



2015 LEGISLATIVE REPORT ON THE POSTSECONDARY PROGRESS AND SUCCESS OF HIGH SCHOOL GRADUATES

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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 six high school graduating classes. Due to limitations on the availability of data, this report covers the high school graduating classes of 2009, 2010, 2011, 2012 and 2013. Future reports will include additional data as they are available to the Department. 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 third 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 year retention rates.
4. Information on postsecondary credential attainment.

Highlights

- 55.3 percent of the 2013 high school graduating class enrolled in a postsecondary institution in the fall immediately following graduation. The college-going rate is down nearly 2 percent from the previous year.
- In 2013, 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 2013—72 percent and 61 percent, respectively.
- As compared to last year, enrollment rates declined for all racial/ethnic groups with the exception of Asian students.
- Seventy-two percent of the 2013 cohort enrolled at a four-year institution (in- or out-of-state) and 28 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 2013 graduates enrolling in college, 78 percent elected to attend a Colorado college or university and 22 percent attended an out-of-state institution.
- About 34 percent of first-year college students received a Federal Pell Grant in 2013.

- At the end of the 2013-2013 academic year, the average cumulative grade point average (GPA) for first-year college students in Colorado was 2.76, up from 2.72.
- Of the 2013 high school graduates who enrolled in college immediately, approximately 75 percent had completed at least 19 credit hours by the end of their first year (spring 2014). About 25 percent had completed more than 35 credit hours.
- The first-year persistence rate for 2012 high schools graduates was 87 percent at four-year institutions and 62 percent at two-year colleges. These retention rates are better than national retention rate averages.
- Four years after enrolling in college, nearly 28 percent of the 2010 high school graduating cohort had earned at least one postsecondary credential.
- Approximately 64 percent of the credentials awarded during the 2010 cohort's first four years in college were bachelor's degrees, 21 percent were associate degrees, and 16 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 2010 cohort had earned some type of certificate or degree compared to 23 percent of males.
- 5 percent of the Hispanic students in the 2010 cohort earned a credential within two years of entering college compared to only 1.4 percent of African American students.
- Four years after entering college, 31 percent of white students had earned at least one postsecondary credential compared to 13.8 percent of African-American students, 14.4 percent of American Indian or Alaskan Native students and 18.7 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 looks at 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 2013 consisted of 54,498 individual graduates. Of those students, 30,115, or 55.3 percent, enrolled in a postsecondary institution in Colorado or another state in the fall immediately following graduation. The 2013 average enrollment rate is down from last year's rate of 57 percent. Of the 2013 high school graduates, 42.9 percent enrolled at a public Colorado college or university, while 12.4 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. Aspen School District had the highest college enrollment rate (76.7 percent) and Plateau Valley School District 50 had the lowest rate (14.7 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
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
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 #	%
Aspen School District	116	89	76.7%
Ridgway School District R-2	28	21	75.0%
Cheyenne Mountain School District 12	323	242	74.9%
Lewis-Palmar School District 38	476	351	73.7%
Merino RE-4J School District	26	19	73.1%
Del Norte School District C-7	37	27	73.0%
Littleton Public Schools	1318	958	72.7%
Trinidad School District #1	76	55	72.4%
Byers School District	35	25	71.4%
Academy District 20	1877	1325	70.6%

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

District Name	Total # Graduates	Total College Enrollment #	%
Plateau Valley School District 50	109	16	14.7%
Ignacio School District 11 JT	49	9	18.4%
Vilas Schools	29	6	20.7%
Adams 14	334	97	29.0%
Julesburg School District	210	61	29.0%
Charter School Institute	1067	317	29.7%
Adams County School District 50	522	161	30.8%
Englewood Schools	239	75	31.4%
Sheridan School District	86	28	32.6%
Mapleton Public Schools	405	134	33.1%

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 2013 was comprised of an almost even number of males and females (see Table 5). About 61 percent of graduates were white, 26 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. Over one quarter of the 2013 graduating class was eligible for free or reduced price lunch.

Looking only at the students from the high school class of 2013 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 less than one fifth of the students who went to college in the fall of 2013. 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 2013		College-Going Students from 2013 Class	
	% of Students		% of Students
Female	49.9%	Female	54.1%
Male	50.1%	Male	45.9%
American Indian or Alaskan Native	0.9%	American Indian or Alaskan Native	0.6%
Asian	3.4%	Asian	4.4%
African-American	4.9%	African-American	4.6%
Hawaiian/Pacific Islander	0.2%	Hawaiian/Pacific Islander	0.2%
Hispanic	26.4%	Hispanic	19.5%
Two or More Races	2.8%	Two or More Races	2.9%
White (not Hispanic)	61.4%	White (not Hispanic)	67.7%
Free Reduced Price Lunch	26.8%	Free Reduced Price Lunch	19.6%

Enrollment Rates by Gender, Race/Ethnicity and Income

Figures 1 and 2 depict college enrollment rates for 2009, 2010, 2011, 2012 and 2013 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 full 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.

