



**COLORADO**

**Department of  
Higher Education**

**2016 LEGISLATIVE REPORT ON  
THE POSTSECONDARY PROGRESS AND SUCCESS  
OF HIGH SCHOOL GRADUATES**

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This report was prepared by The Colorado Department of Higher Education (CDHE) pursuant to 23-1-113 C.R.S. For more information contact:

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## Introduction

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Pursuant to statute (23-1-113 [9] C.R.S), the Colorado Department of Higher Education (CDHE) is required to submit a report concerning the postsecondary academic progress and success of the preceding six high school graduating classes. This report covers the high school graduating classes of 2009, 2010, 2011, 2012, 2013 and 2014. This report has been submitted to the Education Committees of the Senate and House of Representatives and to the State Board of Education.

This report, the fifth of its kind, consists of four parts:

1. Postsecondary enrollment trends, including information on in-state and out-of-state enrollment and institution type, disaggregated by ethnicity and gender.
2. Information on first-year college students in Colorado, including financial aid status, average grade point average, credit accumulation and degree level, disaggregated by ethnicity and gender.
3. First and second year retention rates.
4. Information on postsecondary credential attainment.

## Highlights

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- 55.8 percent of the 2014 high school graduating class enrolled in a postsecondary institution in the fall immediately following graduation. The college-going rate is up half a percentage point from last year, but is still three percentage points lower than the peak in 2009.
- In 2014, more female high school graduates (60%) enrolled in college than male graduates (51%).
- Asian and white high school graduates had the highest college-going rates in 2014—73 percent and 62 percent, respectively.
- Compared to last year, enrollment rates increased for all racial/ethnic groups with the exception of African American students.
- Seventy-four percent of the 2014 cohort enrolled at a four-year institution (in- or out-of-state) and 26 percent enrolled at a two-year college.
- Hispanic students are the most likely to enroll at a two-year college, while Asian students are the most likely to enroll at a four-year institution.
- Of the 2014 graduates enrolling in college, 76 percent elected to attend a Colorado college or university and 24 percent attended an out-of-state institution.
- About 34 percent of first-year college students received a Federal Pell Grant in 2014.

- At the end of the 2014-2015 academic year, the average cumulative grade point average (GPA) for first-year college students in Colorado was 2.78, up from 2.76.
- Of the 2014 high school graduates who enrolled in college immediately, approximately 75 percent had completed at least 20 credit hours by the end of their first year (spring 2015). The average completion was 30 credit hours, which meets the increasingly popular standard that full-time status is defined by 15 hours per semester. About 25 percent had completed more than 36 credit hours.
- The first-year persistence rate for 2013 high schools graduates was 87 percent at four-year institutions and 60 percent at two-year colleges. The second-year persistence rate for 2012 high school graduates pursuing a bachelor's degree was approximately 87 percent. These retention rates are better than national retention rate averages.
- Four years after enrolling in college, over 28 percent of the 2011 high school graduating cohort had earned at least one postsecondary credential.
- Five years after enrolling in college, 46 percent of the 2010 high school graduating cohort had earned at least one postsecondary credential, and 52.6 percent of the 2009 high school graduating cohort had earned at least one postsecondary credential within six years.
- Approximately 64 percent of the credentials awarded during the 2011 cohort's first four years in college were bachelor's degrees, 19 percent were associate degrees, and 17 percent were certificates.
- Female students are significantly more likely to earn a credential than male students within four years of enrolling in college. After four years, 32 percent of females from the 2011 cohort had earned some type of certificate or degree compared to 24 percent of males.
- 5.7 percent of the Hispanic students in the 2011 cohort earned a credential within two years of entering college compared to only 1.5 percent of African American students.
- Four years after entering college, 32 percent of white students had earned at least one postsecondary credential compared to 14.5 percent of African-American students, 21.6 percent of American Indian or Alaskan Native students and 20.9 percent of Hispanic students.

## Part I. Postsecondary Enrollment

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Earning a postsecondary credential is increasingly necessary to be competitive for jobs in today's economy. It is estimated that by 2020, 74 percent of Colorado's jobs will require some form of postsecondary education.<sup>1</sup> The path to earning a postsecondary certificate or degree begins in the K-12 system. This report reviews how Colorado's recent high school graduates fared after finishing high school by asking questions such as: Who enrolled in college? In what type of college did those students enroll? How successful were students in their first year of college? How many degrees have been awarded? By answering these questions, Colorado's K-12 and higher education systems can better work together to ensure that all students have the opportunity to transition seamlessly from high school into higher education.

### Overview

The high school class of 2014 consisted of 53,771 individual graduates. Of those students, 30,015, or 55.8 percent, enrolled in a postsecondary institution in Colorado or another state in the fall immediately following graduation. The 2014 total enrollment rate is up from last year's rate of 55.3 percent. Of the 2014 high school graduates, 42.5 percent enrolled at a public Colorado college or university, while 13.3 percent went out-of-state to attend college.

College enrollment information for the top 10 and bottom 10 districts—as ranked by the overall college-going rate—is displayed in Tables 3 and 4. Limon RE-4J had the highest college enrollment rate (84.4 percent) and Plateau Valley School District 50 had the lowest rate (16.0 percent) of districts with more than 25 graduates. College enrollment information for all school districts in the state can be found in Appendix A.

**Table 1. Summary Statistics for High School Graduates**

High School Graduation Year	Total High School Graduates	Total College Enrollment	% High School Graduates Enrolling in College
2014	53,771	30,015	55.8%
2013	54,498	30,115	55.3%
2012	52,012	29,625	57.0%
2011	52,246	29,974	57.4%
2010	51,702	29,937	57.9%
2009	50,184	29,525	58.8%

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<sup>1</sup> Carnevale, Anthony P.; Smith, N, Strohl, J. (2013). *Recovery: Job Growth and Education Requirements Through 2020*. Washington D.C.: Georgetown Center for Education and the Workforce.

**Table 2. In-State and Out-of-State Enrollment Summary**

High School Graduation Year	% HS Graduates Enrolling at In-State College	% HS Graduates Enrolling at Out-of-State College	% HS Graduates Not Enrolled
2014	42.5%	13.3%	44.2%
2013	42.9%	12.4%	44.7%
2012	44.4%	12.5%	43.0%
2011	45.2%	12.2%	42.6%
2010	45.9%	12.0%	42.1%
2009	47.4%	11.4%	41.2%

**Table 3. Enrollment by Top 10 Districts with Highest College-Going Rates<sup>2</sup>**

District Name	Total # Graduates	Total College Enrollment	
		#	%
LIMON RE-4J	32	27	84.4%
HOEHNE REORGANIZED 3	32	26	81.3%
SWINK 33	26	21	80.8%
LEWIS-PALMER 38	521	388	74.5%
FOWLER R-4J	31	23	74.2%
LITTLETON 6	1258	915	72.7%
CHEYENNE MOUNTAIN 12	357	258	72.3%
SIERRA GRANDE R-30	28	20	71.4%
HOLYOKE RE-1J	38	27	71.1%
DOUGLAS COUNTY RE 1	4008	2837	70.8%

**Table 4. Enrollment by Bottom 10 Districts with Lowest College-Going Rates**

District Name	Total # Graduates	Total College Enrollment	
		#	%
PLATEAU VALLEY 50	75	12	16.0%
CRIPPLE CREEK-VICTOR RE-1	26	6	23.1%
JULESBURG RE-1	139	34	24.5%
ADAMS COUNTY 14	399	108	27.1%
BRANSON REORGANIZED 82	32	9	28.1%
ELLICOTT 22	40	12	30.0%
SHERIDAN 2	178	55	30.9%
ENGLEWOOD 1	187	58	31.0%
WESTMINSTER 50	466	158	33.9%
IGNACIO 11 JT	52	19	36.5%

<sup>2</sup> Only districts with more than 25 graduates were included in the rankings for Table 3 and 4, per the guidelines for the District at a Glance project. All districts, regardless of size, are included in Appendix A.



## Class Characteristics

Colorado’s high school graduating class of 2014 was composed of an almost even number of males and females (see Table 5). About 60 percent of graduates were white, 27 percent were Hispanic, 5 percent were African-American, 3 percent were Asian, 3 percent reported being of two or more races, and less than 1 percent were American Indian/Alaskan Native or Hawaiian/Pacific Islander. About 23 percent of the 2014 graduating class was eligible for free or reduced price lunch.

Looking only at the students from the high school class of 2014 who enrolled immediately in college, the group is more female and white than the overall class of graduates. While Hispanic students made up over one fourth of the high school graduating class, they account for approximately one fifth of the students who went to college in the fall of 2014. About 17 percent of this group of first-year college students had received free or reduced price lunch in high school.

**Table 5. Class Characteristics:**

High School Class of 2014		College-Going Students from 2014 Class	
	% of Students		% of Students
Female	50.2%	Female	54.2%
Male	49.8%	Male	45.8%
American Indian or Alaskan Native	0.8%	American Indian or Alaskan Native	0.6%
Asian	3.4%	Asian	4.4%
African-American	4.9%	African-American	4.5%
Hawaiian/Pacific Islander	0.3%	Hawaiian/Pacific Islander	0.2%
Hispanic	27.2%	Hispanic	20.6%
Two or More Races	3.1%	Two or More Races	3.3%
White (not Hispanic)	60.4%	White (not Hispanic)	66.5%
Free Reduced Price Lunch	23.3%	Free Reduced Price Lunch	16.5%

## Enrollment Rates by Gender, Race/Ethnicity and Income

Figures 1 and 2 depict college enrollment rates for 2009, 2010, 2011, 2012, 2013 and 2014 high school graduates by race/ethnicity, gender, and income (as represented by free and reduced price lunch eligibility in high school). New racial/ethnic categories for data reporting went into effect during the 2011-2012 academic year. Therefore, there are some limitations in the availability of data and the ability to make prior-year comparisons for some of the racial/ethnic groups.

