

# Agenda

**1**

Role of state agencies in supporting postsecondary attainment

**2**

Role of state agencies in consumer protection

**3**

Arc of efforts in Colorado to award credit for prior learning

**4**

Colorado House Bill 20-1002 and industry credentials

**5**

Colorado House Bill 21-1330 and retroactive awards of associate degrees

**6**

Colorado engagement with “Credential As You Go”

Chris  
Rasmussen

Arc of  
Educational  
and  
Professional  
Career

BA, Gustavus Adolphus  
MS, Mankato State  
PhD, University of  
Michigan

Indiana University of  
Pennsylvania

Valparaiso  
University (Indiana)

Midwestern Higher  
Education Compact  
(Minnesota)

Association of  
Governing Boards of  
Universities and  
Colleges (DC)

Colorado Department  
of Higher Education  
(Denver)

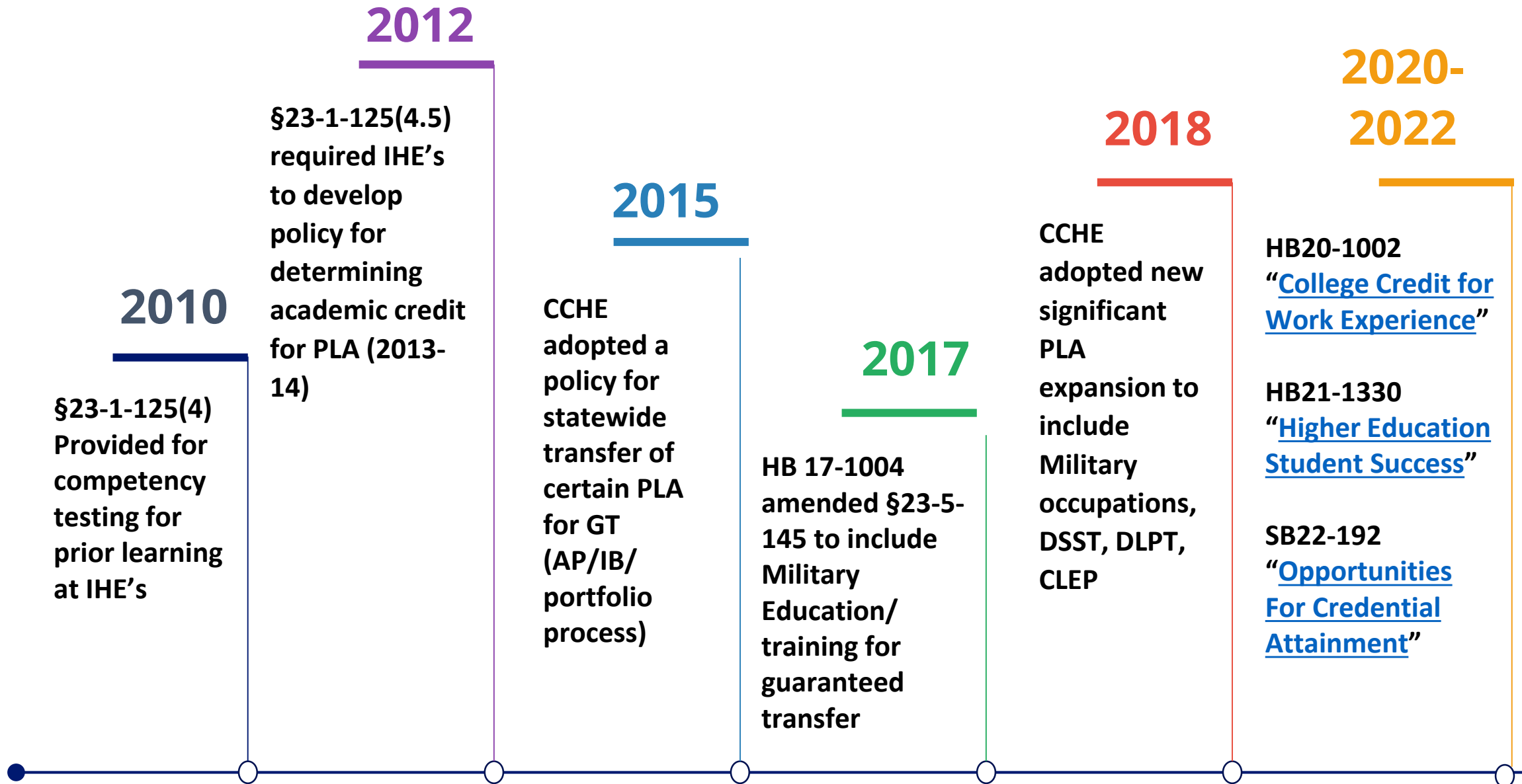
# State Agencies and Postsecondary Attainment