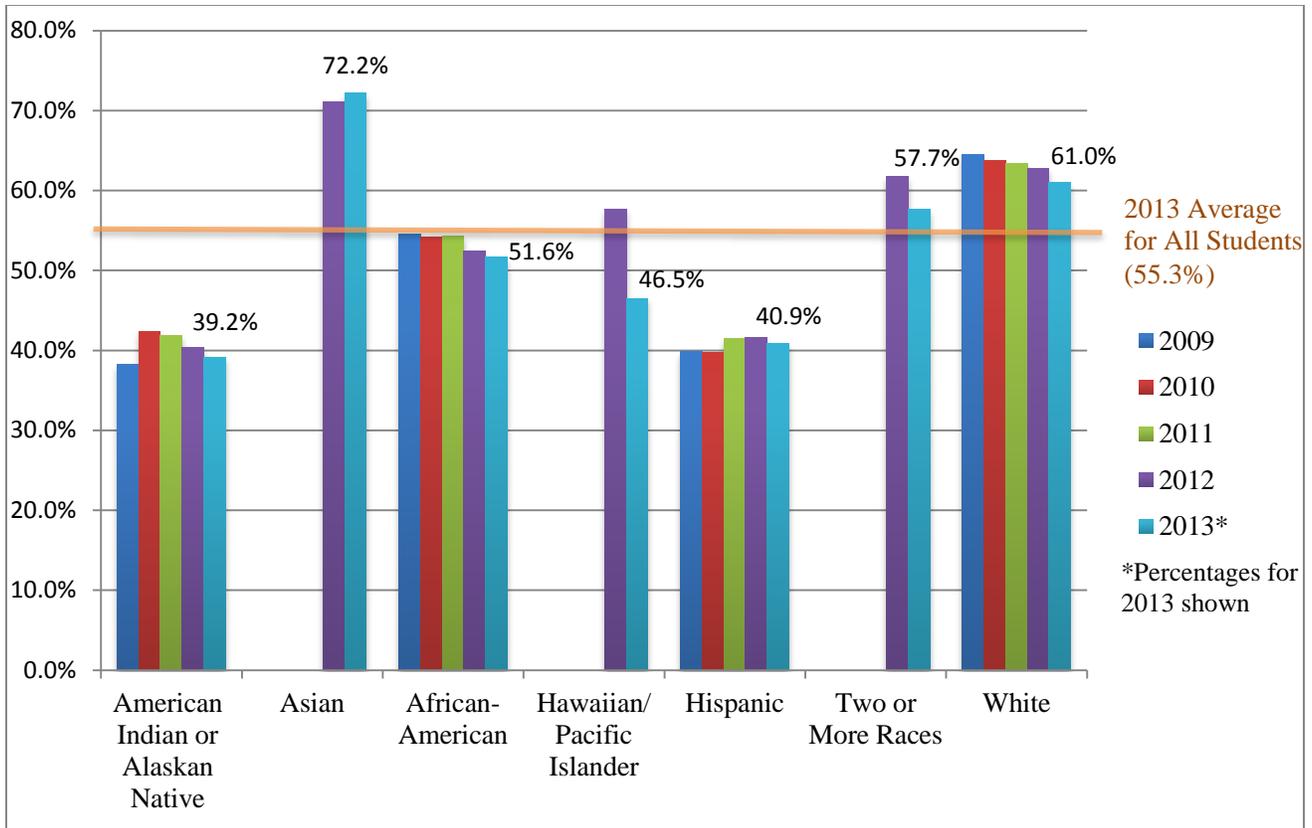
Asian and white high school graduates had the highest college-going rates in 2013—72.2 percent and 61.0 percent, respectively—while American Indian/Alaskan Native and Hispanic graduates had the lowest college-going rates (39.2% and 40.9%, respectively). When comparing

just white and Hispanic graduates in 2013, there is 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 2013, for example, 59.9 percent of female students attended college in the fall immediately following graduation, compared to 50.7 percent of male students. High school graduates who received free and reduced price lunch also have lower than average college-going rates; 40.5 percent in 2013.

As compared to last year, enrollment rates declined for all racial/ethnic groups with the exception of Asian students, who saw a 1 percent increase in college enrollment rates from 2012 to 2013.

Figure 1. Enrollment Rates by Race/Ethnicity, 2009-2013



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, 2009-2013

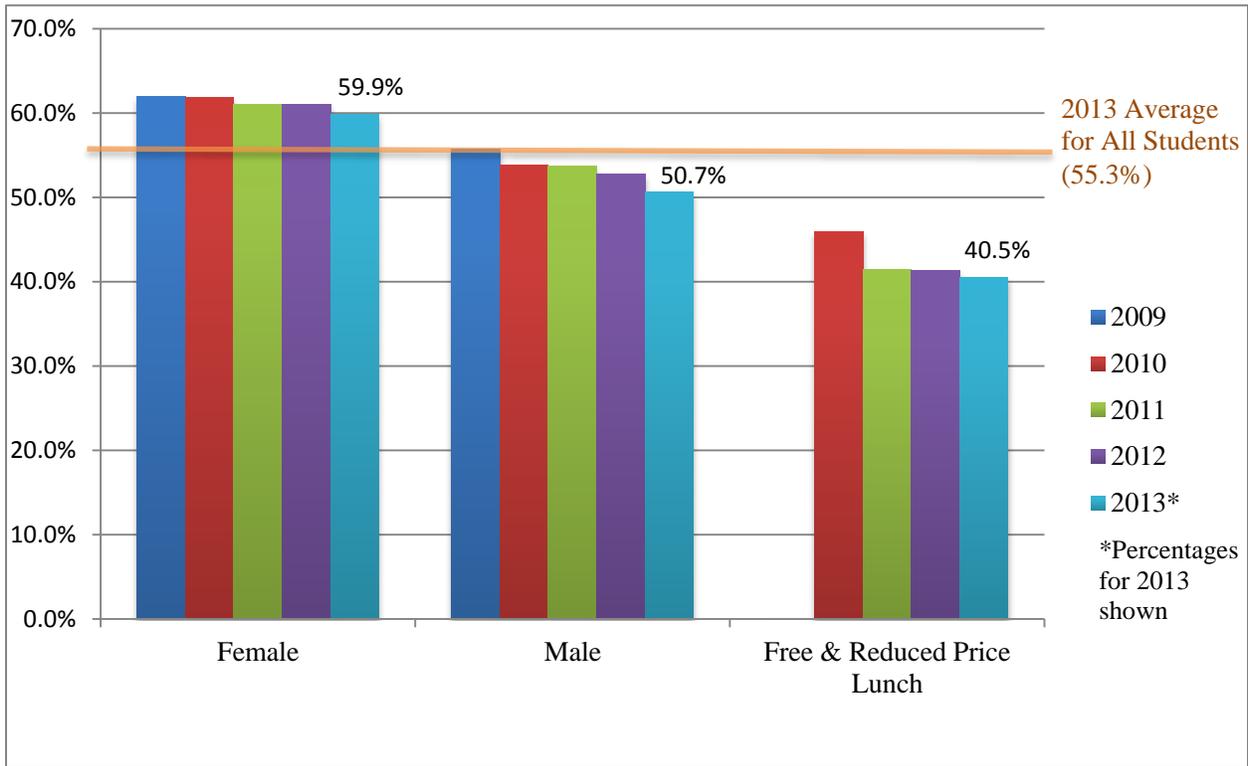
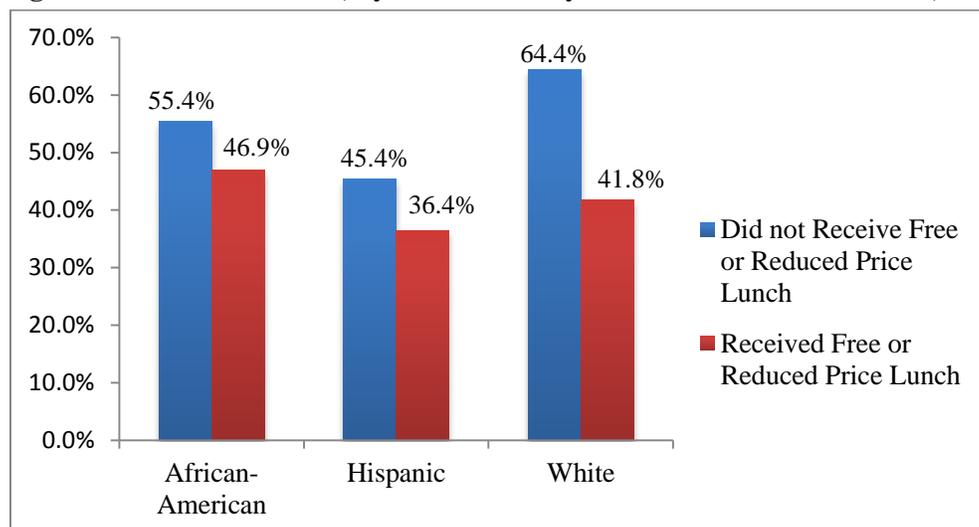