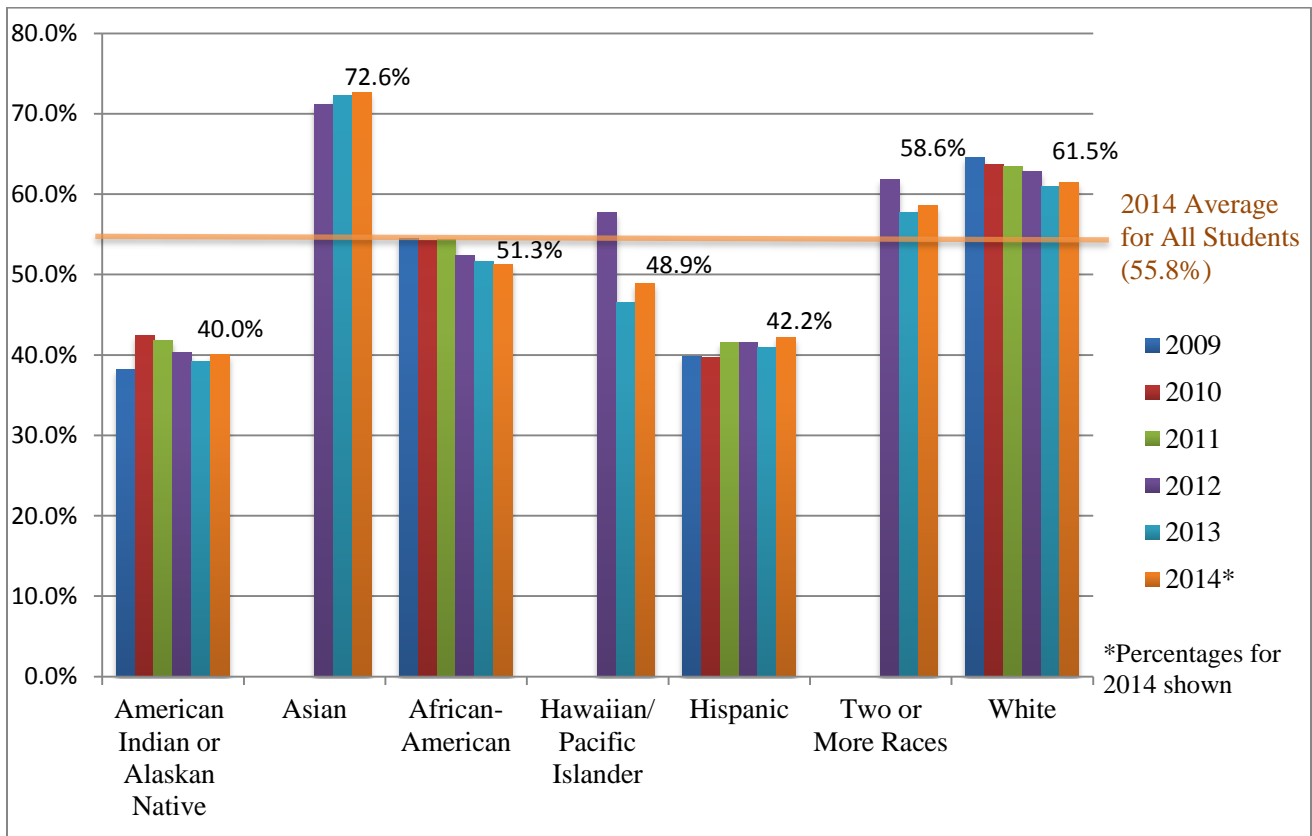
Asian and white high school graduates had the highest college-going rates in 2014—72.6

percent and 61.5 percent, respectively—while American Indian/Alaskan Native and Hispanic graduates had the lowest college-going rates (40.0% and 42.2%, respectively). When comparing just white and Hispanic graduates in 2014, there is nearly a 20 percentage-point gap in college enrollment rates (see Figure 1).

In all five years shown (see Figure 2), a higher percentage of female high school graduates enrolled in college than male graduates. In 2014, for example, 60.3 percent of female students attended college in the fall immediately following graduation, compared to 51.3 percent of male students. High school graduates who received free and reduced price lunch also have lower than average college-going rates; 39.6 percent in 2014.

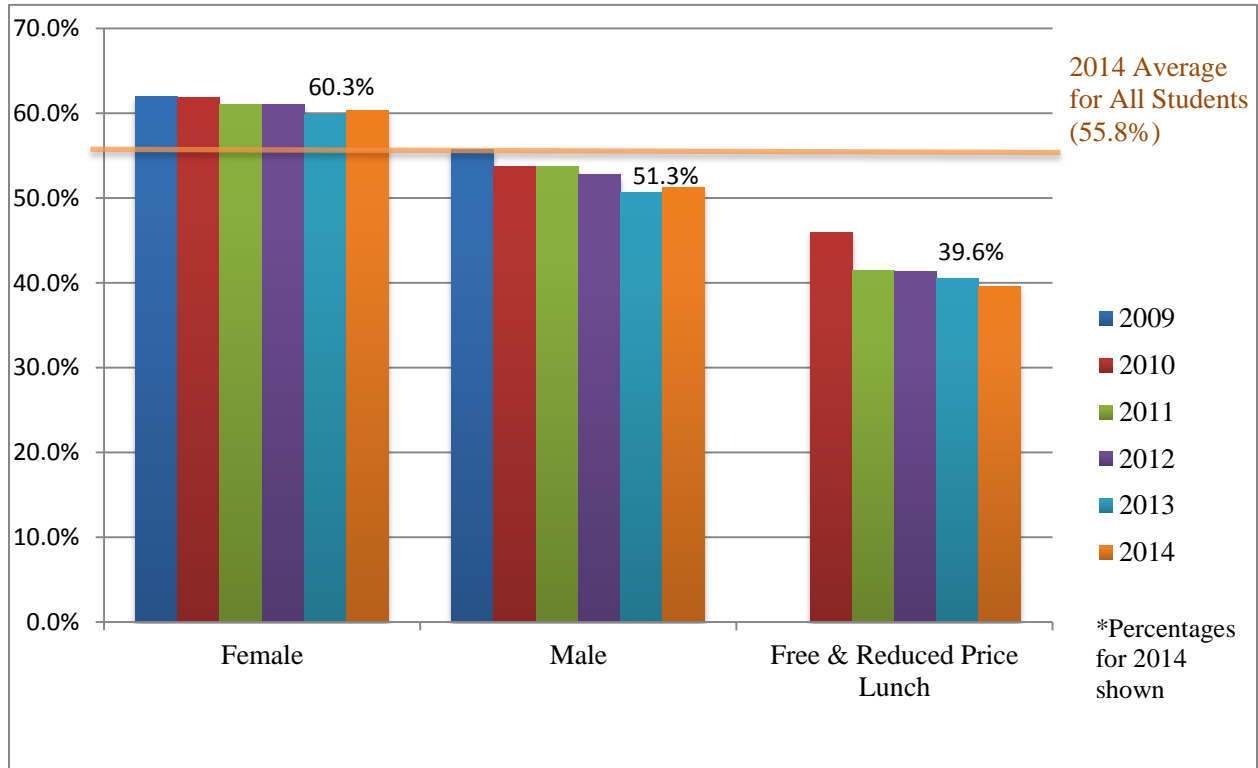
Compared to last year, enrollment rates increased for all racial/ethnic groups with the exception of African American students, who saw a 0.3 percentage point decrease in college enrollment rates from 2013 to 2014.

**Figure 1. Enrollment Rates by Race/Ethnicity, 2009-2014**



Note: New racial/ethnicity categories have been added to comply with state and federal reporting standards. Data and comparisons for Asian students, Hawaiian/Pacific Islander students and students of Two or More Races are not available prior to 2012.

**Figure 2. Enrollment Rates by Gender and Income, 2009-2014**

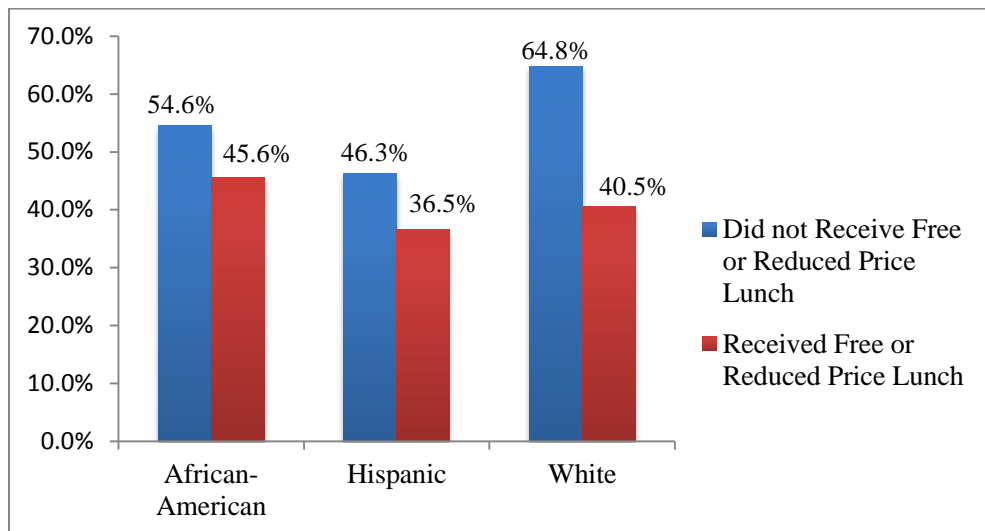


**Table 6. College Enrollment Details by Gender, Race/Ethnicity and Income (2014)**

	2014 Total # Graduates	2014 Total College Enrollment		2014 % HS Graduates Enrolling		% HS Graduates Not Enrolled
		#	%	In-State	Out-of-State	
<b>Female</b>	27,017	16,283	60.3%	45.2%	15.1%	39.7%
<b>Male</b>	26,755	13,732	51.3%	39.8%	11.6%	48.7%
<b>American Indian/ Alaskan Native</b>	422	169	40.0%	30.1%	10.0%	60.0%
<b>Asian</b>	1,810	1,314	72.6%	57.9%	14.7%	27.4%
<b>African- American</b>	2,611	1,340	51.3%	39.3%	12.1%	48.7%
<b>Hawaiian/ Pacific Islander</b>	135	66	48.9%	37.8%	11.1%	51.1%
<b>Hispanic</b>	14,630	6,171	42.2%	37.2%	5.0%	57.8%
<b>Two or More Races</b>	1,673	981	58.6%	42.9%	15.7%	41.4%
<b>White (not Hispanic)</b>	32,491	19,974	61.5%	44.4%	17.1%	38.5%
<b>Free &amp; Reduced Lunch</b>	12,524	4,962	39.6%	34.5%	5.1%	60.4%

Figure 3 displays enrollment rates for the top three racial/ethnic populations in the state by free and reduced price lunch status. Receiving free or reduced price lunch in high school reduces the college-going rate for all groups. African-American students see the smallest decline in college enrollment rates, while white students see the largest decline. Hispanic students who are eligible for free and reduced price lunch have the lowest college-going rate at 36.5 percent. Hispanics students are also the most likely to received free and reduced price lunch. Over 42 percent of all Hispanic high school graduates in 2014 received free or reduced price lunch, which means that of nearly half of the Hispanic students, only 36.5 percent enrolled in college in the fall following graduation.