- ❑ Role to promote access to postsecondary programs that advance individual opportunity and meet workforce needs
- ❑ State goals for degree attainment and other postsecondary credentialing
- ❑ Increasing political and consumer focus on return on investment and “credentials with value” (including shorter-term programs)
- ❑ COVID (of course) accelerated trending demand for certificate and other non-degree programs

# State Agencies and Consumer Protection

- Who should offer which programs, to whom, in which locations, and in what modalities?
- Policy questions related to statutory role and mission, service areas, and state financial support
- Quality questions around market value and comparability
- Student/consumer questions around transparency and transferability
- Systemic questions around equity and stackability
- Respect for institutional autonomy and academic freedom
- Does your innovation threaten my existence?*

# Colorado's PLA Journey...



# SHEEO Agencies and Credential Innovation

**1**

What is a “certificate”?

**2**

How is a certificate different from a cluster of courses?

**3**

To what extent are certs comparable across providers?

**4**

Does the cert have market value?

**5**

Is the cert allowed to be offered by an institution by state statute? Is it consistent with mission?

**6**

How is it delivered, where, to whom, and by which modalities?

# SHEEO Agencies and Credential Innovation

**1**

Is the credential transferable?

**2**

Is it part of a larger degree pathway?

**3**

Is it stackable with other credentials?

**4**

Does it contribute to or work against equity goals?

**5**

Is it eligible for state funding?

**6**

Is it counted in funding formulas?

# HB 20-1002 College Credit for Work Experience IMPLEMENTATION PLAN

## STEP 1

Credentials are presented for consideration



## STEP 2

Determination of whether credentials meet minimum criteria for consideration



## STEP 3

CCCS/other IHE evaluates WBL for college credit or other alignment with a postsecondary program



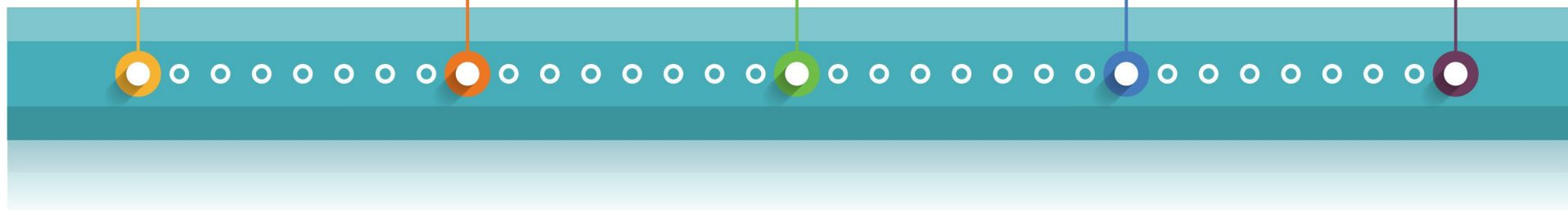
## STEP 4

Validation and affirmation for statewide transfer



## STEP 5

Documentation and communication



# The Colorado Re-Engaged Initiative (CORE) House Bill 21-1330

Retroactive awarding of associate degrees to  
improve economic and educational  
outcomes for baccalaureate stop-outs

# Student Eligibility Criteria

Must have earned at least 70 credit hours (these credits do not have to be awarded by a single institution)

Must have been unenrolled for at least two consecutive semesters

A CORE associate degree can be awarded up to ten academic years after the student's last semester of enrollment