Table 6. College Enrollment Details by Gender, Race/Ethnicity and Income (2013)

	2013 Total # Graduates	2013 Total College Enrollment		2013 % HS Graduates Enrolling		% HS Graduates Not Enrolled
		#	%	In-State	Out-of-State	
Female	27,208	16,290	59.9%	45.6%	14.3%	40.1%
Male	27,290	13,825	50.7%	40.2%	10.5%	49.3%
American Indian/ Alaskan Native	485	190	39.2%	32.4%	6.8%	60.8%
Asian	1,843	1,331	72.2%	59.0%	13.2%	27.8%
African- American	2,679	1,383	51.6%	40.5%	11.1%	48.4%
Hawaiian/ Pacific Islander	129	60	46.5%	41.9%	4.7%	53.5%
Hispanic	14,393	5,886	40.9%	36.2%	4.7%	59.1%
Two or More Races	1,512	872	57.7%	42.6%	15.1%	42.3%
White (not Hispanic)	33,457	20,393	61.0%	45.2%	15.7%	39.0%
Free & Reduced Lunch	14,585	5,902	40.5%	35.5%	5.0%	59.5%

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 36.4 percent. Hispanics students are also the most likely to receive free and reduced price lunch. Fifty percent of all Hispanic high school graduates in 2013 received free or reduced price lunch, which means that for half of the Hispanic students, only 36.4 percent enrolled in college in the fall following graduation.

Figure 3. Enrollment Rates, by Race/Ethnicity for Different Income Levels, 2013

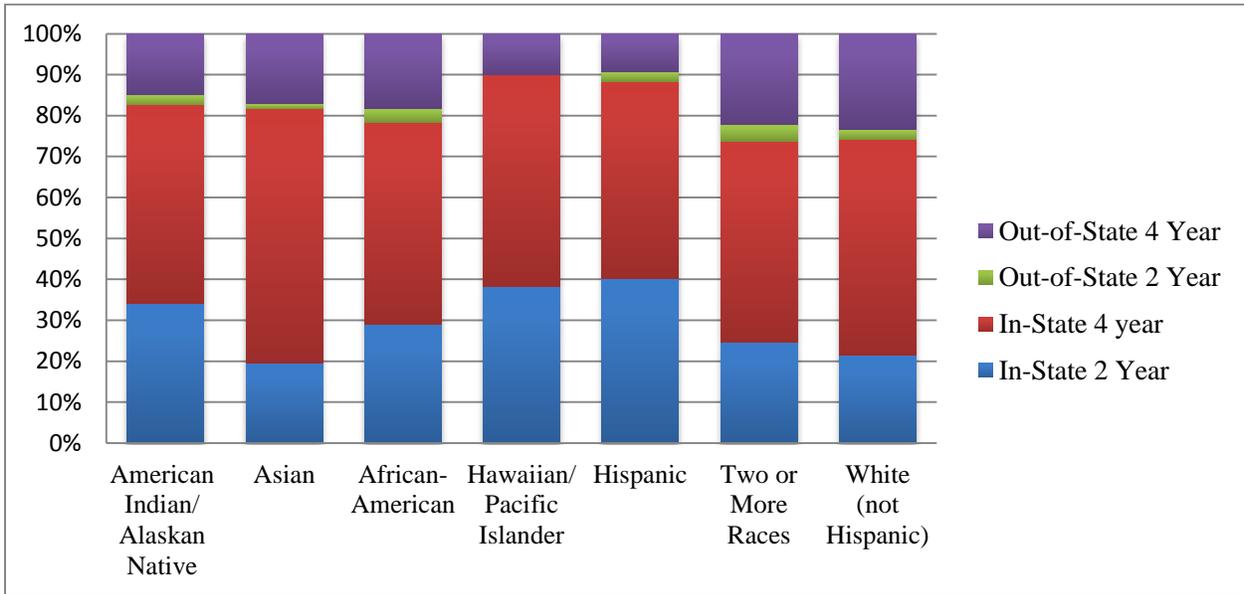


Enrollment by Institution Type and Race/Ethnicity

The following section looks only at those high school students who did enroll in college within six months of graduation. Of the 2013 graduates enrolling in college, about 78 percent attended a Colorado college or university, while 22 percent attended out-of-state institutions (see Figure 7). This breakdown mirrors last year’s numbers. As depicted in Figure 4, Hawaiian/Pacific Islanders and Hispanic students are the least likely of racial/ethnic populations to leave the state to attend college (10.0 percent and 11.6 percent respectively), while white students and students of two or more races are the most likely to leave Colorado (both at about 26 percent). 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.

In terms of 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 2013. On the high end, 654 graduates went to a postsecondary institution in California, followed by 522 graduates who went to a Wyoming institution and 446 who went to college in Nebraska. On the lower end, 128 graduates attended college in New Mexico, and 115 went to a college in Ohio.

Figure 4. College Enrollment, by Race/Ethnicity and Institution Type (2013)



Only a small fraction of college-going students leave the state to attend a two-year college, 2.5 percent, compared to 20 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 2013 college-going graduates, 25.5 percent attended a two-year college and 52 percent attended a four-year institution in Colorado.

Considering only the type of college and not the location, about 72 percent of the 2013 cohort enrolled at a four-year institution and 28 percent enrolled at a two-year college (see Figure 8). These figures are the same as last year's. Compared to other racial/ethnic groups, Asian graduates are the most likely to enroll at a four-year institution (79 percent), followed by white students (76 percent). Hispanic students are the most likely to enroll at a two-year college (42.5 percent).

