for 2025 that require, or could benefit from, statutory change (vs. commission policy or departmental rulemaking)
- Each executive branch agency can present up to five items for the governor's policy team to review and consider for support
- Legislative items can range from narrow policy fixes and revisions to legislative language to major new initiatives investing millions of dollars
- Budget development is a concurrent but separate process
- Approved legislative items are then "shopped" to leaders in the General Assembly for potential support by committees or individual legislators
- Items that don't make the eventual list may still have a life!

What Should Drive a Legislative Agenda?

*Advancing the
Governor's
Big Goals*

Fulfilling CDHE
Wildly Important
Goals (WIGs)

Supporting the
CCHE Strategic
Plan (improving
ROI)

Creating
Conditions to
Increase Success
in Achieving Goals

Promoting Student
Well-Being and
Protecting
Consumers

Fixing Errors or
Roadblocks in
Legislative
Language

Forms of Legislative Action

Create a new program or service

Expand, restrict, or change the parameters of an existing program

Compel action with a mandate (usually with timeline for compliance)

Compel action with incentives (or prevent action with disincentives)

Provide information/
launch a messaging campaign

Conduct a study with reporting requirements

Examples

- 2024: Support for Students Experiencing Homelessness
- 2024: Update Student Bill of Rights and Improve Transparency in Transfer
- 2023: SB23-005: Wildfire Mitigation (“Save the Forests”)
- 2023: HB23-1007 (add suicide hotline to college student IDs)
- 2021: HB21-1330 (retroactive award of associate degrees)
- 2020: HB20-1002 (study of prior learning assessment initiatives)

Focus Areas for 2025-2026

1. Closing equity gaps in enrollment and attainment
2. Cost containment, affordability, and student debt reduction
3. Reducing population with some college, no degree
4. Workforce development initiatives

Governor Polis BOLD FIVE

1. Housing
2. Top 10 Safest States
3. Property Tax Relief
4. Saving on Healthcare
5. Renewable Energy

Other Priorities: Universal
Pre-school, Homelessness,
Workforce, Recidivism,
Wildfires

Budget Targets

- Caseload (department's budget)
- Cost-Bending (reduces future costs)
- Non-Caseload (falls outside of the department's budget)
- Financial Aid (CDHE is allocated financial aid every year to distribute to the IHEs)
- Governor's Bold 5 (falls outside of the department's budget and traditionally carried by Gov's office)

Summary: Criteria for Successful Proposals

- Fit into at least one of the four focus areas
 - Cost-conscious, needs to fit within CDHE allowed budget increase
- Be big, bold, and innovative
 - Can you make an argument that it's cost bending?
- Fit into Governor's Bold 5
 - Any cost is fine
- Have no fiscal impact (i.e. technical changes, etc, may be submitted in a second round)

Project Timeline

March 6: Launch Inclusive Leg Agenda
Development Process at All-Staff Gathering

March 12: Due Date for Staff to Submit Initial
Ideas via Microsoft Form

March 13: Open Dialogue about Ideas

March 28: Round 2 Proposals (by Invite) Due with
Additional Details.

April 8: Round 3 Ideas to Senior Staff for
Consideration

Timeline continued

April 12-22: Workgroups Flesh out Round 3 Ideas

April 22: Get Senior Staff Approval on Round 3 Final Proposals

April 29: Hand Over Round 3 Ideas to Leg. Liaison

April 29: Create a policy team for ongoing dialogue with the Gov's Office, Bill Drafters, etc.

TBD: Inform staff of which ideas Leg Liaison will be sending to the Gov's Office for Consideration.

Engaging Academic Advisors as a Key Stakeholder Group

- Revisit, Revise, and Renew transfer agreements
- Statewide Advisors for Student Success (SASS)
- Advisors LEAD initiative



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How We Got Here



Transfer – and student mobility more generally – is a perennial concern of policymakers, families, and the general public (demonstrated by 25 years of related legislation in Colorado)



Success in transfer includes responsibilities of systems, institutions, and students



While Colorado has been recognized nationally as a leader in system-level approaches to transfer, it's clear that more work is to be done to minimize lost or stranded credits

Advisors as a Key Stakeholder Group



Academic advisors bring a unique perspective "on the ground" on how academic policies and structures really work for students in practice



In transfer in particular, advisors see how articulation agreements and pathways can be useful or problematic as designed



Advisors are translators – helping students navigate academic bureaucracy while helping administrators to be more student focused

Statewide Transfer Articulation Agreements (STAAs)

STAAs are Colorado's two-year to four-year transfer pathways, resulting from 2010 legislation to create agreements for transfer from an associate into a bachelor's degree program in specific disciplines.

In 2019, the Department launched a process to “Revisit, Revise, and Renew” all 38 existing agreements on a five-year cycle.

Principles
Guiding Review
of Transfer
Agreements:

Simplicity
Transparency
Portability





- **SIMPLICITY:** Agreements should be clear and easy to understand for students, families, faculty, and other institutional stakeholders, with minimal “ifs, ands, and buts”
- **TRANSPARENCY:** Agreements should include all relevant information about the program and pathway, and not rely on students to possess or obtain “insider” information
- **PORTABILITY:** Students should have maximum opportunity to transfer to any institution that is part of the agreement

Simplicity
Transparency
Equity
Portability



Guiding Questions

- Are the existing course requirements in the agreement best aligned with the evolving state of the discipline, and with the knowledge, skills, and competencies needed for success in upper-division study and in the field?
- Is the math course (or courses) required for the DwD best aligned with the type of quantitative literacy needed for success in upper-division study and in the field?
- Are the courses required for the DwD taught with sufficient frequency and location to merit their continued inclusion in the agreement?
- Might the DwD be revised to accommodate new course options within CCCS (e.g., non-lab sciences courses—GT-SC2—and ENG 1031/Technical Writing for CO1)?
- Do opportunities exist to add parties to the agreement given new academic programs and increased course availability (example: fermentation science)?