**Figure 3. Enrollment Rates, by Race/Ethnicity for Different Income Levels, 2014**



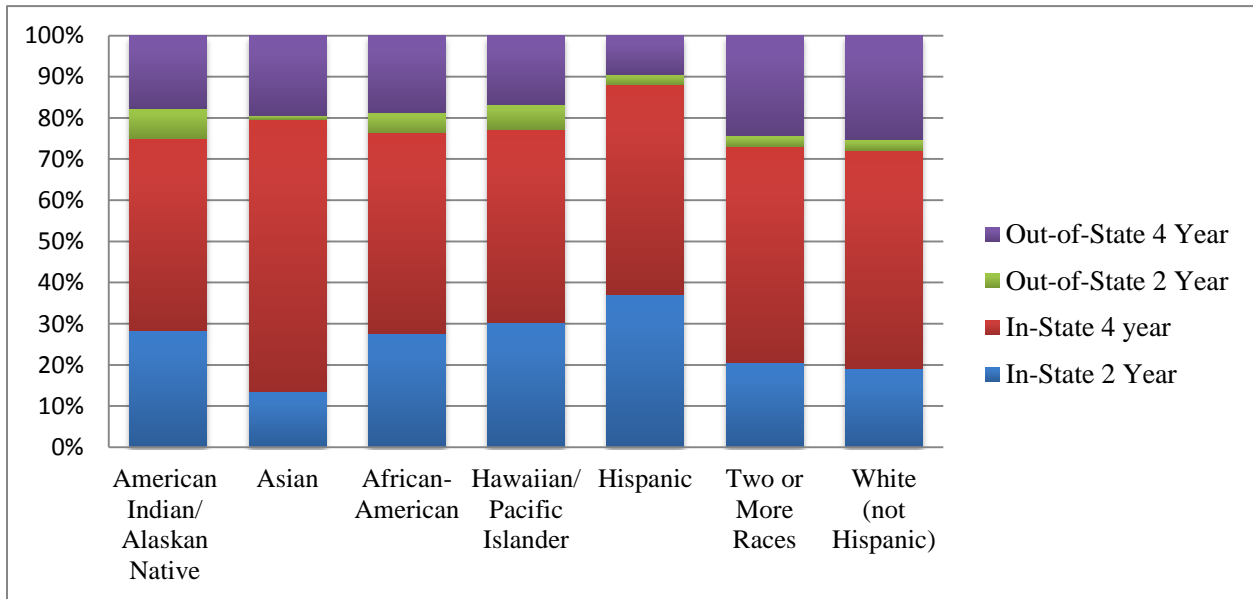
### Enrollment by Institution Type and Race/Ethnicity

The following section looks only at those high school students who did enroll in college within six months of graduation. Of the 2014 graduates enrolling in college, about 76 percent attended a Colorado college or university, while 24 percent attended out-of-state institutions (see Figure 7). This breakdown mirrors last year’s numbers. As depicted in Figure 4, Asian and Hispanic students are the least likely of racial/ethnic populations to leave the state to attend college (20.3 percent and 11.8 percent, respectively), while white students and students of two or more races are the most likely to leave Colorado (27.8 and 26.8 percent, respectively). Figure 5 displays the breakdown of student enrollments by type of institution and gender. Female students were slightly more likely than male students to attend an out-of-state institution—and in particular, a four-year, out-of-state institution.

Concerning where in the country students go when they leave Colorado, Figure 6 shows the twenty most popular states for the high school graduating class of 2014. Representing the most popular destination, 714 graduates went to a postsecondary institution in California, followed by 593 graduates who went to an Arizona institution and 453 who went to college in Kansas. On the lower end, 122 graduates attended college in Ohio, and 115 went to a college in

Minnesota.

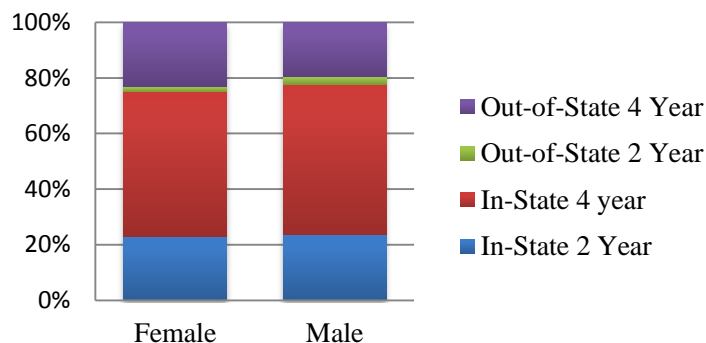
**Figure 4. College Enrollment, by Race/Ethnicity and Institution Type (2014)**



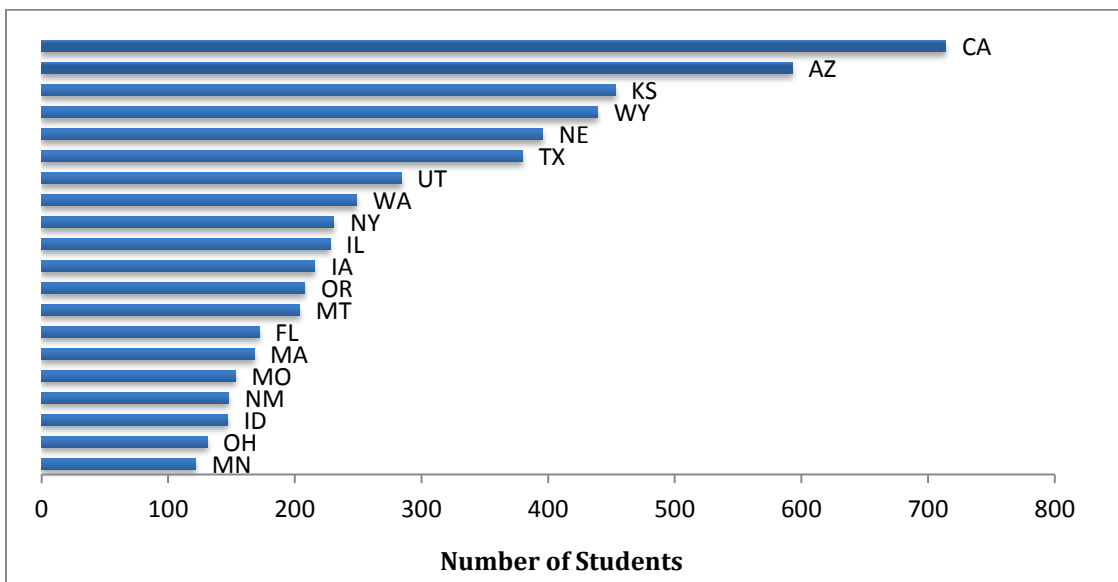
Only a small fraction of college-going students leave the state to attend a two-year college, 2.5 percent, compared to 21 percent of college-going students who attend four-year institutions outside of Colorado. Within Colorado, a higher proportion of students attend a two-year college. Of the 2014 college-going graduates, 23.1 percent attended a two-year college and 53 percent attended a four-year institution in Colorado.

Considering only the type of college and not the location, about 74 percent of the 2014 cohort enrolled at a four-year institution and 26 percent enrolled at a two-year college (see Figure 8). Compared to the previous graduating class, these figures reflect a 2 percentage point increase in the number of students attending a four-year institution. Compared to other racial/ethnic groups, Asian graduates are the most likely to enroll at a four-year institution (85.6 percent), followed by white students (78.4 percent). Hispanic students are the most likely to enroll at a two-year college (39.7 percent)

**Figure 5. College Enrollment, by Gender and Institution Type (2014)**

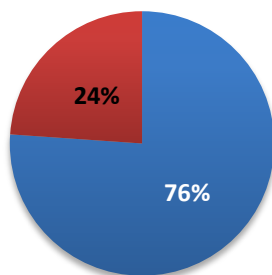


**Figure 6. Top States Where 2014 High School Graduates Attended College Outside of Colorado**



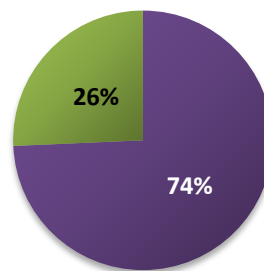
**Figure 7. Enrollment In-State and Out-of-State (2014)**

■ In-State ■ Out-of-State



**Figure 8. Enrollment 2 and 4 Year Institutions (2014)**

■ 4 Year ■ 2 Year



**Enrollment by Institution Name**

To conclude the discussion of where Colorado high school graduates attend college, Table 7 provides several lists of the most attended institutions. Over half (52%) of the 2014 high school graduates attended one of the institutions on the “Top 10 Most Attended Institutions—2 & 4 Years” list. Colorado State University tops the lists of the most attended institutions when looking at both two- and four-year institutions and when looking at only four-year institutions. Front Range Community College, Pikes Peak Community College and Community College of Denver were the highest attended two-year institutions for 2014 high school graduates. Students leaving Colorado for college were most likely to attend the University of Wyoming, Arizona State University and Montana State University – Bozeman.