Figure 5. College Enrollment, by Gender and Institution Type (2013)

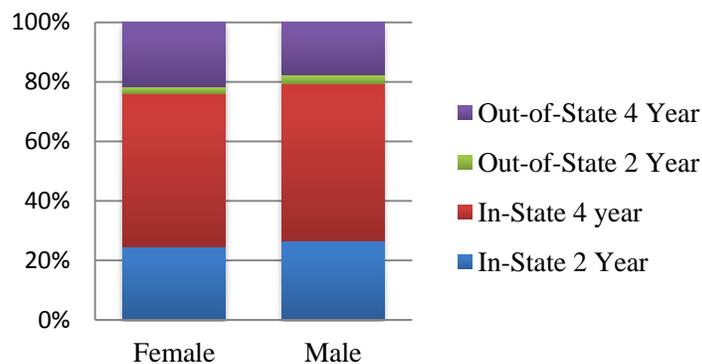


Figure 6. Top States Where 2013 High School Graduates Attended College Outside of Colorado

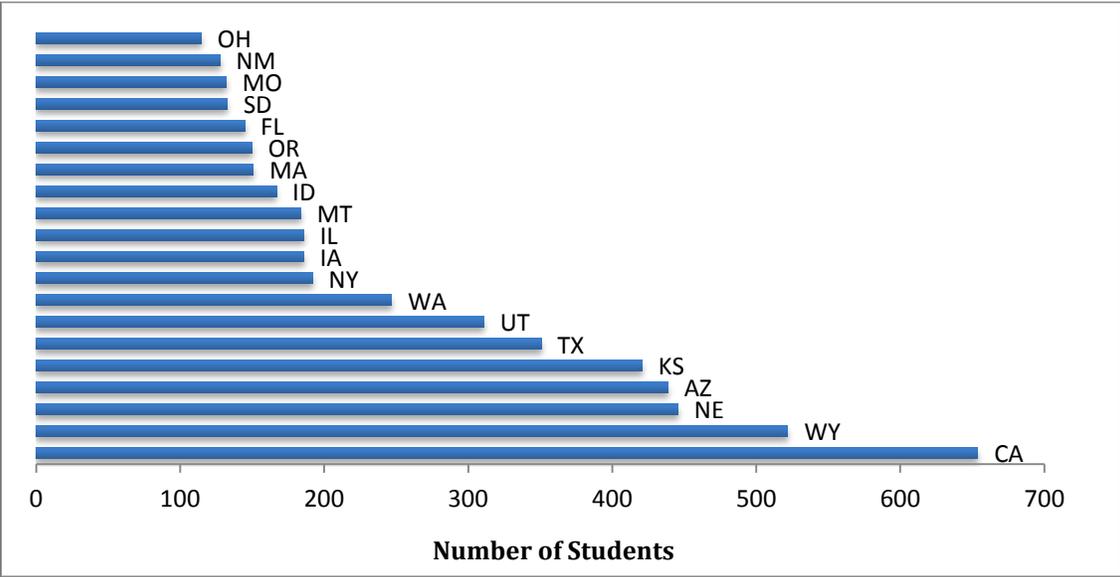


Figure 7. Enrollment In-State and Out-of-State (2013)

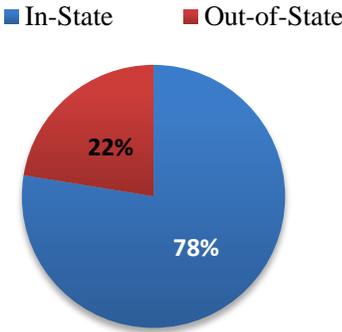
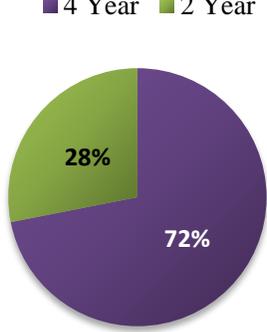


Figure 8. Enrollment 2 and 4 Year Institutions (2013)



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 (53%) of the 2013 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. Red Rocks Community College is new this year to the list of top 10 most attended institutions (two- and four-year institutions). Front Range Community College, Pikes Peak Community College and Red Rocks Community were the most highly attended two-year institutions for the 2013 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 2013

Top 10 Most Attended Institutions, 2 & 4 Years	# Students	% College Going Students
Colorado State University	3,014	10.0%
University of Colorado Boulder	2,835	9.4%
Metropolitan State University of Denver	1,599	5.3%
University of Northern Colorado	1,576	5.2%
Front Range Community College	1,547	5.1%
Colorado Mesa University	1,527	5.1%
University of Colorado Colorado Springs	1,179	3.9%
Pikes Peak Community College	1,176	3.9%
University of Colorado Denver	918	3.0%
Red Rocks Community College	725	2.4%
Top 10 Most Attended Institutions, 2 Years	# Students	% College Going Students
Front Range Community College	1,547	5.1%
Pikes Peak Community College	1,176	3.9%
Red Rocks Community College	725	2.4%
Arapahoe Community College	724	2.4%
Community College of Denver	672	2.2%
Community College of Aurora	483	1.6%
Pueblo Community College	464	1.5%
Aims Community College	405	1.3%
Colorado Mountain College	375	1.2%
Northeastern Junior College	364	1.2%
Top 10 Most Attended Institutions, 4 Years	# Students	% College Going Students
Colorado State University	3,014	10.0%
University of Colorado Boulder	2,835	9.4%
Metropolitan State University of Denver	1,599	5.3%
University of Northern Colorado	1,576	5.2%
Colorado Mesa University	1,527	5.1%
University of Colorado Colorado Springs	1,179	3.9%
University of Colorado Denver	918	3.0%
Colorado State University - Pueblo	605	2.0%
Colorado School of Mines	496	1.6%
University of Denver	408	1.4%
Top 10 Most Attended Institutions, Out of State, 2 & 4 Years	# Students	% College Going Students
University of Wyoming (WY)	347	1.2%
Arizona State University (AZ)	148	0.5%
Montana State University – Bozeman (MT)	145	0.5%
Brigham Young University (UT)	131	0.4%
Fort Hays State University (KS)	115	0.4%
Hasting College (NE)	88	0.3%
University of Kansas (KS)	87	0.3%
University of Arizona (AZ)	86	0.3%
University of Nebraska (NE)	79	0.3%
Chadron State College (NE)	74	0.2%

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, 34.4 percent of first-year college students received a Federal Pell Grant in 2013. Thirty-seven percent of females received a Pell grant, compared to about 31 percent of males. Within racial/ethnic groups, 64.9 percent of African-American college students and 53.4 percent of Hispanic students received a Pell grant, compared to 25.5 percent of white students. The overall percentage of students receiving a Pell grant decreased from over the past two years; this is a change in direction from 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		Students Not Receiving Pell Grants	
		#	%	#	%
2013	20,865	7,178	34.4%	13,687	65.6%
2012	20,903	7,334	35.1%	13,569	64.9%
2011	22,458	8,265	36.8%	14,193	63.2%
2010	22,972	7,955	34.6%	15,017	65.4%
2009	23,182	6634	28.6%	16,548	71.4%

Table 9. Pell Grant Recipients, by Gender and Race/Ethnicity (2013)

