



COLORADO

**Department of
Higher Education**

**2017 LEGISLATIVE REPORT ON
THE POSTSECONDARY PROGRESS AND SUCCESS
OF HIGH SCHOOL GRADUATES**

March 3, 2017

1560 Broadway, Suite 1600 • Denver, Colorado 80202 • (303) 862-3001
DR. KIM HUNTER REED, EXECUTIVE DIRECTOR

Table of Contents

Introduction	5
Part I. Postsecondary Enrollment	7
Part II. First-Year College Students	16
Part III. Persistence Rates	20
Part IV. Postsecondary Credential Attainment	22
Conclusion	24
Appendix A: District-Level Statistics	26
Appendix B: Technical Information	32

List of Tables and Figures

Table 1: Summary Statistics for High School Graduates	7
Table 2: In-State and Out-of-State Enrollment Summary	8
Table 3: Enrollment by Top 10 Districts with Highest College-Going Rates	8
Table 4: Enrollment by Bottom 10 Districts with Lowest College-Going Rates	8
Table 5: Class Characteristics	9
Figure 1: Enrollment Rates by Race/Ethnicity, 2009-2015	10
Figure 2: Enrollment Rates by Gender and Income, 2009-2015	11
Table 6: College Enrollment Details by Gender, Race/Ethnicity and Income	11
Figure 3: Enrollment Rates, by Race/Ethnicity for Different Income Levels	12
Figure 4: College Enrollment, by Race/Ethnicity and Institution Type	13
Figure 5: College Enrollment, by Gender and Institution Type	13
Figure 6: Top States Where 2015 High School Graduates Attended College Outside of CO	14
Figure 7: Enrollment In-State and Out-of-State	14
Figure 8: Enrollment 2- and 4-Year Institutions	14
Table 7: Enrollment by Most Attended Institutions for Class of 2015	15
Table 8: Summary of Pell Recipients, by High School Graduation Year	16
Table 9: Pell Grant Recipients, by Gender and Race/Ethnicity	16
Table 10: Summary of Grade Point Averages, by High School Graduation Year	17
Table 11: Grade Point Averages, by Gender and Race/Ethnicity	17
Table 12: Summary of Credit Hour Accumulation, by High School Graduation Year	18
Table 13: Credit Hour Accumulation, by Gender and Race/Ethnicity	19
Figure 9: Types of Degrees 2015 High School Graduates are Pursuing	19

Table 14: Persistence Rates, by High School Graduation Year 21
Table 15: Persistence Rates, by Gender and Race/Ethnicity 21
Table 16: Credential Attainment Rates, by High School Graduation Year 22
Table 17: 2012 HS Graduates Credential Attainment Rates, by Gender and Race/Ethnicity 23
Figure 10: 2012 HS Graduates Number of Credentials Awarded, by Credential Type 23

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

T. Luke Banaszak, Research Analyst, Luke.Banaszak@dhe.state.co.us

Introduction

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 high school graduating classes. This report covers the high school graduating classes of 2009 through 2015. 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 sixth 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

- 56.5 percent of the 2015 high school graduating class enrolled in a postsecondary institution in the fall immediately following graduation. The college-going rate is up over half a percentage point from last year, but is still over two percentage points lower than the peak in 2009.
- In 2015, more female high school graduates (61%) enrolled in college than male graduates (52%).
- Asian and white high school graduates had the highest college-going rates in 2015—73 percent and 62 percent, respectively.
- Compared to last year, enrollment rates increased for all racial/ethnic groups with the exception of Hawaiian/Pacific Islander students.
- Seventy-five percent of the 2015 cohort enrolled at a four-year institution (in- or out-of-state) and 25 percent enrolled at a two-year college.
- Consistent with historic trends, 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 2015 graduates enrolling in college, 76 percent elected to attend a Colorado college or university and 24 percent attended an out-of-state institution.
- Nearly 33 percent of first-year college students received a Federal Pell Grant in 2015.

- At the end of the 2015-2016 academic year, the average cumulative grade point average (GPA) for first-year college students in Colorado was 2.79, continuing an upward trend since 2009.
- Of the 2015 high school graduates who enrolled in college immediately, approximately 75 percent had completed at least 18.5 credit hours by the end of their first year (spring 2015). The average completion was 29.5 credit hours. About 25 percent of students had completed at least 36 credit hours.
- The first-year persistence rate for 2014 high schools graduates was 87 percent at four-year institutions and 60 percent at two-year colleges. The second-year persistence rate for 2013 high school graduates pursuing a bachelor's degree was just over 90 percent. These retention rates are better than national retention rate averages.
- Four years after enrolling in college, nearly 31 percent of the 2012 high school graduating cohort had earned at least one postsecondary credential.
- Five years after enrolling in college, nearly 47 percent of the 2011 high school graduating cohort had earned at least one postsecondary credential, and almost 53 percent of the 2010 high school graduating cohort had earned at least one postsecondary credential within six years.
- Approximately 63 percent of the credentials awarded during the 2012 cohort's first four years in college were bachelor's degrees, 21 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, nearly 35 percent of females from the 2012 cohort had earned some type of certificate or degree compared to 26 percent of males.
- Four years after entering college, over 34 percent of white students had earned at least one postsecondary credential compared to 16 percent of African-American students, 20 percent of American Indian or Alaskan Native students and nearly 23 percent of Hispanic students.

Part I. Postsecondary Enrollment

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.¹ 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 college.

Overview

The high school class of 2015 consisted of 53,128 individual graduates. Of those students, 30,042, or 56.5 percent, enrolled in a postsecondary institution in Colorado or another state in the fall immediately following graduation. The 2015 total enrollment rate is up from last year's rate of 55.8 percent. Of the 2015 high school graduates, 43.1 percent enrolled at a Colorado college or university, while 13.4 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. Sargent-RE33J had the highest college enrollment rate (85.2 percent) and Plateau Valley School District 50 had the lowest rate (18.5 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
2015	53,128	30,042	56.5%
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%

¹ 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
2015	43.1%	13.4%	43.5%
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 Rates²

District Name	Total # Graduates	Total College Enrollment #	%
SARGENT RE-33J	27	23	85.2%
TELLURIDE R-1	47	35	74.5%
SPRINGFIELD RE-4	27	20	74.1%
RIDGWAY R-2	26	19	73.1%
HOEHNE REORGANIZED 3	26	19	73.1%
BOULDER VALLEY RE 2	2,231	1,613	72.3%
HAXTUN RE-2J	28	20	71.4%
YUMA 1	54	38	70.4%
LITTLETON 6	1,149	808	70.3%
DOUGLAS COUNTY RE 1	4,165	2,919	70.1%

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

District Name	Total # Graduates	Total College Enrollment #	%
PLATEAU VALLEY 50	54	10	18.5%
SHERIDAN 2	100	21	21.0%
JULESBURG RE-1	119	30	25.2%
WESTMINSTER 50	492	148	30.1%
ADAMS COUNTY 14	368	119	32.3%
IGNACIO 11 JT	37	12	32.4%
BURLINGTON RE-6J	47	16	34.0%
FALCON 49	1,543	553	35.8%
BRANSON REORGANIZED 82	33	12	36.4%
FREMONT RE-2	90	33	36.7%

² 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 2015 was composed of an almost even number of males and females (see Table 5). About 60 percent of graduates were white, 28 percent were Hispanic, 5 percent were African-American, over 3 percent were Asian, 3 percent reported being of two or more races, and 1 percent were American Indian/Alaskan Native or Hawaiian/Pacific Islander. About 27 percent of the 2015 graduating class was eligible for free or reduced price lunch.