**Table 7. Enrollment by Most Attended Institutions for High School Class of 2014**

<b>Top 10 Most Attended Institutions, 2 &amp; 4 Years</b>	<b># Students</b>	<b>% College Going Students</b>
Colorado State University	2,913	9.7%
University of Colorado Boulder	2,752	9.2%
Metropolitan State University of Denver	1,574	5.2%
University of Northern Colorado	1,569	5.2%
Front Range Community College	1,419	4.7%
Colorado Mesa University	1,299	4.3%
University of Colorado Colorado Springs	1,282	4.3%
University of Colorado Denver	1,063	3.5%
Pikes Peak Community College	998	3.3%
Community College of Denver	751	2.5%
<b>Top 10 Most Attended Institutions, 2 Years</b>	<b># Students</b>	<b>% College Going Students</b>
Front Range Community College	1,419	4.7%
Pikes Peak Community College	998	3.3%
Community College of Denver	751	2.5%
Red Rocks Community College	745	2.5%
Arapahoe Community College	629	2.1%
Pueblo Community College	452	1.5%
Community College of Aurora	426	1.4%
Aims Community College	423	1.4%
Northeastern Junior College	380	1.3%
Otero Junior College	188	0.6%
<b>Top 10 Most Attended Institutions, 4 Years</b>	<b># Students</b>	<b>% College Going Students</b>
Colorado State University	2,913	9.7%
University of Colorado Boulder	2,752	9.2%
Metropolitan State University of Denver	1,574	5.2%
University of Northern Colorado	1,569	5.2%
Colorado Mesa University	1,299	4.3%
University of Colorado Colorado Springs	1,282	4.3%
University of Colorado Denver	1,063	3.5%
Colorado State University - Pueblo	650	2.2%
Colorado School of Mines	527	1.8%
Colorado Mountain College	361	1.2%
<b>Top 10 Most Attended Institutions, Out of State, 2 &amp; 4 Years</b>	<b># Students</b>	<b>% College Going Students</b>
University of Wyoming	305	1.0%
Arizona State University	171	0.6%
Montana State University - Bozeman	155	0.5%
University of Arizona	132	0.4%
Brigham Young University	131	0.4%
Grand Canyon University - Traditional	122	0.4%
Fort Hays State University	105	0.3%
University of Kansas	95	0.3%
California Polytechnic State University	89	0.3%
University of Nebraska - Lincoln	85	0.3%

## Part II. First-Year College Students

In this section, information about first-year college students, including financial aid status, GPA, credit accumulation and degree level, is provided. This level of detail is only available from the Colorado Department of Higher Education's Student Unit Record Data System (SURDS), which includes information from all public colleges and universities in the state and the following private institutions: University of Denver, Regis University, and Colorado Christian University.

### Financial Aid Recipients

As the tables below show, 33.8 percent of first-year college students received a Federal Pell Grant in 2014. Thirty-six percent of females received a Pell grant, compared to about 31 percent of males. Within racial/ethnic groups, 68.7 percent of African-American college students and 51.9 percent of Hispanic students received a Pell grant, compared to 24.0 percent of white students. The overall percentage of students receiving a Pell grant continued a decline first observed in 2012; this is a significant change in direction compared to the steady increases seen from 2009 to 2011.

**Table 8. Summary of Pell Recipients, by High School Graduation Year**

High School Graduation Year	Number of College Students	Students Receiving Pell Grants	
		#	%
2014	19,377	6,558	33.8%
2013	20,865	7,178	34.4%
2012	20,903	7,334	35.1%
2011	22,458	8,265	36.8%
2010	22,972	7,955	34.6%
2009	23,182	6,634	28.6%

**Table 9. Pell Grant Recipients, by Gender and Race/Ethnicity (2014)**

	2014 Number of Students	2014 Number Receiving Pell Grant	2014 Percentage Receiving Pell Grant	2013-2014 Change in Percent Receiving Pell
Female	10,401	3,786	36.4%	-0.7%
Male	8,976	2,772	30.9%	-0.5%
American Indian or Alaskan Native	83	34	41.0%	-9.8%
Asian	947	440	46.5%	+4.1%
African-American	817	561	68.7%	+3.8%
Hawaiian/Pacific Islander	40	16	40.0%	-5.2%
Hispanic	4,401	2,285	51.9%	-1.5%



<b>Two or More Races</b>	602	222	36.9%	+1.0%
<b>White</b>	12,487	3,000	24.0%	-1.5%

## Grade Point Averages

At the end of the 2014-2015 academic year, the average cumulative grade point average (GPA) for first-year college students in Colorado was 2.78. This continues the upward trend in academic performance observed in previous years (see Table 10). As shown in Table 11, female students had a higher average GPA (2.87) than male students (2.66). Across racial/ethnic groups, average GPA's ranged from 2.28 for African-American students to 2.87 for white students.

**Table 10. Summary of Grade Point Averages, by High School Graduation Year**

<b>High School Graduation Year</b>	<b>Number of College Students</b>	<b>First Year Average GPA</b>	<b>25<sup>th</sup> Percentile</b>	<b>75<sup>th</sup> Percentile</b>
<b>2014</b>	19,377	2.78	2.30	3.40
<b>2013</b>	20,865	2.76	2.30	3.40
<b>2012</b>	20,903	2.72	2.20	3.40
<b>2011</b>	22,458	2.67	2.10	3.40
<b>2010</b>	22,972	2.66	2.10	3.40
<b>2009</b>	23,182	2.66	2.10	3.30

**Table 11. Grade Point Averages, by Gender and Race/Ethnicity (2014)**

	<b>2014 Number of Students</b>	<b>First Year Average GPA</b>	<b>25<sup>th</sup> Percentile</b>	<b>75<sup>th</sup> Percentile</b>
<b>Female</b>	10,401	2.87	2.40	3.50
<b>Male</b>	8,976	2.66	2.10	3.30
<b>American Indian or Alaskan Native</b>	83	2.37	1.70	3.20
<b>Asian</b>	947	2.86	2.40	3.50
<b>African-American</b>	817	2.28	1.70	3.00
<b>Hawaiian/Pacific Islander</b>	40	2.64	2.00	3.30
<b>Hispanic</b>	4,401	2.58	2.00	3.30
<b>Two or More Races</b>	602	2.73	2.30	3.40
<b>White (not Hispanic)</b>	12,487	2.87	2.40	3.50

## Credit Hour Accumulation

Research suggests that the number of credit hours earned in a student's first year of college influences the likelihood of completion. It has been noted that completing at least 20 credit hours in the first year increases the chances of degree attainment.<sup>3</sup> As Table 12 shows, for students who graduated from high school in 2014 and went on to immediately enroll in college, approximately 75 percent had completed at least 20 credit hours and 25 percent had completed more than 36 credit hours by the end of their first year (spring 2015). The average number of credits completed for the 2014 first-year students was 30.0 credits. This is slightly above the average number of completed credits by students from the previous high school graduating classes (see Table 12), and meets the increasingly popular standard that full-time status is defined by 15 hours per semester. The credit hour accumulations may include concurrent enrollment credits earned.

**Table 12. Summary of Credit Hour Accumulation, by High School Graduation Year**

High School Graduation Year	Number of College Students	First Year Avg. # Completed Credits	25 <sup>th</sup> Percentile	75 <sup>th</sup> Percentile
2014	19,377	30.0	20.0	36.0
2013	20,865	29.1	19.0	35.0
2012	20,903	28.8	19.0	35.0
2011	22,458	28.3	18.0	34.0
2010	22,972	27.9	18.0	34.0
2009	23,182	28.1	18.0	35.0

Table 13 displays credit hour accumulation by gender and race/ethnicity. In 2014, female students had a slightly higher credit accumulation average (30.4) than male students (29.6). Asian students had the highest average number of credits completed in their first year of college (32.9 credits). Hispanic students, on average, completed almost 6 fewer credits in their first year than Asian students, and African-American students completed more than 10 fewer credits.

<sup>3</sup> Adelman, C. (2006). *The toolbox revisited: Paths to degree completion from high school through college*. Washington, DC: U.S. Department of Education. Particularly, Adelman (2006) found a 40 percentage point gap in bachelor's degree attainment between students who had completed over 20 credits in their first year (77% degree completion) and those who had not (35% degree completion).

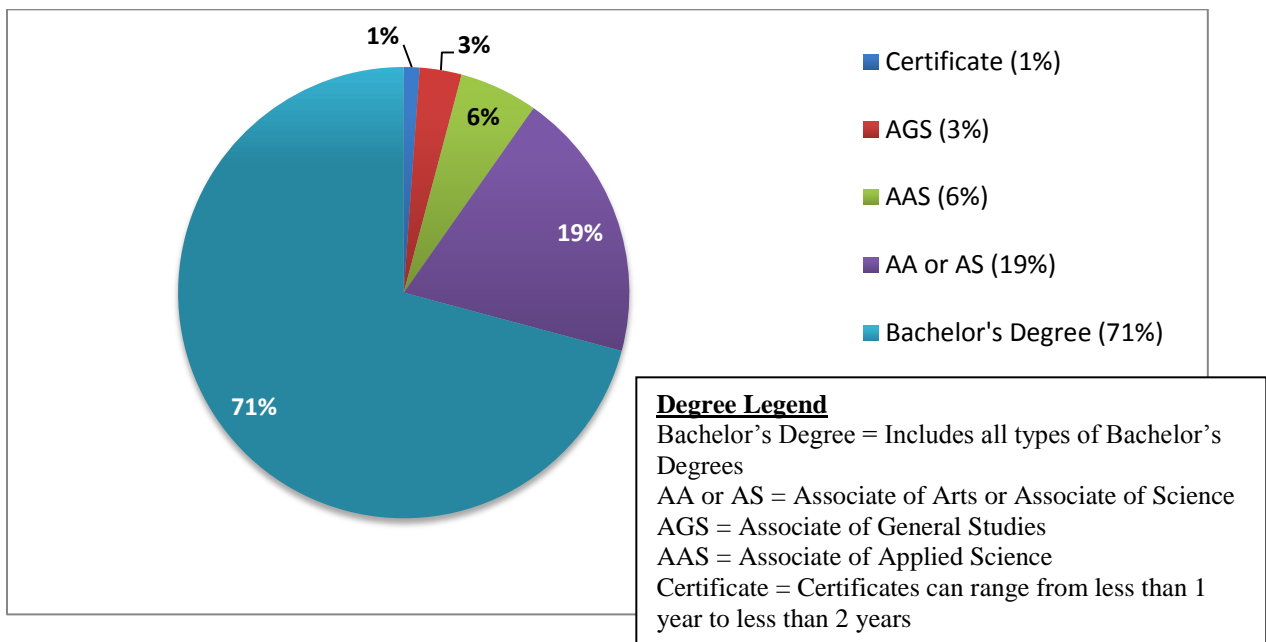
**Table 13. Credit Hour Accumulation, by Gender and Race/Ethnicity (2014)**