	2013 Number of Students	2013 Number Receiving Pell Grant	2013 Percentage Receiving Pell Grant	2012-2013 Change in Percent Receiving Pell
Female	11,107	4,116	37.1%	-3.2%
Male	9,758	3,062	31.4%	0%
American Indian or Alaskan Native	118	60	50.8%	+19.9%
Asian	992	421	42.4%	-7.5%
African-American	880	571	64.9%	-3.0%
Hawaiian/Pacific Islander	42	19	45.2%	-9.5%
Hispanic	4,452	2,376	53.4%	-5.0%
Two or More Races	569	204	35.9%	-10.6%
White	13,812	3,527	25.5%	-1.0%

Grade Point Averages

At the end of the 2013-2014 academic year, the average cumulative grade point average (GPA) for first-year college students in Colorado was 2.76. This is a marked increase over prior years (see Table 10). As shown in Table 11, female students had a higher average GPA (2.86) than male students (2.64). Across racial/ethnic groups, average GPA's ranged from 2.32 for African-American students to 2.87 for Hawaiian/Pacific Islander students. When considering quartile ranges, GPAs at the 25th percentile were below or slightly above a 2.0, which is typically the minimum GPA needed to graduate from college. This means that approximately 25 percent of students are close to being placed on academic probation and are at risk of not graduating.

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
2013	20,865	2.76	2.30	3.40
2012	20,903	2.72	2.20	3.40
2011	22,458	2.67	2.10	3.40
2010	22,972	2.66	2.10	3.40
2009	23,182	2.66	2.10	3.30

Table 11. Grade Point Averages, by Gender and Race/Ethnicity (2013)

	2013 Number of Students	First Year Average GPA	25 th Percentile	75 th Percentile
Female	11,107	2.86	2.40	3.50
Male	9,758	2.64	2.10	3.30
American Indian or Alaskan Native	118	2.60	2.10	3.30
Asian	992	2.85	2.33	3.50
African-American	880	2.32	1.70	3.00
Hawaiian/Pacific Islander	42	2.87	2.45	3.40
Hispanic	4,452	2.54	2.00	3.20
Two or More Races	569	2.69	2.10	3.30
White (not Hispanic)	13,812	2.84	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.³ As Table 12 shows, for students who graduated from high school in 2013 and went on to immediately enroll in college, approximately 75 percent had completed at least 19 credit hours and 25 percent had completed more than 35 credit hours by the end of their first year (spring 2014). The average number of credits completed for the 2013 first-year students was 29.1 credits. This is slightly above the average number of completed credits by students from the previous high school graduating classes (see Table 12). 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 th Percentile	75 th Percentile
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 2013, female students had a slightly higher credit accumulation average (29.5) than male students (28.6). Hawaiian/Pacific Islander students had the highest average number of credits completed in their first year of college (32.5 credits). Hispanic students, on average, completed almost 7 fewer credits in their first year than Hawaiian/Pacific Islander students, and African-American students completed almost 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).

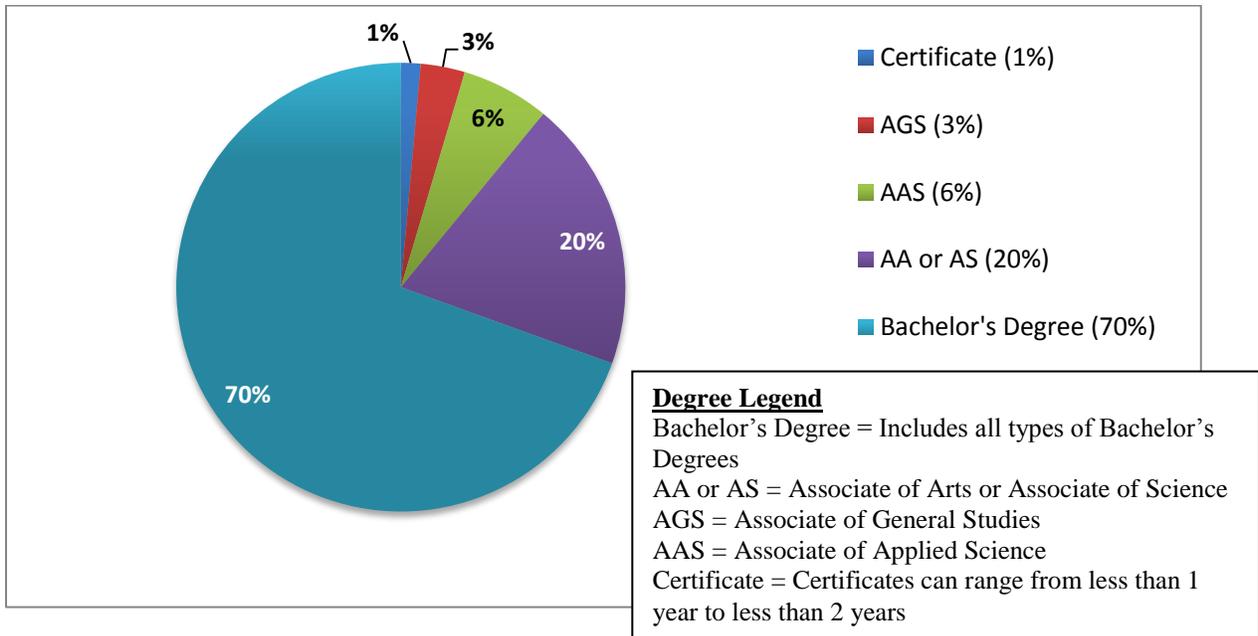
Table 13. Credit Hour Accumulation, by Gender and Race/Ethnicity (2013)

	2013 Number of Students	First Year Avg. # Completed Credits	25 th Percentile	75 th Percentile
Female	11,107	29.5	20.0	36.0
Male	9,758	28.6	18.0	35.0
American Indian or Alaskan Native	118	25.8	17.0	32.0
Asian	992	31.8	22.0	38.0
African-American	880	22.8	14.0	29.5
Hawaiian/Pacific Islander	42	32.5	20.0	47.8
Hispanic	4,452	25.8	15.0	33.0
Two or More Races	569	27.9	18.0	33.0
White (not Hispanic)	13,812	30.4	21.0	36.0

Degree Level

In their first year of college, degree-seeking students specify what type of degree they are pursuing. Of the 2013 high school graduates who enrolled in college to earn a degree, 70 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 2013 first-year college students pursuing this option.

Figure 9. Types of Degrees 2013 High School Graduates are Pursuing



Part III. Persistence Rates

Unlike the previous section, part three is representative of 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 2012 was 80 percent.⁴ This means that for all students who graduated high school in spring 2012 and enrolled in college in fall 2012, 80 percent enrolled for a second year of college in fall 2013. 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 87.3 percent for 2013 students. Comparatively, the retention rate at two-year colleges was 61.6 percent for the same cohort of high school graduates.