Looking only at the students from the high school class of 2015 who enrolled in college the fall following their graduation, 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 2015. About 20 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 2015		College-Going Students from 2015 Class	
	% of Students		% of Students
Female	50.5%	Female	54.7%
Male	49.5%	Male	45.3%
American Indian or Alaskan Native	0.8%	American Indian or Alaskan Native	0.5%
Asian	3.5%	Asian	4.5%
African-American	4.7%	African-American	4.4%
Hawaiian/Pacific Islander	0.2%	Hawaiian/Pacific Islander	0.2%
Hispanic	27.8%	Hispanic	21.4%
Two or More Races	3.2%	Two or More Races	3.4%
White (not Hispanic)	59.9%	White (not Hispanic)	65.6%
Free Reduced Price Lunch	27.3%	Free Reduced Price Lunch	20.1%

Enrollment Rates by Gender, Race/Ethnicity and Income

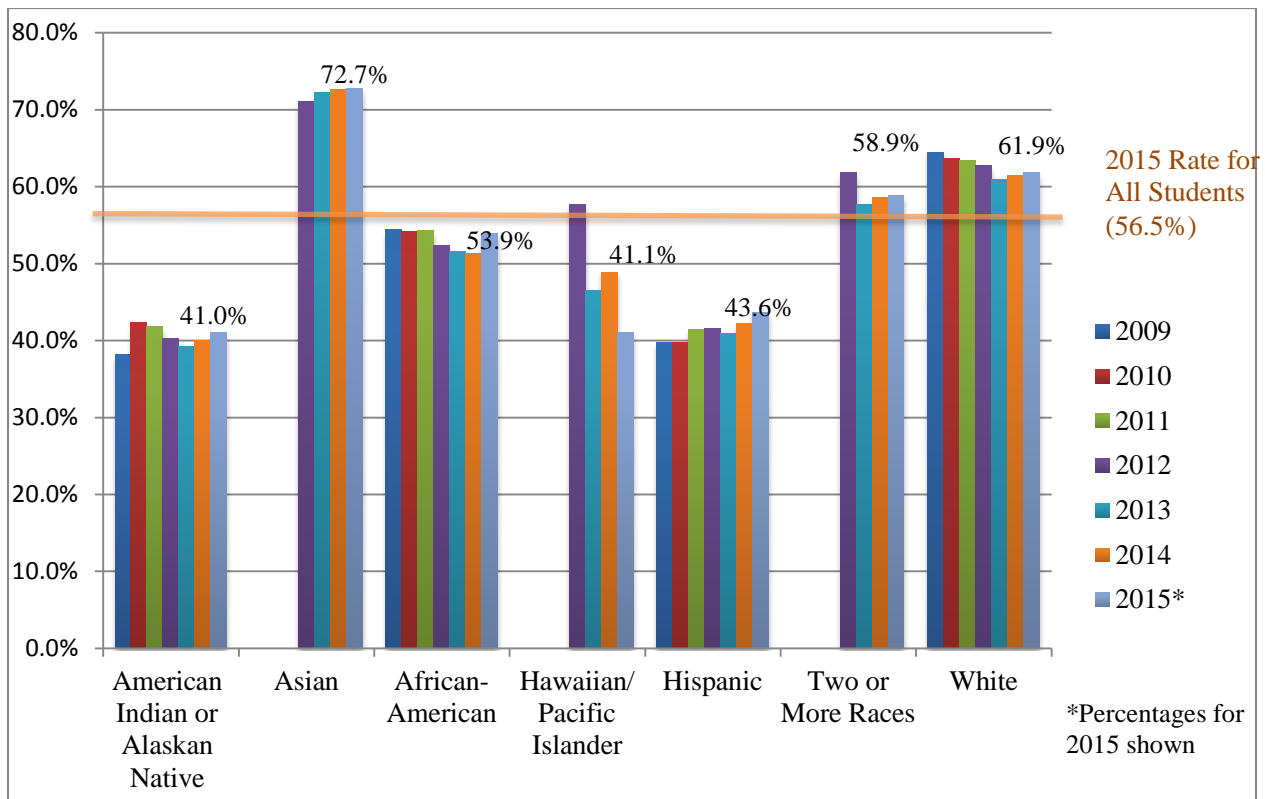
Figures 1 and 2 depict college enrollment rates for 2009 through 2015 high school graduates by race/ethnicity, gender, and income (as represented by free and reduced price lunch eligibility in high school). New racial/ethnic categories for data reporting went into effect during the 2011-2012 academic 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 2015—72.7 percent and 61.9 percent, respectively—while American Indian/Alaskan Native and Hawaiian/Pacific Islander graduates had the lowest college-going rates (41.0% and 41.1%, respectively). When comparing just white and Hispanic graduates in 2015, there is over an 18 percentage-point gap in college enrollment rates (see Figure 1).

In all seven years shown (see Figure 2), a higher percentage of female high school graduates enrolled in college than male graduates. In 2015, for example, 61.2 percent of female students attended college in the fall immediately following graduation, compared to 51.8 percent of male students. High school graduates who received free and reduced price lunch also have lower than average college-going rates; 41.5 percent in 2015.

Compared to last year, enrollment rates increased for all racial/ethnic groups with the exception of Hawaiian/Pacific Islander students. This relatively small group of total graduates, though, has higher variance.

Figure 1. Enrollment Rates by Race/Ethnicity, 2009-2015



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, 2009-2015

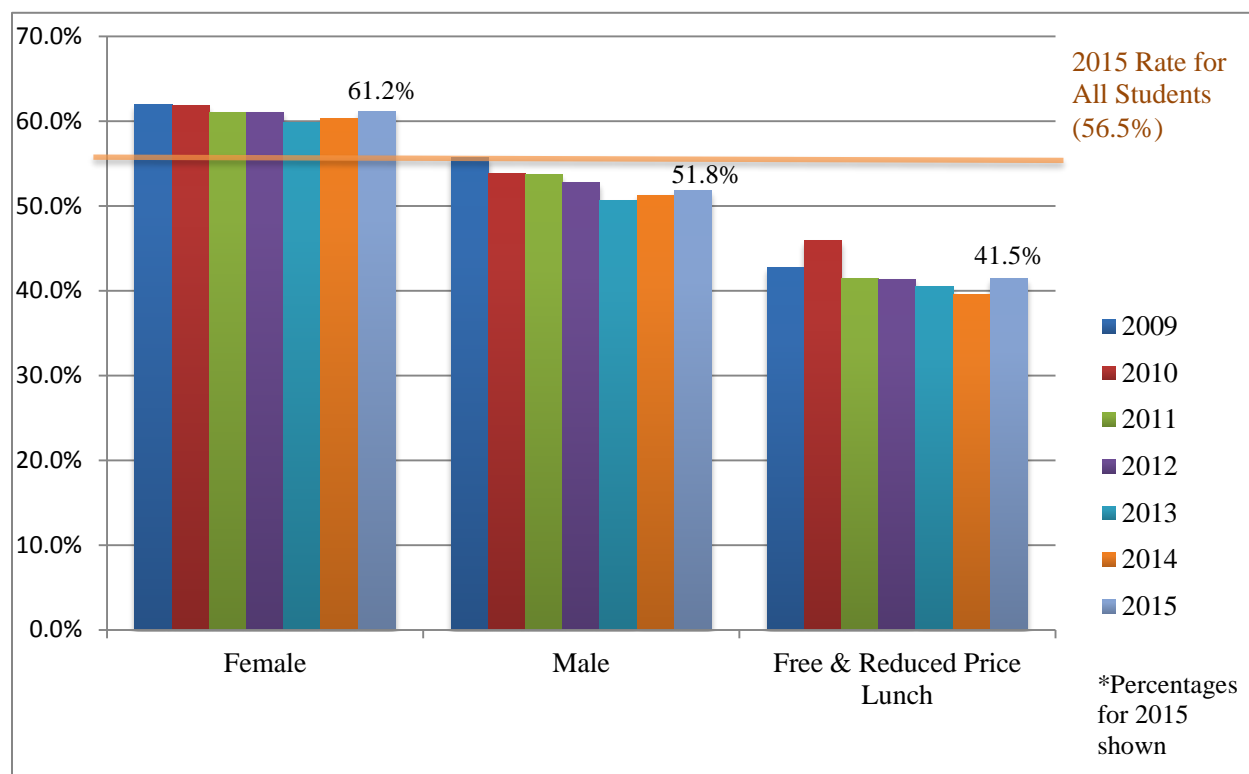
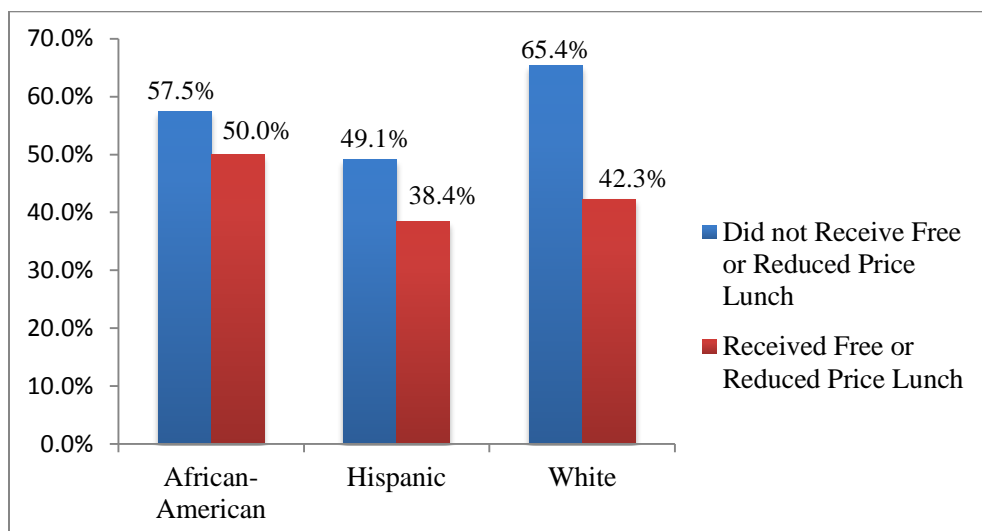