	2014 Number of Students	First Year Avg. # Completed Credits	25 <sup>th</sup> Percentile	75 <sup>th</sup> Percentile
<b>Female</b>	10,401	30.4	21.0	37.0
<b>Male</b>	8,976	29.6	19.0	36.0
<b>American Indian or Alaskan Native</b>	83	24.8	12.0	31.5
<b>Asian</b>	947	32.9	22.0	40.0
<b>African-American</b>	817	22.4	13.0	29.0
<b>Hawaiian/Pacific Islander</b>	40	28.2	16.50	36.5
<b>Hispanic</b>	4,401	26.7	15.0	34.0
<b>Two or More Races</b>	602	29.9	21.0	36.0
<b>White (not Hispanic)</b>	12,487	31.5	22.0	38.0

**Degree Level**

In their first year of college, degree-seeking students specify what type of degree they are pursuing. Of the 2014 high school graduates who enrolled in college to earn a degree, 71 percent indicated that they are pursuing a Bachelor’s degree and 19 percent indicated they are pursuing an Associate of Arts or Associate of Science degree. An Associate of Applied Science is the next most popular degree, with 6 percent of 2014 first-year college students pursuing this option.

**Figure 9. Types of Degrees 2014 High School Graduates are Pursuing**



### Part III. Persistence Rates

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Unlike the previous section, which is limited in scope to students enrolled at Colorado public institutions, part three encompasses all students. Using data from the National Student Clearinghouse, the Department of Higher Education is able to track persistence rates for all students, whether they are enrolled in Colorado, in another state, at a public institution or a private one.

First-year persistence rates are important to consider because students are most likely to drop out of college during or after their first year. The overall first-year persistence rate for the high school graduating class of 2013 was 79.4 percent.<sup>4</sup> This means that for all students who graduated high school in spring 2013 and enrolled in college in fall 2013, 79.4 percent enrolled for a second year of college in fall 2014. This number includes transfer students; as long as students re-enrolled in college somewhere, they are included in the persistence rate. Colorado's persistence rates remain above national averages. The overall retention rate for the nation hovers around 70 percent.<sup>5</sup>

As Table 14 shows, the first-year retention rate at four-year institutions was 87.0 percent for 2013 students. Comparatively, the retention rate at two-year colleges was 60.3 percent for the same cohort of high school graduates. For all students from the 2012 graduating class seeking a bachelor's degree, the second-year retention rate was near 87 percent, which is slightly lower than previous cohorts.

Retention rates for female students from the high school class of 2013 were 5.3 percentage points higher than retention rates for male students (see Table 15). Compared to other ethnic populations, Hispanic students had the lowest retention rates overall. The largest gap in overall retention rates among racial/ethnic groups is between Asian and Hispanic students (nearly 17 percentage points).

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<sup>4</sup> Retention rates are not yet available for students who were in their first year of college in the 2014-2015 academic year.

<sup>5</sup> U.S. Department of Education, National Center for Education Statistics, Integrated Postsecondary Education Data System (IPEDS).

**Table 14. Persistence Rates, by High School Graduation Year**

High School Graduation Year	First-Year Persistence Rates				Second-Year Persistence Rate
	Overall	4 Year Institutions	2 Year Institutions	In-State Public Institutions Only <sup>6</sup>	Bachelor's Degree Students Only <sup>7</sup>
2013	79.4%	87.0%	60.3%	77.6%	N/A
2012	80.0%	87.3%	61.6%	77.8%	86.8%
2011	79.9%	87.8%	60.2%	75.6%	89.7%
2010	80.7%	88.3%	62.1%	76.9%	89.1%
2009	81.4%	88.5%	63.3%	77.9%	89.3%

**Table 15. Persistence Rates, by Gender and Race/Ethnicity (High School Class of 2013)**

Race/Ethnicity	First Year Retention Rate Overall	First Year Retention Rate 4 Year Institutions	First Year Retention Rate 2 Year Institutions
Female	81.8%	88.9%	62.3%
Male	76.5%	84.6%	57.3%
American Indian or Alaskan Native	68.9%	76.7%	55.7%
Asian	87.4%	91.8%	70.5%
African-American	73.2%	83.4%	52.0%
Hawaiian/Pacific Islander	75.0%	86.5%	56.5%
Hispanic	70.5%	81.4%	55.8%
Two or More Races	78.4%	85.5%	60.8%
White (not Hispanic)	82.0%	88.2%	62.1%

<sup>6</sup> Includes all SURDS institutions (2- and 4-year institutions)

<sup>7</sup> Limited to students who were enrolled fall year 2 and seeking a bachelor's degree

## Part IV. Postsecondary Credential Attainment

In this section, information about postsecondary credential attainment is provided. This level of detail is only available from the Colorado Department of Higher Education’s Student Unit Record Data System (SURDS) dating back to the high school graduating class of 2009.

Table 16 provides credential attainment rates by assessing what percentage of the 2009, 2010 and 2011 graduates who immediately enrolled in college had earned any type of postsecondary credential (a certificate, associate degree or bachelor’s degree) within two, four, five and six years of entering college. Of all students in the 2011 cohort, 4.8 percent had earned a credential within two years of entering an institution of higher education. Approximately 59 percent of the credentials awarded during this cohort’s first two years in college were certificates and 41 percent were associate degrees.

Four years after enrolling in college, over 28 percent of the 2011 cohort had earned at least one certificate or degree. For previous cohorts, five year attainment rates are near 46 percent, and over 52 percent of the 2009 cohort earned a credential within 6 years. Returning to the 2011 cohort, approximately 64 percent of the credentials awarded during this cohort’s first four years in college were bachelor’s degrees, 20 percent were associate degrees, and 17 percent were certificates (See Figure 10).

**Table 16. Credential Attainment Rates, by High School Graduation Year\***

High School Graduation Year	Number HS Grads Enrolled in College**	Percent Earning Any Credential Within 2 Years	Percent Earning Any Credential Within 4 Years***	Percent Earning Any Credential Within 5 Years***	Percent Earning Any Credential Within 6 Years***
2011	22,463	4.8%	28.4%	N/A	N/A
2010	22,972	4.5%	29.4%	46.0%	N/A
2009	23,182	4.7%	29.5%	45.8%	52.6%

\*Attainment rates are unduplicated. If a student earned two credentials, they are counted only once.

\*\*Enrolled in a public, in-state college.

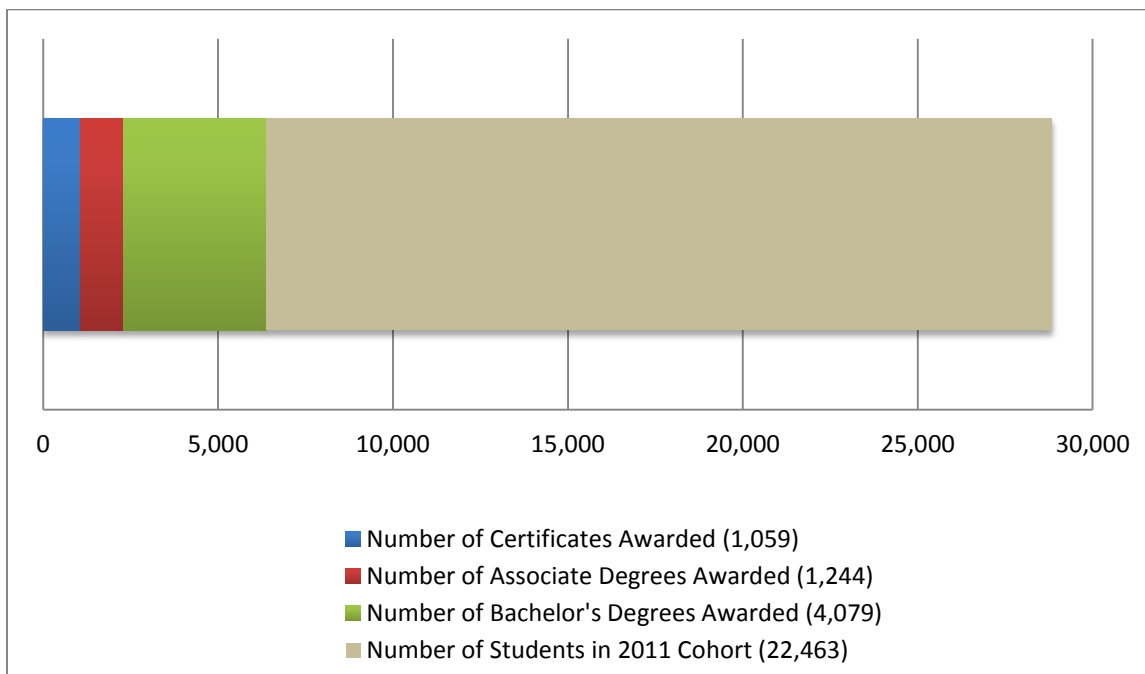
\*\*\*The four, five and six year calculations are cumulative but unduplicated; they include students who earned credentials during the preceding years, but only counts them once.