Retention rates for female students from the high school class of 2012 were 5.7 percentage points higher than retentions rates for male students (see Table 15). Compared to other ethnic populations, African-American students had the lowest retention rates overall and at two-year institutions. American Indian/Alaskan Native students had the lowest retentions rates at four-year institutions. The largest gap in overall retention rates among racial/ethnic groups is between Asian and African-American students (nearly 17 percentage points).

Table 14. Persistence Rates, by High School Graduation Year

High School Graduation Year	First-Year Persistence Rate Overall	First-Year Persistence Rate 4 Year Institutions	First-Year Persistence Rate 2 Year Institutions	First-Year Persistence Rate In-State Public Institutions Only ⁶
2012	80.0%	87.3%	61.6%	77.8%
2011	79.9%	87.8%	60.2%	75.6%
2010	80.7%	88.3%	62.1%	76.9%
2009	81.4%	88.5%	63.3%	77.9%

⁴ Retention rates are not yet available for students who were in their first year of college in the 2013-2014 academic year.

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

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

Table 15. Persistence Rates, by Gender and Race/Ethnicity (High School Class of 2012)

Race/Ethnicity	First Year Retention Rate Overall	First Year Retention Rate 4 Year Institutions	First Year Retention Rate 2 Year Institutions
Female	82.7%	89.4%	64.6%
Male	76.9%	84.7%	58.3%
American Indian or Alaskan Native	72.9%	80.7%	61.5%
Asian	87.8%	92.5%	71.2%
African-American	71.2%	81.2%	52.1%
Hawaiian/Pacific Islander	79.7%	85.0%	70.8%
Hispanic	71.4%	81.9%	57.1%
Two or More Races	80.6%	87.0%	59.9%
White (not Hispanic)	82.5%	88.4%	64.0%

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 and 2010 graduates who immediately enrolled in college had earned any type of postsecondary credential (a certificate, associate degree or bachelor’s degree) within two and four years of entering college. Of all students in the 2010 cohort, 4.5 percent had earned a credential within two years of entering an institution of higher education. Approximately 58 percent of the credentials awarded during this cohort’s first two years in college were certificates, 41 percent were associate degrees, and 1 percent of the credentials awarded were bachelor’s degrees.

Four years after enrolling in college, almost 28 percent of the 2010 cohort had earned at least one certificate or degree. This is down slightly from the previous cohort. Approximately 64 percent of the credentials awarded during this cohort’s first four years in college were bachelor’s degrees, 21 percent were associate degrees, and 16 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***
2010	22,972	4.5%	27.8%
2009	23,182	4.7%	29.5%

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

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

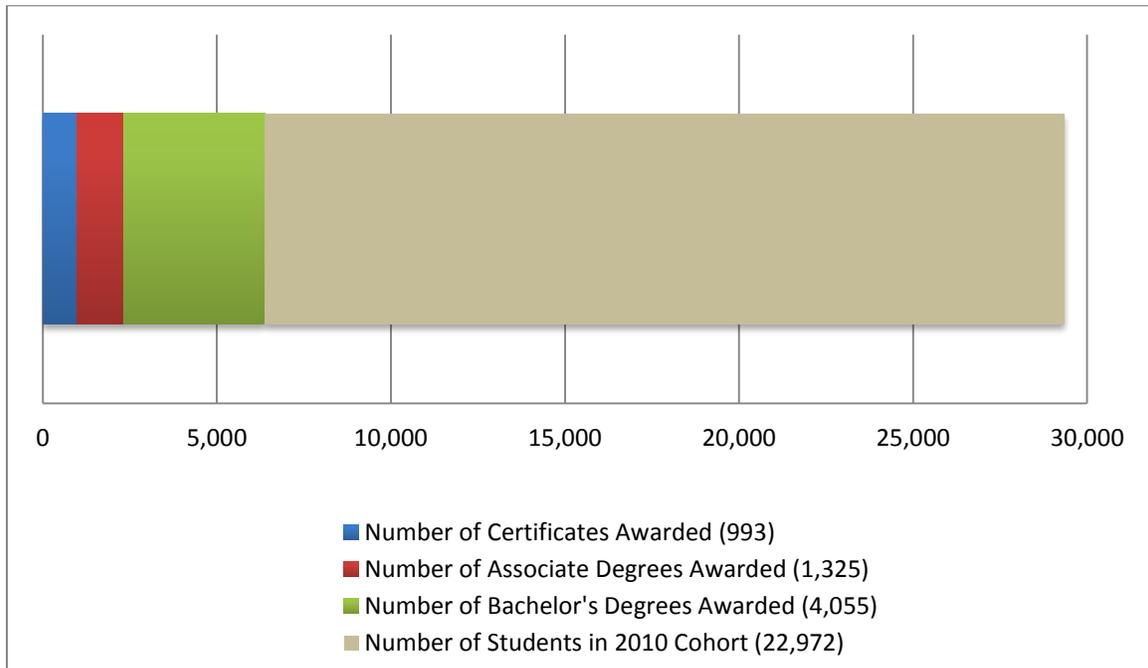
***The four year calculation is cumulative but unduplicated; it includes students who earned credentials during the first two years, but only counts them once.

As shown in Table 17 below, female and male students have similar credential attainment rates when looking at the two year marker (5.0% and 3.9%, respectively). After four years in college, however, females outpace males in credential attainment significantly—by nearly 9 percent. Comparing racial/ethnic populations, 5 percent of the Hispanic students in this cohort earned a credential within two years of entering college compared to only 1.4 percent of African American students. Four years after entering college, 31 percent of white students had earned some type of certificate or degree compared to 13.8 percent of African-American students and 14.4 percent of American Indian or Alaskan Native students.

**Table 17. 2010 High School Graduates
Credential Attainment Rates, by Gender and Race/Ethnicity**

	Number HS Grads Enrolled in College (In Fall 2010)	Percent Earning Any Credential Within 2 Years (By Spring 2012)	Percent Earning Any Credential Within 4 Years (By Spring 2014)
Female	12,172	5.0%	31.9%
Male	10,800	3.9%	23.1%
<hr/>			
American Indian or Alaskan Native	188	2.7%	14.4%
Asian	1,031	2.1%	28.1%
African-American	1,265	1.4%	13.8%
Hispanic	3,804	5.0%	18.7%
White (not Hispanic)	16,684	4.7%	31.0%

**Figure 10. 2010 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 four cohorts of Colorado high school graduates, with particular attention paid to the most recent cohort. The report tracks the 2009, 2010, 2011, 2012 and 2013 high school graduating classes and describes student enrollment and progress one year following graduation. The data are disaggregated by gender and race/ethnicity to further identify patterns.