Table 6. College Enrollment Details by Gender, Race/Ethnicity and Income (2015)

	2015 Total # Graduates	2015 Total College Enrollment		2015 % HS Graduates Enrolling		% HS Graduates Not Enrolled
		#	%	In-State	Out-of-State	
Female	26,839	16,435	61.2%	46%	15.3%	38.7%
Male	26,289	13,607	51.7%	40.2%	11.5%	48.3%
American Indian/Alaskan Native	402	165	41.0%	31.8%	9.2%	59.0%
Asian	1,858	1,350	72.7%	58.4%	14.3%	27.3%
African-American	2,474	1,333	53.9%	42.5%	11.4%	46.1%
Hawaiian/Pacific Islander	129	53	41.1%	31.8%	9.3%	58.9%
Hispanic	14,744	6,434	43.6%	38.1%	5.5%	56.4%
Two or More Races	1,714	1,009	58.9%	42.9%	16.0%	41.1%
White (not Hispanic)	31,807	19,698	61.9%	44.8%	17.1%	38.1%
Free & Reduced Lunch	14,525	6,031	41.5%	36.2%	5.3%	58.5%

Figure 3 displays enrollment rates for the largest 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 with free and reduced price lunch status 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 38.4 percent. Hispanics students are also the most likely to received free and reduced price lunch. Over 50 percent of all Hispanic high school graduates in 2015 received free or reduced price lunch, which means that among over half of Hispanic students, only 38.4 percent enrolled in college in the fall following graduation.

Figure 3. Enrollment Rates by Race/Ethnicity for Different Income Levels, 2015

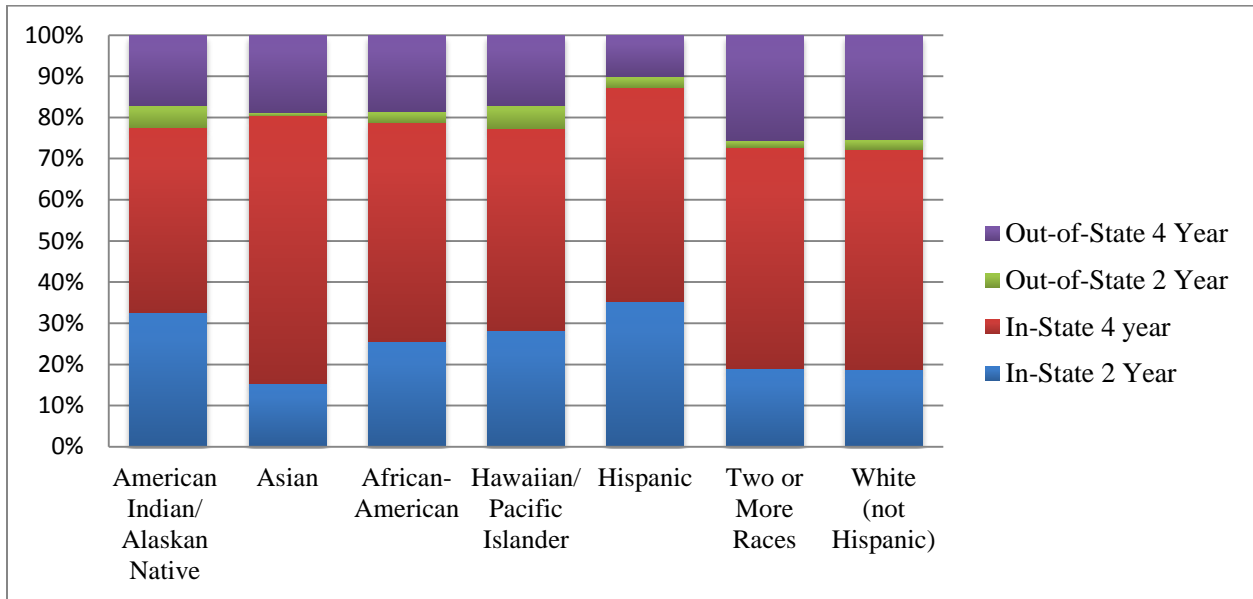


Enrollment by Institution Type and Race/Ethnicity

The following section looks only at those high school students who did enroll in college within six months of graduation. Of the 2015 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 (19.6 percent and 12.7 percent, respectively), while white students and students of two or more races are the most likely to leave Colorado (27.7 and 27.2 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—specifically, 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 2015. Representing the most popular destination, 703 graduates went to a postsecondary institution in California, followed closely by 701 graduates who went to an Arizona institution and 425 who went to college in Kansas. On the lower end, 129 graduates attended college in Indiana, and 111 went to a college in South Dakota.

Figure 4. College Enrollment by Race/Ethnicity and Institution Type (2015)



Only a small number of college-going students leave the state to attend a two-year college, 2.4 percent, compared to 21.4 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, 22.7 percent attended a two-year college and 53.6 percent attended a four-year institution in Colorado.