As shown in Table 17 below, female and male students have similar credential attainment rates when reviewing the two year marker (5.2% and 4.3%, respectively). After four years in college, however, females outpace males in credential attainment significantly—by nearly 8 percent. Comparing racial/ethnic populations, 5.7 percent of the Hispanic students in this cohort earned a credential within two years of entering college compared to only 1.5 percent of African American students. Four years after entering college, 32 percent of white students had earned some type of certificate or degree compared to 14.5 percent of African-American students and 21.6 percent of American Indian or Alaskan Native students.

**Table 17. 2011 High School Graduates  
Credential Attainment Rates, by Gender and Race/Ethnicity**

	<b>Number HS Grads Enrolled in College (In Fall 2011)</b>	<b>Percent Earning Any Credential Within 2 Years (By Spring 2013)</b>	<b>Percent Earning Any Credential Within 4 Years (By Spring 2015)</b>
<b>Female</b>	11,803	5.2%	32.2%
<b>Male</b>	10,660	4.3%	24.3%
<hr/>			
<b>American Indian or Alaskan Native</b>	194	2.6%	21.6%
<b>Asian</b>	988	1.9%	24.7%
<b>African-American</b>	1,207	1.5%	14.5%
<b>Hispanic</b>	4,470	5.7%	20.9%
<b>White (not Hispanic)</b>	15,601	5.0%	32.0%

**Figure 10. 2011 High School Graduates  
Number of Credentials Awarded, by Credential Type after Four Years**



## Conclusion

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This report is intended to summarize and identify trends in postsecondary education for six cohorts of Colorado high school graduates, with particular attention paid to the most recent. The report tracks the 2009, 2010, 2011, 2012, 2013 and 2014 high school graduating classes and describes student enrollment and progress following graduation. The data are disaggregated by gender and race/ethnicity to further identify patterns.

This version of the Postsecondary Progress and Outcomes Report represents the first full version of the document in which six graduating classes are analyzed per the report's governing statute. Data availability had previously limited the number of graduating classes that could be included. In reviewing all six of these graduating classes, the most recent, 2014, is the first cohort whose enrollment rate increased from the previous year. Previously, all graduating classes included in this report had a lower enrollment rate than their previous year. This prolonged downward trend followed an all-time high for enrollment rates in 2009 at the peak of the most recent recession. While this positive change in the direction of enrollment rates is encouraging, it is imperative that efforts to raise enrollment continue. Individuals who enroll in a postsecondary institution, and ultimately earn a college credential, on average tend to earn higher salaries, lead healthier lives, and be more engaged in civil society.

In highlighting the positive turnaround of Colorado's enrollment trends and the long-term benefits of postsecondary education, it would be remiss to not acknowledge the educational disparities that exist across race/ethnicity groups. For example, postsecondary enrollment for Hispanic students is nearly 20 percentage points below white students, and, after their first year of college, African-American students, on average, earn nearly 10 fewer credits than white students. A significant portion of Colorado's Higher Education Master Plan is dedicated to addressing educational gaps such as these. As Colorado's demographics continue to change and labor markets increasingly demand quality postsecondary credentials, ensuring the state's future economic prosperity requires that these educational gaps be highlighted and strategically addressed.

### *About this Report*

The Colorado Department of Higher Education and the Colorado Department of Education have collaborated to provide this information with the intent that high schools and colleges can use these data to better evaluate their programs and policies and so that the state can better align the K-12 and higher education systems. To make this information easily accessible to the public, CDHE created a searchable database and individualized district profiles. The project, known as District at a Glance, is housed on CDHE's website at <http://highered.colorado.gov/Data/DistrictHSSummary.aspx>.

This work is a part of the ongoing implementation of the Colorado Achievement Plan for



Kids (CAP4K), which includes a series of initiatives aimed at ensuring that all students are prepared to move seamlessly from high school into higher education and then into the workforce. Information on statewide P-20 initiatives, including District at a Glance, Graduation Guidelines, Concurrent Enrollment, Colorado Academic Standards, educator preparation and more, can be found on the CDHE website at <http://higherred.colorado.gov/Academics/P20/>.

## **Appendix A: District-Level Statistics**

**Postsecondary Enrollment by District,  
High School Graduating Class of 2014**

*\* is shown for districts with 10 or less graduates*

District Name	High School Graduates #	Total College Enrollment		In-State Enrollment		Out-of-State Enrollment		% Not Enrolled in College
		#	%	#	%	#	%	
ACADEMY DISTRICT 20	1795	1230	68.5%	867	48.3%	363	20.2%	31.5%
ADAMS 12 FIVE STAR SCHOOLS	2425	1242	51.2%	1047	43.2%	195	8.0%	48.8%
ADAMS 14	399	108	27.1%	99	24.8%	9	2.3%	72.9%
ADAMS COUNTY SCHOOL DISTRICT 50	466	158	33.9%	149	32.0%	9	1.9%	66.1%
AGUILAR SCHOOL DISTRICT RE-6	7	*	*	*	*	*	*	*
AKRON R-1 SCHOOL DISTRICT	23	15	65.2%	11	47.8%	4	17.4%	34.8%
ALAMOSA SCHOOL DISTRICT RE-11J	111	66	59.5%	60	54.1%	6	5.4%	40.5%
ARCHULETA SCHOOL DISTRICT #50 JT	84	41	48.8%	31	36.9%	10	11.9%	51.2%
ARICKAREE SCHOOL DISTRICT NO. R-2	6	*	*	*	*	*	*	*
ARRIBA-FLAGLER CONSOLIDATED SCHOOL DISTRICT 20	8	*	*	*	*	*	*	*
ASPEN SCHOOL DISTRICT	156	107	68.6%	47	30.1%	60	38.5%	31.4%
AURORA PUBLIC SCHOOLS	2111	811	38.4%	703	33.3%	108	5.1%	61.6%
BAYFIELD SCHOOL DISTRICT	82	35	42.7%	18	22.0%	17	20.7%	57.3%
BENNETT SCHOOL DISTRICT	54	33	61.1%	28	51.9%	5	9.3%	38.9%
BETHUME SCHOOL DISTRICT R-5	18	9	50.0%	6	33.3%	3	16.7%	50.0%
BIG SANDY SCHOOLS 100J	20	11	55.0%	8	40.0%	3	15.0%	45.0%
BOULDER VALLEY SCHOOL DISTRICT	2358	1626	69.0%	1008	42.7%	618	26.2%	31.0%
BRANSON REORGANIZED SCHOOL DISTRICT NO.82	32	9	28.1%	9	28.1%	0	0.0%	71.9%
BRIGGSDALE SCHOOL DISTRICT RE-10J	12	10	83.3%	8	66.7%	2	16.7%	16.7%
Brighton 27J	841	434	51.6%	353	42.0%	81	9.6%	48.4%
BRUSH SCHOOL DISTRICT RE-2(J)	97	56	57.7%	49	50.5%	7	7.2%	42.3%
BUENA VISTA SCHOOL DISTRICT	56	29	51.8%	24	42.9%	5	8.9%	48.2%
BURLINGTON SCHOOL DISTRICT RE-6-J	50	26	52.0%	10	20.0%	16	32.0%	48.0%
BYERS SCHOOL	33	15	45.5%	12	36.4%	3	9.1%	54.5%

District Name	High School Graduates #	Total College Enrollment		In-State Enrollment		Out-of-State Enrollment		% Not Enrolled in College
		#	%	#	%	#	%	
<b>DISTRICT</b>								
<b>CALHAN SCHOOL DISTRICT</b>	35	16	45.7%	14	40.0%	2	5.7%	54.3%
<b>CAMPO SCHOOL DISTRICT RE-6</b>	2	*	*	*	*	*	*	*
<b>CAÑON CITY SCHOOLS</b>	258	112	43.4%	88	34.1%	24	9.3%	56.6%
<b>CENTENNIAL BOCES</b>	81	15	18.5%	13	16.0%	2	2.5%	81.5%
<b>CENTENNIAL SCHOOL DISTRICT R-1</b>	12	3	25.0%	3	25.0%	0	0.0%	75.0%
<b>CENTER CONSOLIDATED SCHOOL DISTRICT 26 JT</b>	35	24	68.6%	24	68.6%	0	0.0%	31.4%
<b>CHARTER SCHOOL INSTITUTE</b>	600	252	42.0%	201	33.5%	51	8.5%	58.0%
<b>CHERAW SCHOOL DISTRICT #31</b>	8	*	*	*	*	*	*	*
<b>CHERRY CREEK SCHOOL DISTRICT</b>	3663	2379	64.9%	1622	44.3%	757	20.7%	35.1%
<b>CHEYENNE COUNTY SCHOOLS</b>	10	*	*	*	*	*	*	*
<b>CHEYENNE MOUNTAIN SCHOOL DISTRICT 12</b>	357	258	72.3%	176	49.3%	82	23.0%	27.7%
<b>CLEAR CREEK SCHOOL DISTRICT RE-1</b>	46	27	58.7%	18	39.1%	9	19.6%	41.3%
<b>Colorado School for the Deaf and Blind</b>	25	7	28.0%	4	16.0%	3	12.0%	72.0%
<b>COLORADO SPRINGS SCHOOL DISTRICT 11</b>	1852	817	44.1%	647	34.9%	170	9.2%	55.9%
<b>COTOPAXI SCHOOL DISTRICT FREMONT RE-3</b>	11	8	72.7%	8	72.7%	0	0.0%	27.3%
<b>CREEDE SCHOOL DISTRICT</b>	6	*	*	*	*	*	*	*
<b>CRIPPLE CREEK-VICTOR SCHOOL DISTRICT</b>	26	6	23.1%	6	23.1%	0	0.0%	76.9%
<b>CROWLEY COUNTY SCHOOL DISTRICT</b>	20	14	70.0%	13	65.0%	1	5.0%	30.0%
<b>CUSTER COUNTY SCHOOL DISTRICT C-1</b>	37	20	54.1%	17	45.9%	3	8.1%	45.9%
<b>DE BEQUE SCHOOL DISTRICT 49-JT</b>	4	*	*	*	*	*	*	*
<b>DEER TRAIL SCHOOL DISTRICT 26J</b>	10	*	*	*	*	*	*	*
<b>DEL NORTE SCHOOL DISTRICT C-7</b>	21	9	42.9%	6	28.6%	3	14.3%	57.1%
<b>DELTA COUNTY SCHOOL DISTRICT</b>	343	157	45.8%	117	34.1%	40	11.7%	54.2%
<b>DENVER PUBLIC SCHOOLS</b>	4055	1889	46.6%	1505	37.1%	384	9.5%	53.4%