Although college-going rates declined this year as compared to last year, Colorado is mirroring national trends. College-going rates in states across the country have been declining since reaching an all-time high in 2009, at the peak of the recession. As the economy continues to improve, more students are choosing to enter the workforce after high school graduation. While there are multiple pathways into and out of higher education and the workforce, we know that those who do ultimately earn a college credential, on average, tend to earn higher salaries, lead healthier lives, and be more engaged in civil society. Higher education remains a pathway to better economic prospects, and CDHE will continue to promote college access and success in efforts to attain the Master Plan goal that 66 percent of Colorado citizens aged 25-34 will hold a postsecondary credential by 2025.

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, with financial support from the Lumina Foundation, the William and Flora Hewlett Foundation and the Bill & Melinda Gates Foundation, 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 2013

* is shown in place of counts 10 or less

District Name	High School Graduates #	Total College Enrollment		In-State Enrollment		Out-of-State Enrollment		% Not Enrolled in College
		#	%	#	%	#	%	
ACADEMY 20	1877	1325	70.6%	943	50.2%	382	20.4%	29.4%
ADAMS COUNTY 14	334	97	29.0%	89	26.6%	8	2.4%	71.0%
ADAMS-ARAPAHOE 28J	1988	779	39.2%	695	35.0%	84	4.2%	60.8%
AGUILAR REORGANIZED 6	3	*	*	*	*	*	*	*
AKRON R-1	26	17	65.4%	10	38.5%	7	26.9%	34.6%
ALAMOSA RE-11J	118	74	62.7%	65	55.1%	9	7.6%	37.3%
ARCHULETA COUNTY 50 JT	107	48	44.9%	37	34.6%	11	10.3%	55.1%
ARICKAREE R-2	7	*	*	*	*	*	*	*
ARRIBA-FLAGLER C-20	9	*	*	*	*	*	*	*
ASPEN 1	116	89	76.7%	48	41.4%	41	35.3%	23.3%
AULT-HIGHLAND RE-9	55	22	40.0%	14	25.5%	8	14.5%	60.0%
BAYFIELD 10 JT-R	111	59	53.2%	45	40.5%	14	12.6%	46.8%
BENNETT 29J	69	37	53.6%	31	44.9%	6	8.7%	46.4%
BETHUNE R-5	8	*	*	*	*	*	*	*
BIG SANDY 100J	18	10	55.6%	7	38.9%	3	16.7%	44.4%
BOULDER VALLEY RE 2	2279	1566	68.7%	998	43.8%	568	24.9%	31.3%
BRANSON REORGANIZED 82	39	16	41.0%	11	28.2%	5	12.8%	59.0%
BRIGGSDALE RE-10	13	8	61.5%	7	53.8%	1	7.7%	38.5%
BRIGHTON 27J	855	389	45.5%	329	38.5%	60	7.0%	54.5%
BRUSH RE-2(J)	98	52	53.1%	41	41.8%	11	11.2%	46.9%
BUENA VISTA R-31	72	40	55.6%	34	47.2%	6	8.3%	44.4%
BUFFALO RE-4	26	19	73.1%	15	57.7%	4	15.4%	26.9%
BURLINGTON RE-6J	48	30	62.5%	13	27.1%	17	35.4%	37.5%
BYERS 32J	35	25	71.4%	15	42.9%	10	28.6%	28.6%
CALHAN RJ-1	43	20	46.5%	17	39.5%	3	7.0%	53.5%
CAMPO RE-6	2	*	*	*	*	*	*	*
CANON CITY RE-1	270	111	41.1%	90	33.3%	21	7.8%	58.9%
CENTENNIAL BOCES	70	9	12.9%	7	10.0%	2	2.9%	87.1%
CENTENNIAL R-1	20	13	65.0%	12	60.0%	1	5.0%	35.0%
CENTER 26 JT	43	24	55.8%	22	51.2%	2	4.7%	44.2%
CHARTER SCHOOL INSTITUTE	1067	317	29.7%	264	24.7%	53	5.0%	70.3%
CHERAW 31	10	*	*	*	*	*	*	*
CHERRY CREEK 5	3556	2291	64.4%	1658	46.6%	633	17.8%	35.6%
CHEYENNE COUNTY RE-5	17	11	64.7%	3	17.6%	8	47.1%	35.3%
CHEYENNE MOUNTAIN 12	323	242	74.9%	164	50.8%	78	24.1%	25.1%
CLEAR CREEK RE-1	48	23	47.9%	21	43.8%	2	4.2%	52.1%
COLORADO SPRINGS 11	1894	834	44.0%	675	35.6%	159	8.4%	56.0%
COTOPAXI RE-3	17	7	41.2%	7	41.2%	0	0.0%	58.8%

District Name	High School Graduates #	Total College Enrollment		In-State Enrollment		Out-of-State Enrollment		% Not Enrolled in College
		#	%	#	%	#	%	
CREEDE CONSOLIDATED 1	8	*	*	*	*	*	*	*
CRIPPLE CREEK-VICTOR RE-1	25	11	44.0%	8	32.0%	3	12.0%	56.0%
CROWLEY COUNTY RE-1-J	33	23	69.7%	21	63.6%	2	6.1%	30.3%
CUSTER COUNTY SCHOOL DISTRICT C-1	35	18	51.4%	13	37.1%	5	14.3%	48.6%
DE BEQUE 49JT	3	*	*	*	*	*	*	*
DEER TRAIL 26J	15	6	40.0%	3	20.0%	3	20.0%	60.0%
DEL NORTE C-7	37	27	73.0%	22	59.5%	5	13.5%	27.0%
DELTA COUNTY 50(J)	396	156	39.4%	128	32.3%	28	7.1%	60.6%
DENVER COUNTY 1	4077	1834	45.0%	1480	36.3%	354	8.7%	55.0%
DOLORES COUNTY RE NO.2	14	5	35.7%	2	14.3%	3	21.4%	64.3%
DOLORES RE-4A	65	34	52.3%	28	43.1%	6	9.2%	47.7%
DOUGLAS COUNTY RE 1	4129	2879	69.7%	2121	51.4%	758	18.4%	30.3%
DURANGO 9-R	295	149	50.5%	92	31.2%	57	19.3%	49.5%
EADS RE-1	18	12	66.7%	8	44.4%	4	22.2%	33.3%
EAGLE COUNTY RE 50	361	204	56.5%	151	41.8%	53	14.7%	43.5%
EAST GRAND 2	84	51	60.7%	30	35.7%	21	25.0%	39.3%
EAST OTERO R-1	88	53	60.2%	47	53.4%	6	6.8%	39.8%
EATON RE-2	98	58	59.2%	45	45.9%	13	13.3%	40.8%
EDISON 54 JT	31	21	67.7%	19	61.3%	2	6.5%	32.3%
ELBERT 200	18	11	61.1%	7	38.9%	4	22.2%	38.9%
ELIZABETH C-1	194	102	52.6%	73	37.6%	29	14.9%	47.4%
ELLICOTT 22	49	24	49.0%	22	44.9%	2	4.1%	51.0%
ENGLEWOOD 1	239	75	31.4%	68	28.5%	7	2.9%	68.6%
EXPEDITIONARY BOCES	23	17	73.9%	14	60.9%	3	13.0%	26.1%
FALCON 49	993	485	48.8%	395	39.8%	90	9.1%	51.2%
FLORENCE RE-2	104	48	46.2%	45	43.3%	3	2.9%	53.8%
FORT MORGAN RE-3	200	101	50.5%	90	45.0%	11	5.5%	49.5%
FOUNTAIN 8	366	193	52.7%	155	42.3%	38	10.4%	47.3%
FOWLER R-4J	19	14	73.7%	10	52.6%	4	21.1%	26.3%
FRENCHMAN RE-3	18	10	55.6%	7	38.9%	3	16.7%	44.4%
GARFIELD 16	78	35	44.9%	24	30.8%	11	14.1%	55.1%
GARFIELD RE-2	246	120	48.8%	104	42.3%	16	6.5%	51.2%
GENOA-HUGO C113	9	*	*	*	*	*	*	*
GILPIN COUNTY RE-1	18	13	72.2%	11	61.1%	2	11.1%	27.8%
GRANADA RE-1	19	12	63.2%	10	52.6%	2	10.5%	36.8%
GREELEY 6	1188	548	46.1%	480	40.4%	68	5.7%	53.9%
GUNNISON WATERSHED RE1J	98	63	64.3%	46	46.9%	17	17.3%	35.7%
HANOVER 28	16	5	31.3%	4	25.0%	1	6.3%	68.8%
HARRISON 2	425	199	46.8%	168	39.5%	31	7.3%	53.2%
HAXTUN RE-2J	17	14	82.4%	8	47.1%	6	35.3%	17.6%