Considering only the type of college and not the location, about 75 percent of the 2015 cohort enrolled at a four-year institution and 25 percent enrolled at a two-year college (see Figure 8). 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 (2015)

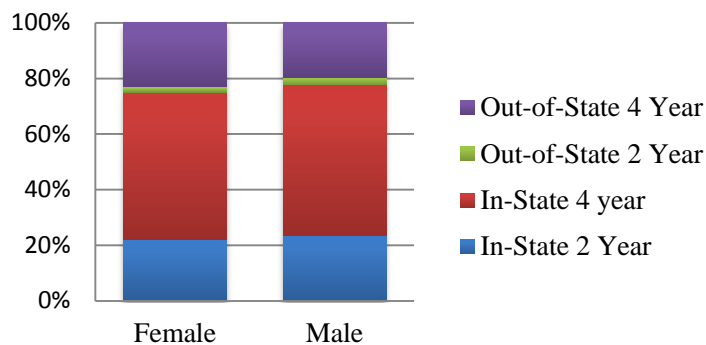


Figure 6. Top States Where 2015 High School Graduates Attended College Outside of Colorado

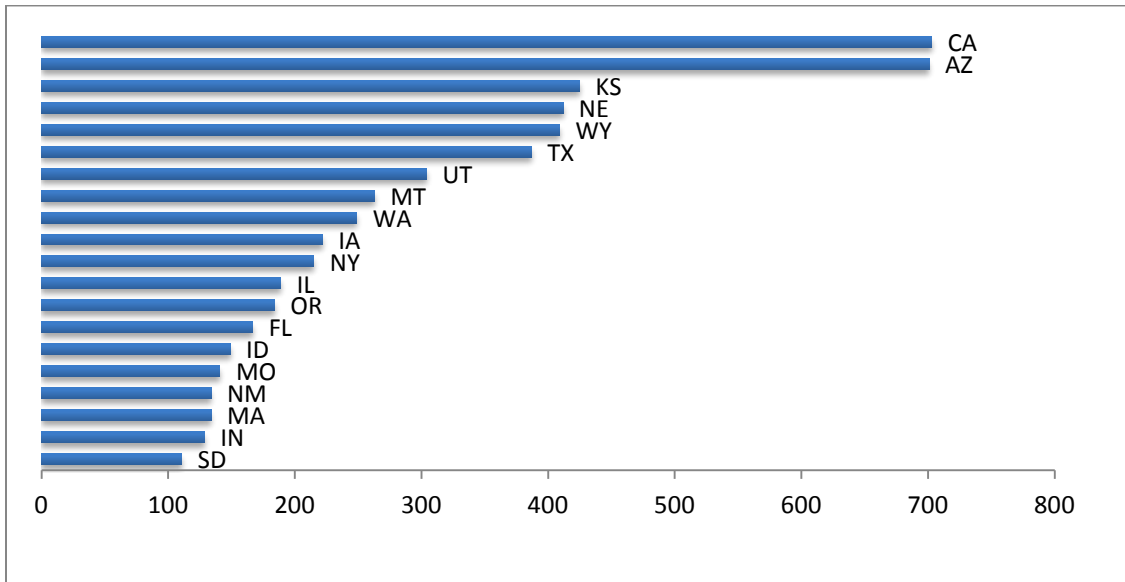


Figure 7. Enrollment In-State and Out-of-State (2015)

■ In-State ■ Out-of-State

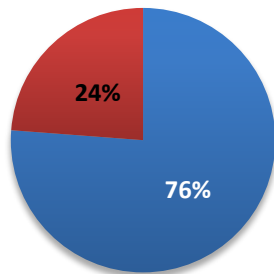
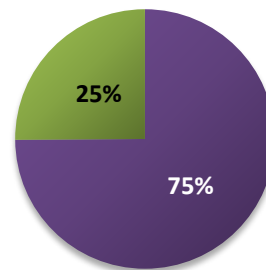


Figure 8. Enrollment 2 and 4 Year Institutions (2015)

■ 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 (54%) of the 2015 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 2015 high school graduates. Students leaving Colorado for college were most likely to attend the University of Wyoming, Grand Canyon State University and Arizona State University.

Table 7. Enrollment by Most Attended Institutions for High School Class of 2015

Top 10 Most Attended Institutions, 2 & 4 Years	# Students	% College Going Students
Colorado State University	3,008	10%
University of Colorado Boulder	2,943	9.8%
University of Northern Colorado	1,618	5.4%
Metropolitan State University of Denver	1,508	5.0%
Colorado Mesa University	1,483	4.9%
Front Range Community College	1,452	4.8%
University of Colorado – Colorado Springs	1,203	4.0%
University of Colorado Denver	1,099	3.7%
Pikes Peak Community College	1,080	3.6%
Community College of Denver	719	2.4%
Top 10 Most Attended Institutions, 2 Years	# Students	% College Going Students
Front Range Community College	1,452	4.8%
Pikes Peak Community College	1,080	3.6%
Community College of Denver	719	2.4%
Red Rocks Community College	702	2.3%
Arapahoe Community College	585	1.9%
Aims Community College	467	1.6%
Community College of Aurora	389	1.3%
Pueblo Community College	373	1.2%
Northeastern Junior College	292	1.0%
Otero Junior College	189	0.6%
Top 10 Most Attended Institutions, 4 Years	# Students	% College Going Students
Colorado State University	3,008	10%
University of Colorado Boulder	2,943	9.8%
University of Northern Colorado	1,618	5.4%
Metropolitan State University of Denver	1,508	5.0%
Colorado Mesa University	1,483	4.9%
University of Colorado – Colorado Springs	1,203	4.0%
University of Colorado Denver	1,099	3.7%
Colorado State University - Pueblo	583	1.9%
Colorado School of Mines	453	1.5%
Colorado Mountain College	362	1.2%
Top 10 Most Attended Institutions, Out of State, 2 & 4 Years	# Students	% College Going Students
University Of Wyoming	301	1.0%
Grand Canyon University-Traditional	196	0.7%
Montana State University - Bozeman	196	0.7%
Arizona State University	178	0.6%
University Of Kansas	127	0.4%
University Of Arizona	125	0.4%
Brigham Young University	116	0.4%
California Polytechnic State University	112	0.4%
Northern Arizona University	98	0.3%
Fort Hays State University	84	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, 32.5 percent of first-year college students received a Federal Pell Grant in 2015. Thirty-five percent of females received a Pell grant, compared to about 29 percent of males. Within racial/ethnic groups, 65.5 percent of African-American college students and 48.5 percent of Hispanic students received a Pell grant, compared to 23.3 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	
		#	%
2015	20,333	6,611	32.5%
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 (2015)

	2015 Number of Students	2015 Number Receiving Pell Grant	2015 Percentage Receiving Pell Grant	2014-2015 Change in Percent Receiving Pell
Female	10,952	3,876	35.3%	-0.9%
Male	9,381	2,735	29.2%	-1.7%
American Indian or Alaskan Native	105	44	41.9%	+0.9%
Asian	983	397	40.4%	-6.1%
African-American	920	603	65.5%	-3.2%
Hawaiian/Pacific Islander	35	17	48.6%	+8.6%
Hispanic	4,805	2,331	48.5%	-3.4%
Two or More Races	646	223	34.5%	-2.4%
White	12,839	2,987	23.3%	-0.7%

Grade Point Averages

At the end of the 2015-2016 academic year, the average cumulative grade point average (GPA) for first-year college students in Colorado was 2.79. 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 (2.88) than male students (2.67). Across racial/ethnic groups, average GPA's ranged from 2.46 for African-American students to 2.89 for Asian students.