District Name	High School Graduates #	Total College Enrollment		In-State Enrollment		Out-of-State Enrollment		% Not Enrolled in College
		#	%	#	%	#	%	
DOLORES COUNTY SCHOOL DISTRICT	27	16	59.3%	7	25.9%	9	33.3%	40.7%
DOLORES RE-4A SCHOOLS	39	25	64.1%	17	43.6%	8	20.5%	35.9%
DOUGLAS COUNTY SCHOOL DISTRICT	4008	2837	70.8%	2039	50.9%	798	19.9%	29.2%
DURANGO SCHOOL DISTRICT 9-R	277	171	61.7%	110	39.7%	61	22.0%	38.3%
EADS SCHOOL DISTRICT RE-1	13	9	69.2%	7	53.8%	2	15.4%	30.8%
EAGLE COUNTY SCHOOLS	389	211	54.2%	136	35.0%	75	19.3%	45.8%
EAST GRAND SCHOOL DISTRICT	69	38	55.1%	28	40.6%	10	14.5%	44.9%
EAST OTERO SCHOOL DISTRICT	76	43	56.6%	37	48.7%	6	7.9%	43.4%
EATON SCHOOL DISTRICT	98	55	56.1%	49	50.0%	6	6.1%	43.9%
EDISON SCHOOL DISTRICT 54JT	28	16	57.1%	12	42.9%	4	14.3%	42.9%
ELBERT SCHOOL DISTRICT #200	10	*	*	*	*	*	*	*
ELIZABETH SCHOOL DISTRICT C-1	217	112	51.6%	88	40.6%	24	11.1%	48.4%
ELLCOTT SCHOOL DISTRICT 22	40	12	30.0%	9	22.5%	3	7.5%	70.0%
ENGLEWOOD SCHOOLS	187	58	31.0%	44	23.5%	14	7.5%	69.0%
ESTES PARK SCHOOL DISTRICT R-3	97	63	64.9%	40	41.2%	23	23.7%	35.1%
EXPEDITIONARY BOCES	18	11	61.1%	10	55.6%	1	5.6%	38.9%
FALCON SCHOOL DISTRICT 49	1512	586	38.8%	492	32.5%	94	6.2%	61.2%
FOUNTAIN-FORT CARSON SCHOOL DISTRICT 8	349	169	48.4%	119	34.1%	50	14.3%	51.6%
FOWLER SCHOOL DISTRICT R-4J	31	23	74.2%	21	67.7%	2	6.5%	25.8%
FREMONT RE-2 SCHOOL DISTRICT	121	51	42.1%	44	36.4%	7	5.8%	57.9%
FRENCHMAN SCHOOL DISTRICT RE-3	14	10	71.4%	7	50.0%	3	21.4%	28.6%
GARFIELD COUNTY SCHOOL DISTRICT NO. 16	70	29	41.4%	25	35.7%	4	5.7%	58.6%
GARFIELD SCHOOL DISTRICT RE-2	256	127	49.6%	92	35.9%	35	13.7%	50.4%
GENOA-HUGO SCHOOL	7	*	*	*	*	*	*	*
GILPIN COUNTY SCHOOL DISTRICT	18	11	61.1%	9	50.0%	2	11.1%	38.9%

District Name	High School Graduates #	Total College Enrollment		In-State Enrollment		Out-of-State Enrollment		% Not Enrolled in College
		#	%	#	%	#	%	
GRANADA SCHOOL DISTRICT RE-1	15	12	80.0%	11	73.3%	1	6.7%	20.0%
GUNNISON WATERSHED SCHOOL DISTRICT	122	79	64.8%	61	50.0%	18	14.8%	35.2%
HANOVER SCHOOL DISTRICT	12	5	41.7%	5	41.7%	0	0.0%	58.3%
HARRISON SCHOOL DISTRICT 2	384	179	46.6%	151	39.3%	28	7.3%	53.4%
HAXTUN SCHOOL DISTRICT RE-2J	24	17	70.8%	16	66.7%	1	4.2%	29.2%
HAYDEN SCHOOL DISTRICT	27	14	51.9%	12	44.4%	2	7.4%	48.1%
HINSDALE COUNTY SCHOOL DISTRICT RE-1	4	*	*	*	*	*	*	*
HI-PLAINS SCHOOL DISTRICT	11	7	63.6%	5	45.5%	2	18.2%	36.4%
HOEHNE SCHOOL DISTRICT	32	26	81.3%	23	71.9%	3	9.4%	18.8%
HOLLY SCHOOL DISTRICT RE-3	18	9	50.0%	4	22.2%	5	27.8%	50.0%
HOLYOKE SCHOOL DISTRICT RE-1J	38	27	71.1%	18	47.4%	9	23.7%	28.9%
HUERFANO SCHOOL DISTRICT RE-1	22	10	45.5%	9	40.9%	1	4.5%	54.5%
IDALIA SCHOOL DISTRICT RJ-3	6	*	*	*	*	*	*	*
IGNACIO SCHOOL DISTRICT 11 JT	52	19	36.5%	16	30.8%	3	5.8%	63.5%
JEFFCO PUBLIC SCHOOLS	5908	3684	62.4%	2985	50.5%	699	11.8%	37.6%
JULESBURG SCHOOL DISTRICT	139	34	24.5%	25	18.0%	9	6.5%	75.5%
KARVAL SCHOOL DISTRICT RE-23	8	*	*	*	*	*	*	*
KIM REORGANIZED SCHOOL DISTRICT 88	1	*	*	*	*	*	*	*
KIOWA SCHOOL DISTRICT	33	20	60.6%	11	33.3%	9	27.3%	39.4%
KIT CARSON SCHOOL DISTRICT R-1	5	*	*	*	*	*	*	*
LA VETA SCHOOL DISTRICT	10	*	*	*	*	*	*	*
LAKE COUNTY SCHOOL DISTRICT R-1	62	23	37.1%	22	35.5%	1	1.6%	62.9%
LAMAR SCHOOL DISTRICT RE-2	84	41	48.8%	32	38.1%	9	10.7%	51.2%
LAS ANIMAS SCHOOL DISTRICT	22	12	54.5%	8	36.4%	4	18.2%	45.5%
LEWIS-PALMER SCHOOL DISTRICT #38	521	388	74.5%	261	50.1%	127	24.4%	25.5%

District Name	High School Graduates #	Total College Enrollment		In-State Enrollment		Out-of-State Enrollment		% Not Enrolled in College
		#	%	#	%	#	%	
<b>LIBERTY SCHOOL DISTRICT J4</b>	6	*	*	*	*	*	*	*
<b>LIMON PUBLIC SCHOOLS</b>	32	27	84.4%	21	65.6%	6	18.8%	15.6%
<b>LITTLETON PUBLIC SCHOOLS</b>	1258	915	72.7%	607	48.3%	308	24.5%	27.3%
<b>LONE STAR SCHOOL</b>	11	8	72.7%	8	72.7%	0	0.0%	27.3%
<b>MANCOS SCHOOL DISTRICT RE-6</b>	24	17	70.8%	14	58.3%	3	12.5%	29.2%
<b>MANITOU SPRINGS SCHOOL DISTRICT 14</b>	123	72	58.5%	56	45.5%	16	13.0%	41.5%
<b>MANZANOLA SCHOOL DISTRICT 3J</b>	20	8	40.0%	8	40.0%	0	0.0%	60.0%
<b>MAPLETON PUBLIC SCHOOLS</b>	389	144	37.0%	125	32.1%	19	4.9%	63.0%
<b>MCCLAVE SCHOOL DISTRICT</b>	23	18	78.3%	17	73.9%	1	4.3%	21.7%
<b>MEEKER SCHOOL DISTRICT</b>	60	38	63.3%	28	46.7%	10	16.7%	36.7%
<b>MERINO RE-4J SCHOOL DISTRICT</b>	29	16	55.2%	12	41.4%	4	13.8%	44.8%
<b>MESA COUNTY VALLEY SCHOOL DISTRICT 51</b>	1347	731	54.3%	612	45.4%	119	8.8%	45.7%
<b>MIAMI YODER SCHOOL DISTRICT 60-JT</b>	12	3	25.0%	3	25.0%	0	0.0%	75.0%
<b>MOFFAT CONSOLIDATED SCHOOL DISTRICT #2</b>	10	*	*	*	*	*	*	*
<b>MOFFAT COUNTY SCHOOL DISTRICT RE-1</b>	103	48	46.6%	37	35.9%	11	10.7%	53.4%
<b>MONTE VISTA SCHOOL DISTRICT</b>	97	42	43.3%	39	40.2%	3	3.1%	56.7%
<b>MONTEZUMA-CORTEZ SCHOOL DISTRICT RE-1</b>	131	54	41.2%	44	33.6%	10	7.6%	58.8%
<b>MONTROSE &amp; OLATHE SCHOOLS</b>	404	176	43.6%	126	31.2%	50	12.4%	56.4%
<b>MORGAN COUNTY SCHOOL DISTRICT RE-3</b>	184	89	48.4%	76	41.3%	13	7.1%	51.6%
<b>MOUNTAIN BOCES</b>	61	3	4.9%	1	1.6%	2	3.3%	95.1%
<b>MOUNTAIN VALLEY SCHOOL DISTRICT</b>	8	*	*	*	*	*	*	*
<b>NORTH CONEJOS SCHOOL DISTRICT</b>	74	38	51.4%	31	41.9%	7	9.5%	48.6%
<b>NORTH PARK R-1</b>	12	5	41.7%	4	33.3%	1	8.3%	58.3%
<b>NORWOOD PUBLIC SCHOOLS</b>	13	9	69.2%	3	23.1%	6	46.2%	30.8%
<b>OTIS SCHOOL DISTRICT R-3</b>	13	10	76.9%	9	69.2%	1	7.7%	23.1%
<b>OURAY SCHOOL DISTRICT R-1</b>	15	12	80.0%	11	73.3%	1	6.7%	20.0%