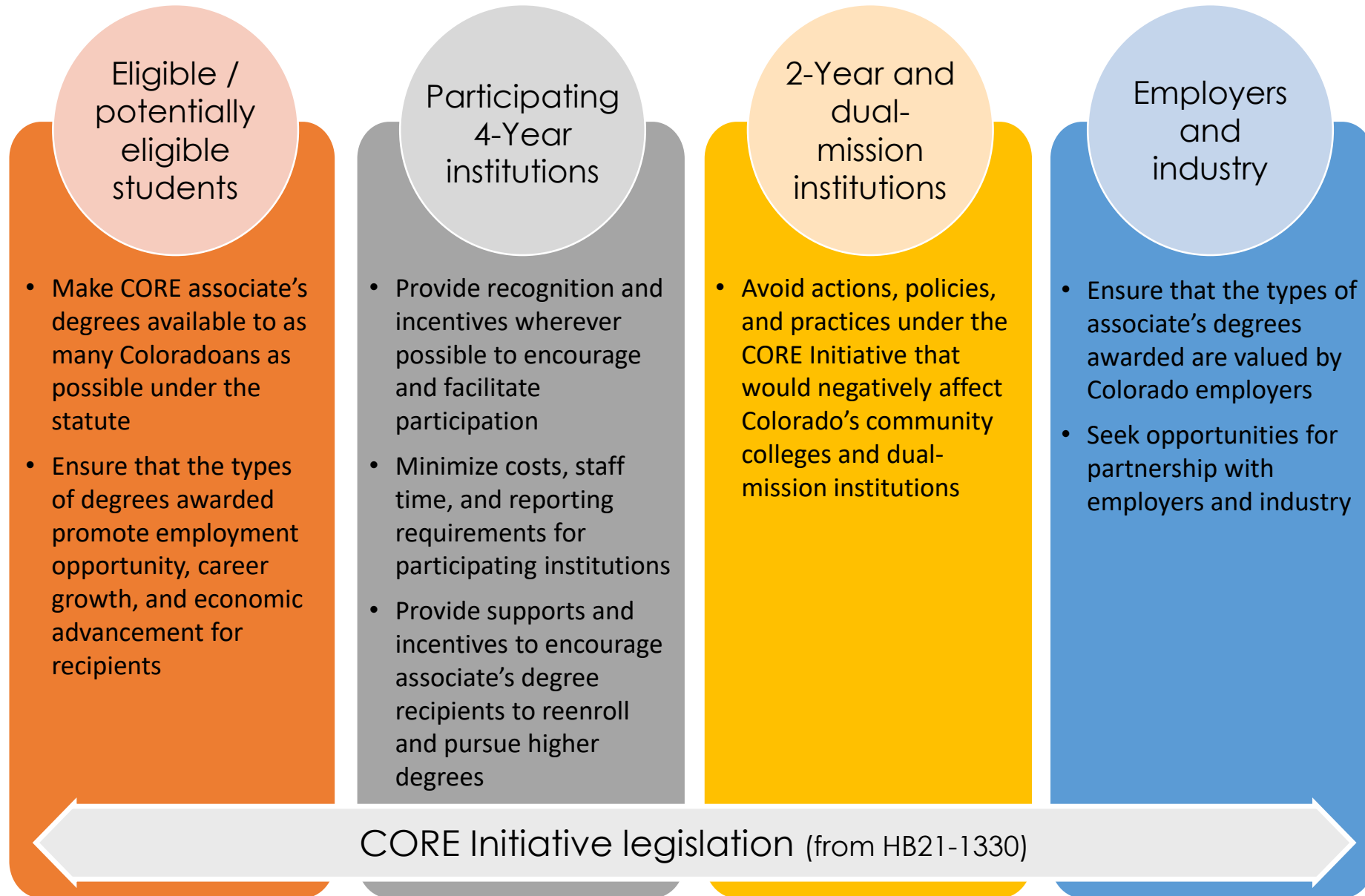
No “direct transfer” – a student who established institutional residency at a community college before transferring to a 4-year institution is eligible for Colorado's Reverse Transfer program and therefore cannot be eligible for CORE

CDHE data suggests over **19,000 former students from the last 4 years\*** may be eligible for an associate degree under the CORE initiative.

\* enrolled any time during 2016 through 2020, earned 70+ credits, and stopped out before earning a credential

# Priority Considerations

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## Primary Deliverables

1

Define and clarify student eligibility criteria

2

Determine degree types to be offered and required curriculum

3

Facilitate the HLC Substantive Change process

4

Identify barriers to and solutions for student re-enrollment post associate

5

Assess operational/logistical needs and potential benefits for participating IHEs

# Associate Degree Type(s) Under CORE

HB21-1330 does not specify the type of associate degree to be awarded under CORE



The Working Group tried to strike a balance between three factors:

1. The ability to award a credential to as many students as possible.
2. Ensuring students receive a credential of value (earnings, employability, and/or transferability to a baccalaureate program)
3. Demonstration of high academic standards on the part of the awarding institution.

	flexibility of curriculum	employability and income potential	transferability to bachelor's
Associate of Arts / Associate of Science			
AA or AS degree with designation (DwD)			
Associate of General Studies			
Associate of Applied Science			



# CREDENTIALIAL AS YOU GO

INCREMENTAL CREDENTIALING

[Credentialasyougo.org](https://credentialasyougo.org)

Colorado

New York

North Carolina

## What is CAYG?

A vision for a nationally recognized incremental credentialing system as a systemic, structural transformation to a postsecondary education model centered on degrees.