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

High School Graduation Year	Number of College Students	First Year Average GPA	25 th Percentile	75 th Percentile
2015	20,333	2.79	2.3	3.5
2014	19,377	2.78	2.3	3.4
2013	20,865	2.76	2.3	3.4
2012	20,903	2.72	2.2	3.4
2011	22,458	2.67	2.1	3.4
2010	22,972	2.66	2.1	3.4
2009	23,182	2.66	2.1	3.3

Table 11. Grade Point Averages, by Gender and Race/Ethnicity (2015)

	2015 Number of Students	First Year Average GPA	25 th Percentile	75 th Percentile
Female	10,952	2.88	2.4	3.5
Male	9,381	2.67	2.2	3.3
American Indian or Alaskan Native	105	2.40	1.9	3.1
Asian	983	2.89	2.5	3.5
African-American	920	2.46	1.8	3.1
Hawaiian/Pacific Islander	35	2.70	2.0	3.4
Hispanic	4,805	2.58	2.0	3.3
Two or More Races	646	2.73	2.2	3.5
White (not Hispanic)	12,839	2.88	2.4	3.5

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.³ As Table 12 shows, for students who graduated from high school in 2015 and went on to immediately enroll in college, approximately 75 percent had completed at least 18.5 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 2015 first-year students was 29.5 credits. The credit hour accumulations include credits earned through concurrent enrollment programs, which approximately one in four high school students participate in.

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 th Percentile	75 th Percentile
2015	20,333	29.5	18.5	36.5
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 2015, female students had a slightly higher credit accumulation average (30.0) than male students (29.0). Asian students had the highest average number of credits completed in their first year of college (33.0 credits). Hispanic students, on average, completed about 7 fewer credits in their first year than Asian students, and African-American students completed about 10 fewer credits.

³ 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).

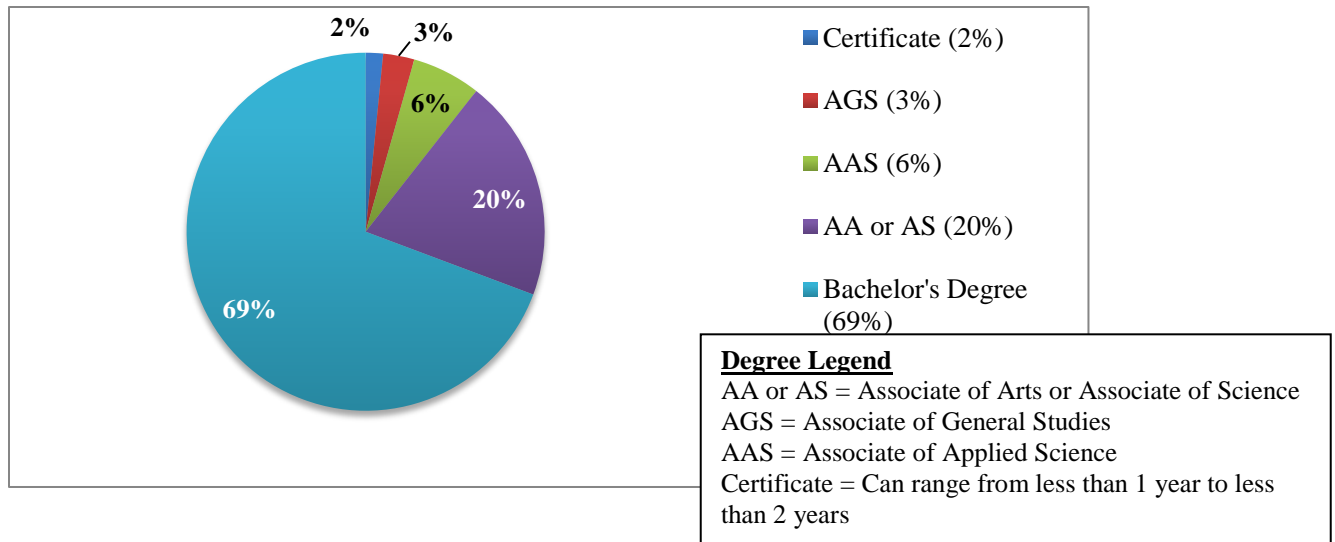
Table 13. Credit Hour Accumulation, by Gender and Race/Ethnicity (2015)

	2015 Number of Students	First Year Avg. # Completed Credits	25 th Percentile	75 th Percentile
Female	10,952	30.0	19.0	37.0
Male	9,381	29.0	18.0	36.0
American Indian or Alaskan Native	105	24.9	13.0	31.0
Asian	983	33.0	22.0	42.0
African-American	920	22.9	12.0	30.0
Hawaiian/Pacific Islander	35	26.7	17.3	32.0
Hispanic	4,805	25.9	13.9	33.0
Two or More Races	646	29.8	20.0	36.0
White (not Hispanic)	12,839	31.1	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 2015 high school graduates who enrolled in college to earn a degree, 69 percent indicated that they are pursuing a Bachelor’s degree and 20 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 2015 first-year college students pursuing this option.

Figure 9. Types of Degrees 2015 High School Graduates are Pursuing



Part III. Persistence Rates

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 immediately after their first year. The overall first-year persistence rate for the high school graduating class of 2014 was 80.2 percent.⁴ This means that for all students who graduated high school in spring 2014 and enrolled in college in fall 2014, 80.2 percent enrolled for a second year of college in fall 2015. 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.⁵

As Table 14 shows, the first-year retention rate at four-year institutions was 87.0 percent for 2014 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 2013 graduating class seeking a bachelor's degree, the second-year retention rate was just over 90 percent, which is slightly higher than previous cohorts.

Retention rates for female students from the high school class of 2014 were 4.9 percentage points higher than retentions rates for male students (see Table 15). American Indian or Alaskan Native students had an overall retention rate at just over 64 percent, and Asian students had an overall retention rate just over 88 percent.

⁴ Retention rates are not yet available for students who were in their first year of college in the 2015-2016 academic year.

⁵ 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 ⁶	Bachelor's Degree Students Only ⁷
2014	80.2%	87.0%	60.3%	78.0%	N/A
2013	79.4%	87.0%	60.3%	77.6%	90.3%
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 2014)

Race/Ethnicity	First Year Retention Rate Overall	First Year Retention Rate 4 Year Institutions	First Year Retention Rate 2 Year Institutions
Female	82.4%	89.0%	62.6%
Male	77.5%	84.6%	57.7%
American Indian or Alaskan Native	64.3%	73.0%	48.3%
Asian	88.3%	91.6%	69.0%
African-American	73.4%	82.7%	54.2%
Hawaiian/Pacific Islander	69.7%	78.6%	54.2%
Hispanic	71.7%	81.7%	56.5%
Two or More Races	79.9%	85.9%	60.1%
White (not Hispanic)	82.9%	88.4%	62.9%

⁶ Includes all SURDS institutions (2- and 4-year institutions)

⁷ 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 – 2012 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 2012 cohort, 5.2 percent had earned a credential within two years of entering an institution of higher education. Approximately 62 percent of the credentials awarded during this cohort’s first two years in college were certificates and 37 percent were associate degrees.

Four years after enrolling in college, over 30 percent of the 2012 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 2010 cohort earned a credential within 6 years. Returning to the 2012 cohort, approximately 63 percent of the credentials awarded during this cohort’s first four years in college were bachelor’s degrees, 21 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***
2012	20,903	5.2%	30.6%	N/A	N/A
2011	22,463	4.8%	28.4%	46.6%	N/A
2010	22,972	4.5%	29.4%	46.0%	52.7%
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.