STATEWIDE TRANSFER ARTICULATION AGREEMENT

in

ECONOMICS

For an Associate Degree with Designation (DwD)

FROM ONE OF THESE COLORADO PUBLIC COMMUNITY / JUNIOR COLLEGES

Aims Community College [A.A. Economics]
 Arapahoe Community College [A.A. Economics]
 Colorado Mountain College [A.A. Economics]
 Community College of Aurora [A.A. Economics]
 Community College of Denver [A.A. Economics]
 Front Range Community College [A.A. Economics]
 Lamar Community College [A.A. Economics]
 Morgan Community College [A.A. Economics]
 Northeastern Junior College [A.A. Economics]
 Otero Junior College [A.A. Economics]
 Pikes Peak Community College [A.A. Economics]
 Pueblo Community College [A.A. Economics]
 Red Rocks Community College [A.S. Economics]
 Trinidad State Junior College [A.A. Economics]

and

For a Bachelor's Degree

FROM ONE OF THESE COLORADO PUBLIC FOUR-YEAR INSTITUTIONS

Adams State University [B.S. Business Administration; Economics emphasis]
 Colorado State University-Ft Collins [B.A. Economics]
 Fort Lewis College [B.A. Economics; Economics option]
 Metropolitan State University of Denver [B.A. Economics]
 University of Colorado Boulder [B.A. Economics]
 University of Colorado Colorado Springs [B.A. Economics]

PART THREE: PRESCRIBED CURRICULUM

Required Courses that Fulfill General Education Requirements				37
	Credit Hours	Community College Course No.	Course Title or Category	
(Written) Communication	3	ENG 121	English Composition I (GT-CO1)	
	3	ENG 122	English Composition II (GT-CO2)	
Mathematics	5	MAT 201	Calculus I (GT-MA1)	
Arts & Humanities	9		Three GT Pathways Arts & Humanities courses (GT-AH1, GT-AH2, GT-AH3, GT-AH4)	
History	3		One GT Pathways History course (GT-HI1)	
Social & Behavioral Sciences	3	ECO 201	Macro Economics (GT-SS1)	
	3	ECO 202	Micro Economics (GT-SS1)	
Natural & Physical Sciences	8		Two GT Pathways Natural & Physical Sciences courses (GT-SC1, GT-SC2), one must be with laboratory (GT-SC1).	
Additional Required Courses				3
	Credit Hours	Community College Course No.	Course Title	
	3	MAT 135	Introduction to Statistics	
Electives				20
Total				60



COLORADO DEPARTMENT OF HIGHER EDUCATION

Statewide Transfer Articulation Agreement *in*

Economics



Your Career Course

ECONOMICS

Prescribed Curriculum

ECONOMICS

Required Courses that Fulfill General Education Requirements				31 CREDIT HOURS
	Credit Hours	Community College Course No.	Course Title or Category	
(Written) Communication	6		A GT Pathways-approved CO1 course (GT-CO1) and a GT Pathways-approved CO2 course (GT-CO2) OR A GT Pathways-approved CO2 course (GT-CO2) and a GT Pathways-approved CO3 course (GT-CO3)	
Mathematics	3	MAT 135/1260	Introduction to Statistics (GT-MA1)	
Arts & Humanities	6		Two GT Pathways Arts & Humanities courses from the following AH Categories: GT-AH1 , GT-AH2 , GT-AH3 , or GT-AH4 Recommended: PHI 112/1012 Ethics (GT-AH3) OR PHI 205/200 Business Ethics (GT-AH3)	
History	3		One GT Pathways History course (GT-H1)	
Social & Behavioral Sciences	6		Two GT Pathways Social & Behavioral Sciences courses (GT-SS1 , GT-SS2 , GT-SS3)	
Natural & Physical Sciences	7		Two GT Pathways Natural & Physical Sciences courses (GT-SC1 , GT-SC2), one must be with laboratory (GT-SC1)	

Additional Required Courses				11 CREDIT HOURS
	Credit Hours	Course No.	Course Title	
	3	ECO 201/2001	Principles of Macroeconomics (GT-SS1)	
	3	ECO 202/2002	Principles of Microeconomics (GT-SS1)	
	5	MAT 201/2410	Calculus I (GT-MA1) ¹²	

Electives 18 CREDIT HOURS

Total **60 CREDIT HOURS**



Statewide Advisors for Student Success (SASS)

What is SASS?

- Established in October 2020
- Meets virtually each quarter for 90 minutes
- Open to all two- and four-year academic advisors (average attendance of 150!)
- Share state level information that may affect the day-to-day work academic advisors perform with Colorado students
- Gather feedback on proposed initiatives and policies in development
- Provide opportunities for attendees to connect and engage with senior level state higher education leaders as well as their two- and four-year advising colleagues from across the state

Advisors LEAD

- Designed to help Colorado's advisors increase skills and competencies in four key areas:
 - Effective virtual advising
 - Purpose-driven advising
 - Equity and inclusion-driven practices
 - Math pathways literacy
- Informed by a survey and discussions with academic advisors
- Co-created by CDHE staff, Student-Ready Strategies, and NACADA-endorsed experts