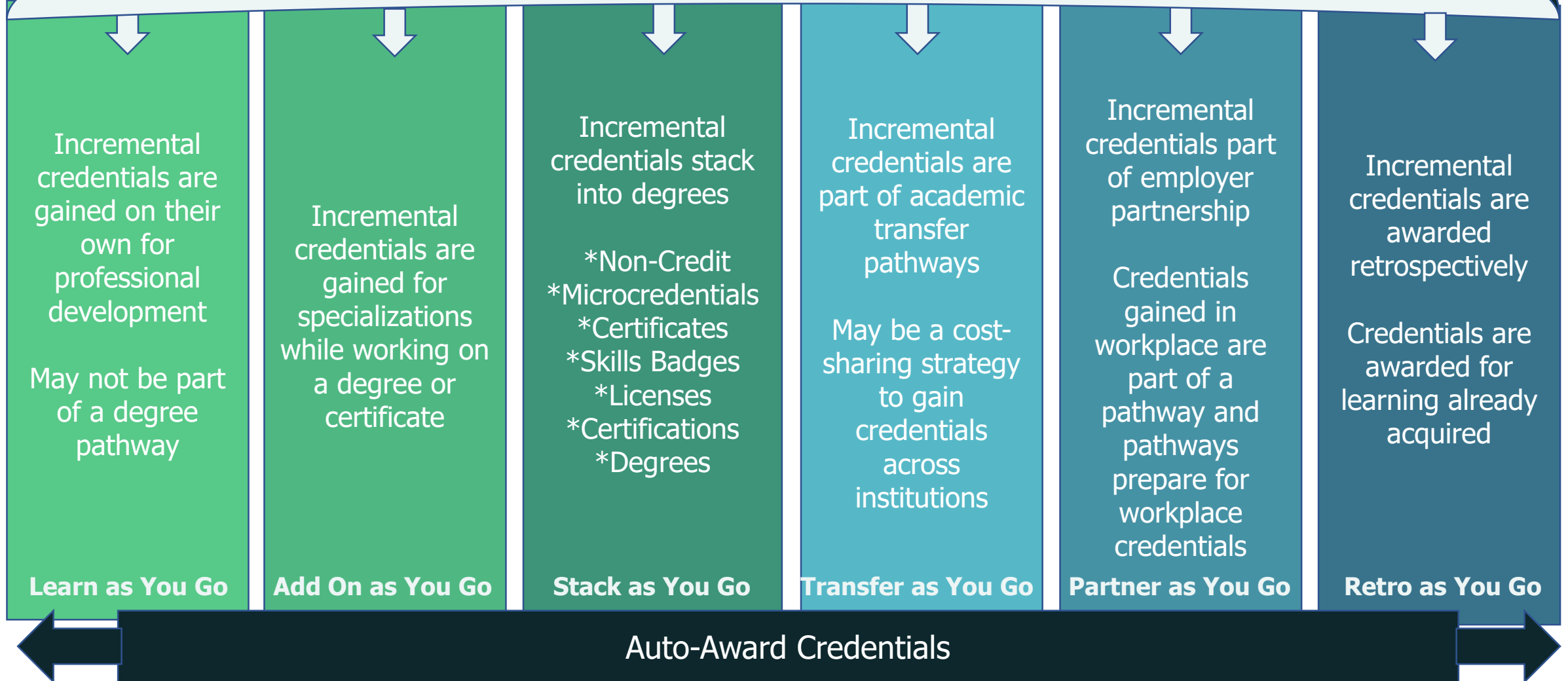


# CAYG Components

1. **Policy change** to support incremental credentialing
2. **Incremental credentials** through rapid prototyping (state systems, colleges/universities)
3. **National campaign** to build understanding and support
4. **Research base** to inform implementation
5. **Training/technical assistance** to provide expert advising and tools/web resources
6. **Equity and inclusion** to build fairer system (learner options without dead-ends)
7. **Trust in quality** of incremental credentials
8. **Building interconnections** with related initiatives (e.g., credential transparency, learner records, competency/skills platforms, work-and-learn)

# Incremental Credentialing Strategies

## External Learning (Credit for Prior Learning)



# Credential As You Go – Potential Application

Modularization of the  
Business degree

Stackable credential  
pathways in Banking  
(example: Mi Casa  
Resource Center, CCD,  
CU Denver)

Stackable credential  
pathways in  
Early Childhood and  
Teacher Education

Stackable credential  
pathways in IT

Milestones in the arts  
and sciences

Examination of  
accumulated record

# Credential As You Go – Potential Application to Bachelor's Degrees in the Arts and Sciences

Demonstrated  
competency in written  
communications and  
quantitative literacy

Add foundational  
knowledge in the  
humanities and social  
sciences

Add foundational  
courses in the chosen  
discipline/major

Add an early applied or  
experiential learning  
experience

Add completion of all  
general education  
requirements

Add upper division  
courses in the major  
and an advanced  
applied/experiential  
learning experience

# Thank you!

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