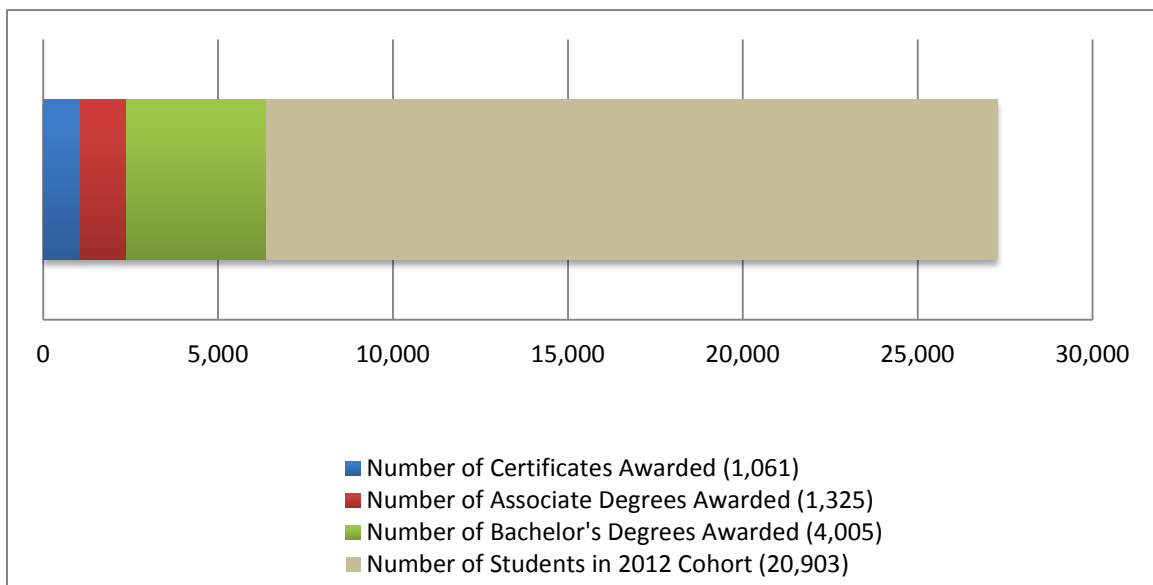
As shown in Table 17 below, female and male students have similar credential attainment rates when reviewing the two year marker (5.2% and 4.3%, respectively). After four years in college, however, females outpace males in credential attainment significantly—by over 8 percentage points. Comparing racial/ethnic populations, 6.3 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, over 34 percent of white

students had earned some type of certificate or degree compared to 16.1 percent of African-American students and 20.0 percent of American Indian or Alaskan Native students.

**Table 17. 2012 High School Graduates
Credential Attainment Rates, by Gender and Race/Ethnicity**

	Number HS Grads Enrolled in College (In Fall 2012)	Percent Earning Any Credential Within 2 Years (By Spring 2014)	Percent Earning Any Credential Within 4 Years (By Spring 2016)
Female	11,176	6.2%	34.6%
Male	9,727	4.5%	26.0%
American Indian or Alaskan Native	125	1.6%	20.0%
Asian	902	2.5%	26.5%
African-American	887	2.8%	16.1%
Hawaiian/Pacific Islander	48	6.3%	20.8%
Hispanic	4,203	6.3%	22.7%
Two or More Races	566	2.8%	26.1%
White (not Hispanic)	14,172	5.6%	34.4%

**Figure 10. 2012 High School Graduates
Number of Credentials Awarded, by Credential Type after Four Years**



Conclusion

This report is intended to summarize and identify trends in postsecondary education for previous cohorts of Colorado high school graduates with particular attention paid to the most recent. The report tracks the 2009 through 2015 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.

Now in its sixth iteration, the Postsecondary Progress and Outcomes Report has analyzed high school graduate college outcomes over a period of significant economic and demographic change in Colorado. Following the 2008 recession, the report began observing a downward trend in enrollment as the economy improved and more graduates opted to enter the workforce. The enrollment rate began increasing again with the class of 2014 and continued with 2015.

Moving forward, Colorado is expected to experience growing high school graduate class sizes while the nationwide number decreases. Colorado class sizes should peak around 2025 before beginning a downward trend. Over this same time period, the demographics of these graduating classes will continue changing. The 2015 graduating class highlighted in this report was comprised of 60% White students and 28% Hispanic students. By 2025, these proportions will be closer to 56% and 32%, respectively⁸.

As demographics of the high school graduating classes change, reducing gaps in postsecondary outcomes between race/ethnicity groups will be increasingly critical to ensuring Colorado's workforce needs can be met. The disaggregation presented in this report emphasizes the significant discrepancies in postsecondary performance that exist currently across race/ethnicity groups and socioeconomic statuses. Numerous plans are being deployed throughout the state to reduce these gaps, and the Colorado Higher Education Master Plan outlines a broad strategy composed of improving access, improving affordability and enhancing student success. Colorado has set a 2025 goal for 66% of citizens to hold a college credential. This high level of attainment is needed to meet the increasing workforce demands that require a postsecondary credential. For Colorado to be successful, the attainment gap between race and ethnicity must be reduced and eventually eliminated. The Colorado Department of Higher Education partnering with the Colorado Department of Education and other K12 education advocacy groups are working together to reduce racial/ethnic gaps earlier and get more high school students to and through college.

⁸ Peace Bransberger and Demarée K. Michelau. *Knocking at the College Door: Projections of High School Graduates*, 9th Edition. Boulder, CO: Western Interstate Commission for Higher Education, 2016.

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://highered.colorado.gov/Academics/P20/>.

Appendix A: District-Level Statistics

**Postsecondary Enrollment by District,
High School Graduating Class of 2015**

** 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 20	1,852	1,299	70.1%	909	49.1%	390	21.1%	29.9%
ADAMS 12 FIVE STAR SCHOOLS	2,286	1,144	50.0%	964	42.2%	180	7.9%	50.0%
ADAMS COUNTY 14	368	119	32.3%	110	29.9%	9	2.4%	67.7%
ADAMS-ARAPAHOE 28J	1,873	787	42.0%	692	36.9%	95	5.1%	58.0%
AGUILAR REORGANIZED 6	4	*	*	*	*	*	*	*
AKRON R-1	25	13	52.0%	10	40.0%	3	12.0%	48.0%
ALAMOSA RE-11J	96	65	67.7%	60	62.5%	5	5.2%	32.3%
ARCHULETA COUNTY 50 JT	95	37	38.9%	26	27.4%	11	11.6%	61.1%
ARICKAREE R-2	6	*	*	*	*	*	*	*
ARRIBA-FLAGLER C-20	8	*	*	*	*	*	*	*
ASPEN 1	131	91	69.5%	33	25.2%	58	44.3%	30.5%
AULT-HIGHLAND RE-9	43	19	44.2%	17	39.5%	2	4.7%	55.8%
BAYFIELD 10 JT-R	85	45	52.9%	28	32.9%	17	20.0%	47.1%
BENNETT 29J	57	34	59.6%	32	56.1%	2	3.5%	40.4%
BETHUNE R-5	9	*	*	*	*	*	*	*
BIG SANDY 100J	21	14	66.7%	13	61.9%	1	4.8%	33.3%
BOULDER VALLEY RE 2	2,231	1,613	72.3%	1,052	47.2%	561	25.1%	27.7%
BRANSON REORGANIZED 82	33	12	36.4%	9	27.3%	3	9.1%	63.6%
BRIGGS DALE RE-10	13	10	76.9%	7	53.8%	3	23.1%	23.1%
BRUSH RE-2(J)	99	52	52.5%	37	37.4%	15	15.2%	47.5%
BUENA VISTA R-31	81	46	56.8%	38	46.9%	8	9.9%	43.2%
BUFFALO RE-4J	17	8	47.1%	8	47.1%	0	0.0%	52.9%
BURLINGTON RE-6J	47	16	34.0%	8	17.0%	8	17.0%	66.0%
BYERS 32J	129	49	38.0%	37	28.7%	12	9.3%	62.0%
CALHAN RJ-1	31	13	41.9%	10	32.3%	3	9.7%	58.1%
CAMPO RE-6	6	*	*	*	*	*	*	*
CANON CITY RE-1	236	119	50.4%	104	44.1%	15	6.4%	49.6%
CENTENNIAL BOCES	72	12	16.7%	12	16.7%	0	0.0%	83.3%
CENTENNIAL R-1	10	*	*	*	*	*	*	*
CENTER 26 JT	46	24	52.2%	24	52.2%	0	0.0%	47.8%
CHARTER SCHOOL INSTITUTE	761	373	49.0%	293	38.5%	80	10.5%	51.0%
CHERAW 31	15	12	80.0%	11	73.3%	1	6.7%	20.0%
CHERRY CREEK 5	3,582	2,348	65.5%	1,663	46.4%	685	19.1%	34.5%
CHEYENNE COUNTY RE-5	12	8	66.7%	5	41.7%	3	25.0%	33.3%
CHEYENNE MOUNTAIN 12	359	251	69.9%	170	47.4%	81	22.6%	30.1%