District Name	High School Graduates #	Total College Enrollment		In-State Enrollment		Out-of-State Enrollment		% Not Enrolled in College
		#	%	#	%	#	%	
PARK COUNTY SCHOOL DISTRICT RE-2	26	13	50.0%	11	42.3%	2	7.7%	50.0%
PAWNEE SCHOOL DISTRICT RE-12	8	*	*	*	*	*	*	*
PEETZ PLATEAU SCHOOL DISTRICT RE-5	18	13	72.2%	7	38.9%	6	33.3%	27.8%
PEYTON SCHOOL DISTRICT	54	25	46.3%	20	37.0%	5	9.3%	53.7%
PLAINVIEW SCHOOL DISTRICT RE-2	3	*	*	*	*	*	*	*
PLATEAU VALLEY SCHOOL DISTRICT 50	75	12	16.0%	10	13.3%	2	2.7%	84.0%
PLATTE CANYON SCHOOL DISTRICT #1	75	42	56.0%	34	45.3%	8	10.7%	44.0%
PLATTE VALLEY SCHOOL DISTRICT	59	33	55.9%	26	44.1%	7	11.9%	44.1%
POUDRE SCHOOL DISTRICT	1934	1163	60.1%	836	43.2%	327	16.9%	39.9%
PRAIRIE SCHOOL DISTRICT	13	12	92.3%	8	61.5%	4	30.8%	7.7%
PRIMERO RE-2 SCHOOL DISTRICT	12	7	58.3%	7	58.3%	0	0.0%	41.7%
PRITCHETT SCHOOL DISTRICT RE-3	1	*	*	*	*	*	*	*
PUEBLO CITY SCHOOLS	959	545	56.8%	489	51.0%	56	5.8%	43.2%
PUEBLO COUNTY SCHOOL DISTRICT 70	575	323	56.2%	292	50.8%	31	5.4%	43.8%
RANGELY SCHOOL DISTRICT RE-4	26	16	61.5%	13	50.0%	3	11.5%	38.5%
RE-1 VALLEY SCHOOL DISTRICT	139	98	70.5%	84	60.4%	14	10.1%	29.5%
Revere School District	5	*	*	*	*	*	*	*
RIDGWAY SCHOOL DISTRICT R-2	20	9	45.0%	6	30.0%	3	15.0%	55.0%
ROARING FORK SCHOOL DISTRICT	334	182	54.5%	143	42.8%	39	11.7%	45.5%
ROCKY FORD SCHOOL DISTRICT R-2	44	29	65.9%	27	61.4%	2	4.5%	34.1%
SALIDA SCHOOL DISTRICT R-32-J	67	41	61.2%	32	47.8%	9	13.4%	38.8%
SAN JUAN BOCES	9	*	*	*	*	*	*	*
SANFORD SCHOOL DISTRICT	20	11	55.0%	6	30.0%	5	25.0%	45.0%
SANGRE DE CRISTO SCHOOL DISTRICT	19	11	57.9%	11	57.9%	0	0.0%	42.1%
SARGENT SCHOOLS	22	20	90.9%	16	72.7%	4	18.2%	9.1%
SHERIDAN SCHOOL DISTRICT	178	55	30.9%	54	30.3%	1	0.6%	69.1%
SIERRA GRANDE SCHOOL	28	20	71.4%	19	67.9%	1	3.6%	28.6%



District Name	High School Graduates #	Total College Enrollment		In-State Enrollment		Out-of-State Enrollment		% Not Enrolled in College
		#	%	#	%	#	%	
SILVERTON PUBLIC SCHOOLS	4	*	*	*	*	*	*	*
SOUTH CONEJOS SCHOOL DISTRICT	24	14	58.3%	12	50.0%	2	8.3%	41.7%
SOUTH ROUTT SCHOOL DISTRICT RE-3	18	12	66.7%	7	38.9%	5	27.8%	33.3%
SPRINGFIELD SCHOOL DISTRICT RE-4	22	14	63.6%	8	36.4%	6	27.3%	36.4%
ST. VRAIN VALLEY SCHOOLS	1681	1001	59.5%	731	43.5%	270	16.1%	40.5%
STEAMBOAT SPRINGS SCHOOL DISTRICT RE-2	167	117	70.1%	69	41.3%	48	28.7%	29.9%
STRASBURG SCHOOL DISTRICT 31J	75	47	62.7%	29	38.7%	18	24.0%	37.3%
STRATTON SCHOOL DISTRICT R-4	12	8	66.7%	7	58.3%	1	8.3%	33.3%
SUMMIT SCHOOL DISTRICT	189	128	67.7%	89	47.1%	39	20.6%	32.3%
SWINK SCHOOL DISTRICT	26	21	80.8%	19	73.1%	2	7.7%	19.2%
TELLURIDE SCHOOL DISTRICT R-1	64	40	62.5%	27	42.2%	13	20.3%	37.5%
THOMPSON R2-J	987	536	54.3%	412	41.7%	124	12.6%	45.7%
TRINIDAD SCHOOL DISTRICT #1	62	42	67.7%	39	62.9%	3	4.8%	32.3%
VILAS SCHOOLS	7	*	*	*	*	*	*	*
WALSH SCHOOL DISTRICT RE-1	15	12	80.0%	7	46.7%	5	33.3%	20.0%
WELD COUNTY SCHOOL DISTRICT 6	1150	516	44.9%	449	39.0%	67	5.8%	55.1%
WELD COUNTY SCHOOL DISTRICT RE-1	95	52	54.7%	48	50.5%	4	4.2%	45.3%
WELD COUNTY SCHOOL DISTRICT RE-3J	127	71	55.9%	59	46.5%	12	9.4%	44.1%
WELD COUNTY SCHOOL DISTRICT RE-8	118	47	39.8%	44	37.3%	3	2.5%	60.2%
WELD COUNTY SCHOOL DISTRICT RE-9	50	26	52.0%	21	42.0%	5	10.0%	48.0%
WELD RE-4	243	140	57.6%	104	42.8%	36	14.8%	42.4%
WELD RE5J SCHOOL DISTRICT	153	76	49.7%	64	41.8%	12	7.8%	50.3%
WELON VALLEY SCHOOL DISTRICT RE-20J	11	6	54.5%	4	36.4%	2	18.2%	45.5%
WEST END PUBLIC SCHOOLS RE-2	8	*	*	*	*	*	*	*
WEST GRAND SCHOOL DISTRICT 1-JT	33	19	57.6%	13	39.4%	6	18.2%	42.4%
WIDEFIELD SCHOOL	592	255	43.1%	203	34.3%	52	8.8%	56.9%

District Name	High School Graduates #	Total College Enrollment		In-State Enrollment		Out-of-State Enrollment		% Not Enrolled in College
		#	%	#	%	#	%	
<b>DISTRICT 3</b>								
<b>WIGGINS SCHOOL DISTRICT RE-50J</b>	35	18	51.4%	11	31.4%	7	20.0%	48.6%
<b>WILEY SCHOOL DISTRICT RE-13-JT</b>	12	9	75.0%	8	66.7%	1	8.3%	25.0%
<b>WOODLAND PARK SCHOOL DISTRICT RE-2</b>	197	95	48.2%	69	35.0%	26	13.2%	51.8%
<b>WOODLIN SCHOOL DISTRICT</b>	5	*	*	*	*	*	*	*
<b>WRAY SCHOOL DISTRICT</b>	45	28	62.2%	13	28.9%	15	33.3%	37.8%
<b>YUMA SCHOOL DISTRICT-1</b>	61	36	59.0%	24	39.3%	12	19.7%	41.0%

## Appendix B: Technical Information

### Methodology and Data

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The nature of this report requires data from both the DHE and the Colorado Department of Education (CDE). Data between these two state agencies began to be connected with the introduction of the State Assigned Student ID (SASID). Because of this linkage requirement, data are currently available dating back to the 2009 high school graduating class. The academic years referred to in the report coincide with the following fall entry into college of the high school graduates. For example, the 2014 high school graduates tracked in this report enrolled in college in fall 2015. Please note that the report on the 2010 high school graduates (published in 2012) calculated college matriculation by considering high school graduates who enrolled in college within 18 months of graduating. This year's report continues the methodology that was used in last year's report and calculates college matriculation based upon those students who enrolled in college in the fall immediately following high school graduation.

Numerous national organizations, such as the National Center for Higher Education Management Statistics, and several states, including Tennessee, Texas, and West Virginia, follow a 6 month reporting period to define college-going rates. The majority of students who attend college do so immediately following high school graduation. The college going-rate, therefore, can be seen as an indicator of both the accessibility of and the value of college. Upon high school graduation, students are confronted with several choices including attending college, entering the workforce, or joining the military. Measuring how many students choose to enroll immediately in college reflects how attending college ranks among other post-high school options. Further, looking at college-going rates for different ethnic/racial groups and for low-income students can provide insight into college access issues.

**Data Collection:** Data were collected through the DHE Student Unit Record Data System (SURDS), and SASIDs were obtained from CDE. Additionally, data from the National Student Clearinghouse (NSC) were linked to provide out-of-state enrollment information, as well as information on private institutions in Colorado not included in SURDS.

- **Report Format:** The report presents information in four parts:
  1. Postsecondary enrollment trends, including information on in-state and out-of-state enrollment and institution type, disaggregated by ethnicity and gender.
  2. Information on first-year college students in Colorado, including financial aid status, average grade point average, credit accumulation and degree level, disaggregated by ethnicity and gender.
  3. First and second year retention rates.
  4. Postsecondary credential attainment information.

- **Data Limitations:** Data in part two of the report are limited to schools included in SURDS (i.e., all public Colorado colleges and universities, plus Colorado Christian University, Regis University, and the University of Denver). Future reports will be able to track college matriculation in Colorado into an additional 50 degree granting private institutions.

## Contact Information

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