District Name	High School Graduates	Total College Enrollment		In-State Enrollment		Out-of-State Enrollment		% Not Enrolled in College
	#	#	%	#	%	#	%	
CLEAR CREEK RE-1	47	25	53.2%	23	48.9%	2	4.3%	46.8%
Colorado School for the Deaf and Blind	18	2	11.1%	1	5.6%	1	5.6%	88.9%
COLORADO SPRINGS 11	1,758	752	42.8%	639	36.3%	113	6.4%	57.2%
COTOPAXI RE-3	9	*	*	*	*	*	*	*
CREEDE SCHOOL DISTRICT	3	*	*	*	*	*	*	*
CRIPPLE CREEK-VICTOR RE-1	20	4	20.0%	4	20.0%	0	0.0%	80.0%
CROWLEY COUNTY RE-1-J	29	18	62.1%	18	62.1%	0	0.0%	37.9%
CUSTER COUNTY SCHOOL DISTRICT C-1	28	14	50.0%	10	35.7%	4	14.3%	50.0%
DE BEQUE 49JT	3	*	*	*	*	*	*	*
DEER TRAIL 26J	12	6	50.0%	3	25.0%	3	25.0%	50.0%
DEL NORTE C-7	24	17	70.8%	14	58.3%	3	12.5%	29.2%
DELTA COUNTY 50(J)	348	160	46.0%	124	35.6%	36	10.3%	54.0%
DENVER COUNTY 1	3,968	1,908	48.1%	1,533	38.6%	375	9.5%	51.9%
DOLORES COUNTY RE NO.2	14	5	35.7%	3	21.4%	2	14.3%	64.3%
DOLORES RE-4A	46	18	39.1%	10	21.7%	8	17.4%	60.9%
DOUGLAS COUNTY RE 1	4,165	2,919	70.1%	2,005	48.1%	914	21.9%	29.9%
DURANGO 9-R	233	140	60.1%	89	38.2%	51	21.9%	39.9%
EADS RE-1	11	5	45.5%	4	36.4%	1	9.1%	54.5%
EAGLE COUNTY RE 50	399	215	53.9%	158	39.6%	57	14.3%	46.1%
EAST GRAND 2	79	35	44.3%	23	29.1%	12	15.2%	55.7%
EAST OTERO R-1	91	46	50.5%	46	50.5%	0	0.0%	49.5%
EATON RE-2	112	76	67.9%	62	55.4%	14	12.5%	32.1%
EDISON 54 JT	32	17	53.1%	13	40.6%	4	12.5%	46.9%
ELBERT 200	22	15	68.2%	12	54.5%	3	13.6%	31.8%
ELIZABETH C-1	160	88	55.0%	68	42.5%	20	12.5%	45.0%
ELLCOTT 22	53	23	43.4%	17	32.1%	6	11.3%	56.6%
ENGLEWOOD 1	182	70	38.5%	61	33.5%	9	4.9%	61.5%
ESTES PARK R-3	75	43	57.3%	35	46.7%	8	10.7%	42.7%
EXPEDITIONARY BOCES	17	11	64.7%	10	58.8%	1	5.9%	35.3%
FALCON 49	1,543	553	35.8%	451	29.2%	102	6.6%	64.2%
FORT MORGAN RE-3	179	82	45.8%	74	41.3%	8	4.5%	54.2%
FOUNTAIN 8	377	188	49.9%	153	40.6%	35	9.3%	50.1%
FOWLER R-4J	23	14	60.9%	9	39.1%	5	21.7%	39.1%
FREMONT RE-2	90	33	36.7%	31	34.4%	2	2.2%	63.3%
FRENCHMAN RE-3	17	17	100.0%	7	41.2%	10	58.8%	0.0%
GARFIELD 16	59	24	40.7%	21	35.6%	3	5.1%	59.3%
GARFIELD RE-2	271	145	53.5%	111	41.0%	34	12.5%	46.5%

District Name	High School Graduates	Total College Enrollment		In-State Enrollment		Out-of-State Enrollment		% Not Enrolled in College
	#	#	%	#	%	#	%	
GENOA-HUGO C113	9	*	*	*	*	*	*	*
GILPIN COUNTY RE-1	15	12	80.0%	10	66.7%	2	13.3%	20.0%
GRANADA RE-1	19	11	57.9%	10	52.6%	1	5.3%	42.1%
GREELEY 6	1,226	559	45.6%	479	39.1%	80	6.5%	54.4%
GUNNISON WATERSHED RE1J	104	68	65.4%	59	56.7%	9	8.7%	34.6%
HANOVER 28	10	*	*	*	*	*	*	*
HARRISON 2	375	170	45.3%	145	38.7%	25	6.7%	54.7%
HAXTUN RE-2J	28	20	71.4%	16	57.1%	4	14.3%	28.6%
HAYDEN RE-1	32	16	50.0%	14	43.8%	2	6.3%	50.0%
HINSDALE COUNTY RE 1	2	*	*	*	*	*	*	*
HI-PLAINS R-23	9	*	*	*	*	*	*	*
HOEHNE REORGANIZED 3	26	19	73.1%	13	50.0%	6	23.1%	26.9%
HOLLY RE-3	17	12	70.6%	8	47.1%	4	23.5%	29.4%
HOLYOKE RE-1J	43	21	48.8%	9	20.9%	12	27.9%	51.2%
HUERFANO RE-1	21	12	57.1%	11	52.4%	1	4.8%	42.9%
IDALIA RJ-3	7	*	*	*	*	*	*	*
IGNACIO 11 JT	37	12	32.4%	10	27.0%	2	5.4%	67.6%
JEFFERSON COUNTY R-1	5,860	3,756	64.1%	2,973	50.7%	783	13.4%	35.9%
JOHNSTOWN-MILLIKEN RE-5J	178	82	46.1%	63	35.4%	19	10.7%	53.9%
JULESBURG RE-1	119	30	25.2%	24	20.2%	6	5.0%	74.8%
KIM REORGANIZED 88	3	*	*	*	*	*	*	*
KIOWA C-2	27	12	44.4%	8	29.6%	4	14.8%	55.6%
KIT CARSON R-1	4	*	*	*	*	*	*	*
LA VETA RE-2	15	10	66.7%	9	60.0%	1	6.7%	33.3%
LAKE COUNTY R-1	59	26	44.1%	24	40.7%	2	3.4%	55.9%
LAMAR RE-2	80	44	55.0%	37	46.3%	7	8.8%	45.0%
LAS ANIMAS RE-1	31	16	51.6%	16	51.6%	0	0.0%	48.4%
LEWIS-PALMER 38	512	356	69.5%	250	48.8%	106	20.7%	30.5%
LIBERTY J-4	2	*	*	*	*	*	*	*
LIMON RE-4J	30	20	66.7%	11	36.7%	9	30.0%	33.3%
LITTLETON 6	1,149	808	70.3%	536	46.6%	272	23.7%	29.7%
LONE STAR 101	8	*	*	*	*	*	*	*
MANCOS RE-6	23	17	73.9%	12	52.2%	5	21.7%	26.1%
MANITOU SPRINGS 14	112	65	58.0%	57	50.9%	8	7.1%	42.0%
MANZANOLA 3J	12	5	41.7%	5	41.7%	0	0.0%	58.3%
MAPLETON 1	421	171	40.6%	155	36.8%	16	3.8%	59.4%
MC CLAVE RE-2	24	13	54.2%	9	37.5%	4	16.7%	45.8%
MEEKER RE1	37	25	67.6%	16	43.2%	9	24.3%	32.4%
MESA COUNTY VALLEY 51	1,423	779	54.7%	646	45.4%	133	9.3%	45.3%

District Name	High School Graduates	Total College Enrollment		In-State Enrollment		Out-of-State Enrollment		% Not Enrolled in College
	#	#	%	#	%	#	%	
MIAMI/YODER 60 JT	16	3	18.8%	3	18.8%	0	0.0%	81.3%
MOFFAT 2	12	7	58.3%	5	41.7%	2	16.7%	41.7%
MOFFAT COUNTY RE:NO 1	100	50	50.0%	39	39.0%	11	11.0%	50.0%
MONTE VISTA C-8	74	33	44.6%	31	41.9%	2	2.7%	55.4%
MONTEZUMA-CORTEZ RE-1	164	80	48.8%	53	32.3%	27	16.5%	51.2%
MONTROSE COUNTY RE-1J	439	188	42.8%	140	31.9%	48	10.9%	57.2%
MOUNTAIN BOCES	55	6	10.9%	4	7.3%	2	3.6%	89.1%
MOUNTAIN VALLEY RE 1	6	*	*	*	*	*	*	*
NORTH CONEJOS RE-1J	68	39	57.4%	34	50.0%	5	7.4%	42.6%
NORTH PARK R-1	8	*	*	*	*	*	*	*
NORWOOD R-2J	23	14	60.9%	12	52.2%	2	8.7%	39.1%
OTIS R-3	8	*	*	*	*	*	*	*
OURAY R-1	15	7	46.7%	2	13.3%	5	33.3%	53.3%
PARK COUNTY RE-2	29	13	44.8%	12	41.4%	1	3.4%	55.2%
PAWNEE RE-12	8	*	*	*	*	*	*	*
PEYTON 23 JT	68	29	42.6%	25	36.8%	4	5.9%	57.4%
PLAINVIEW RE-2	5	*	*	*	*	*	*	*
PLATEAU RE-5	15	14	93.3%	4	26.7%	10	66.7%	6.7%
PLATEAU VALLEY 50	54	10	18.5%	8	14.8%	2	3.7%	81.5%
PLATTE CANYON 1	54	29	53.7%	26	48.1%	3	5.6%	46.3%
PLATTE VALLEY RE-7	86	48	55.8%	32	37.2%	16	18.6%	44.2%
POUDRE R-1	1,751	1,099	62.8%	779	44.5%	320	18.3%	37.2%
PRAIRIE RE-11	14	10	71.4%	8	57.1%	2	14.3%	28.6%
PRIMERO REORGANIZED 2	8	*	*	*	*	*	*	*
PRITCHETT RE-3	3	*	*	*	*	*	*	*
PUEBLO CITY 60	905	480	53.0%	432	47.7%	48	5.3%	47.0%
PUEBLO COUNTY 70	561	337	60.1%	299	53.3%	38	6.8%	39.9%
RANGELY RE-4	28	17	60.7%	13	46.4%	4	14.3%	39.3%
REVERE SCHOOL DISTRICT	5	*	*	*	*	*	*	*
RIDGWAY R-2	26	19	73.1%	16	61.5%	3	11.5%	26.9%
ROARING FORK RE-1	349	211	60.5%	149	42.7%	62	17.8%	39.5%
ROCKY FORD R-2	26	17	65.4%	16	61.5%	1	3.8%	34.6%
SALIDA R-32	68	37	54.4%	26	38.2%	11	16.2%	45.6%
SAN JUAN BOCES	13	4	30.8%	3	23.1%	1	7.7%	69.2%
SANFORD 6J	24	9	37.5%	6	25.0%	3	12.5%	62.5%
SANGRE DE CRISTO RE-22J	22	19	86.4%	14	63.6%	5	22.7%	13.6%
SARGENT RE-33J	27	23	85.2%	17	63.0%	6	22.2%	14.8%

District Name	High School Graduates	Total College Enrollment		In-State Enrollment		Out-of-State Enrollment		% Not Enrolled in College
	#	#	%	#	%	#	%	
SCHOOL DISTRICT 27J	819	427	52.1%	354	43.2%	73	8.9%	47.9%
SHERIDAN 2	100	21	21.0%	20	20.0%	1	1.0%	79.0%
SIERRA GRANDE R-30	17	13	76.5%	13	76.5%	0	0.0%	23.5%
SOUTH CONEJOS RE-10	17	9	52.9%	8	47.1%	1	5.9%	47.1%
SOUTH ROUTT RE 3	27	17	63.0%	13	48.1%	4	14.8%	37.0%
SPRINGFIELD RE-4	27	20	74.1%	17	63.0%	3	11.1%	25.9%
ST VRAIN VALLEY RE 1J	1,747	1,040	59.5%	745	42.6%	295	16.9%	40.5%
STEAMBOAT SPRINGS RE-2	164	112	68.3%	71	43.3%	41	25.0%	31.7%
STRASBURG 31J	85	48	56.5%	34	40.0%	14	16.5%	43.5%
STRATTON R-4	6	*	*	*	*	*	*	*
SUMMIT RE-1	201	133	66.2%	104	51.7%	29	14.4%	33.8%
SWINK 33	23	17	73.9%	15	65.2%	2	8.7%	26.1%
TELLURIDE R-1	47	35	74.5%	20	42.6%	15	31.9%	25.5%
THOMPSON R2-J	1,015	563	55.5%	430	42.4%	133	13.1%	44.5%
TRINIDAD 1	51	22	43.1%	21	41.2%	1	2.0%	56.9%
VALLEY RE-1	129	87	67.4%	59	45.7%	28	21.7%	32.6%
VILAS RE-5	2	*	*	*	*	*	*	*
WALSH RE-1	11	9	81.8%	5	45.5%	4	36.4%	18.2%
WELD COUNTY RE-1	88	50	56.8%	40	45.5%	10	11.4%	43.2%
WELD COUNTY S/D RE-8	125	65	52.0%	56	44.8%	9	7.2%	48.0%
WELD COUNTY SCHOOL DISTRICT RE-3J	127	66	52.0%	54	42.5%	12	9.4%	48.0%
WELDON VALLEY RE-20(J)	16	7	43.8%	5	31.3%	2	12.5%	56.3%
WEST END RE-2	13	4	30.8%	2	15.4%	2	15.4%	69.2%
WEST GRAND 1-JT.	21	8	38.1%	7	33.3%	1	4.8%	61.9%
WESTMINSTER 50	492	148	30.1%	138	28.0%	10	2.0%	69.9%
WIDFIELD 3	542	278	51.3%	224	41.3%	54	10.0%	48.7%
WIGGINS RE-50(J)	26	18	69.2%	15	57.7%	3	11.5%	30.8%
WILEY RE-13 JT	15	8	53.3%	8	53.3%	0	0.0%	46.7%
WINDSOR RE-4	279	159	57.0%	129	46.2%	30	10.8%	43.0%
WOODLAND PARK RE-2	183	107	58.5%	82	44.8%	25	13.7%	41.5%
WOODLIN R-104	6	*	*	*	*	*	*	*
WRAY RD-2	44	26	59.1%	13	29.5%	13	29.5%	40.9%
YUMA 1	54	38	70.4%	28	51.9%	10	18.5%	29.6%

Appendix B: Technical Information

Methodology and Data

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 2015 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

For more information, please contact:

T. Luke Banaszak, Research Analyst, luke.banaszak@dhe.state.co.us