District Name	High School Graduates #	Total College Enrollment		In-State Enrollment		Out-of-State Enrollment		% Not Enrolled in College
		#	%	#	%	#	%	
HAYDEN RE-1	33	15	45.5%	12	36.4%	3	9.1%	54.5%
HINSDALE COUNTY RE 1	2	*	*	*	*	*	*	*
HI-PLAINS R-23	13	6	46.2%	1	7.7%	5	38.5%	53.8%
HOEHNE REORGANIZED 3	36	22	61.1%	21	58.3%	1	2.8%	38.9%
HOLLY RE-3	16	7	43.8%	4	25.0%	3	18.8%	56.3%
HOLYOKE RE-1J	40	20	50.0%	12	30.0%	8	20.0%	50.0%
HUERFANO RE-1	32	21	65.6%	17	53.1%	4	12.5%	34.4%
IDALIA RJ-3	10	*	*	*	*	*	*	*
IGNACIO 11 JT	49	9	18.4%	7	14.3%	2	4.1%	81.6%
JEFFERSON COUNTY R-1	5995	3717	62.0%	3064	51.1%	653	10.9%	38.0%
JOHNSTOWN-MILLIKEN RE-5J	157	77	49.0%	56	35.7%	21	13.4%	51.0%
JULESBURG RE-1	210	61	29.0%	46	21.9%	15	7.1%	71.0%
KARVAL RE-23	22	6	27.3%	5	22.7%	1	4.5%	72.7%
KEENESBURG RE-3(J)	129	44	34.1%	36	27.9%	8	6.2%	65.9%
KIM REORGANIZED 88	6	*	*	*	*	*	*	*
KIOWA C-2	31	19	61.3%	16	51.6%	3	9.7%	38.7%
KIT CARSON R-1	10	*	*	*	*	*	*	*
LA VETA RE-2	22	17	77.3%	15	68.2%	2	9.1%	22.7%
LAKE COUNTY R-1	59	20	33.9%	19	32.2%	1	1.7%	66.1%
LAMAR RE-2	101	57	56.4%	49	48.5%	8	7.9%	43.6%
LAS ANIMAS RE-1	40	22	55.0%	17	42.5%	5	12.5%	45.0%
LEWIS-PALMER 38	476	351	73.7%	258	54.2%	93	19.5%	26.3%
LIBERTY J-4	4	*	*	*	*	*	*	*
LIMON RE-4J	35	23	65.7%	11	31.4%	12	34.3%	34.3%
LITTLETON 6	1318	958	72.7%	629	47.7%	329	25.0%	27.3%
LONE STAR 101	5	*	*	*	*	*	*	*
MANCOS RE-6	25	15	60.0%	11	44.0%	4	16.0%	40.0%
MANITOU SPRINGS 14	106	69	65.1%	52	49.1%	17	16.0%	34.9%
MANZANOLA 3J	9	*	*	*	*	*	*	*
MAPLETON 1	405	134	33.1%	121	29.9%	13	3.2%	66.9%
MC CLAVE RE-2	17	9	52.9%	7	41.2%	2	11.8%	47.1%
MEEKER RE1	46	28	60.9%	21	45.7%	7	15.2%	39.1%
MESA COUNTY VALLEY 51	1375	724	52.7%	597	43.4%	127	9.2%	47.3%
MIAMI/YODER 60 JT	16	4	25.0%	4	25.0%	0	0.0%	75.0%
MOFFAT 2	12	6	50.0%	6	50.0%	0	0.0%	50.0%
MOFFAT COUNTY RE:NO 1	136	66	48.5%	43	31.6%	23	16.9%	51.5%
MONTE VISTA C-8	82	38	46.3%	37	45.1%	1	1.2%	53.7%
MONTEZUMA-CORTEZ RE-1	161	63	39.1%	44	27.3%	19	11.8%	60.9%
MONTROSE COUNTY RE-1J	389	176	45.2%	140	36.0%	36	9.3%	54.8%
MOUNTAIN BOCES	74	13	17.6%	10	13.5%	3	4.1%	82.4%
MOUNTAIN VALLEY RE 1	3	*	*	*	*	*	*	*

District Name	High School Graduates #	Total College Enrollment		In-State Enrollment		Out-of-State Enrollment		% Not Enrolled in College
		#	%	#	%	#	%	
NORTH CONEJOS RE-1J	85	44	51.8%	35	41.2%	9	10.6%	48.2%
NORTH PARK R-1	10	*	*	*	*	*	*	*
NORTHGLENN-THORNTON (ADAMS 12 FIVE STAR SCHOOLS)	2602	1267	48.7%	1085	41.7%	182	7.0%	51.3%
NORWOOD R-2J	12	8	66.7%	6	50.0%	2	16.7%	33.3%
OTIS R-3	13	6	46.2%	5	38.5%	1	7.7%	53.8%
OURAY R-1	9	*	*	*	*	*	*	*
PARK (ESTES PARK) R-3	73	44	60.3%	35	47.9%	9	12.3%	39.7%
PARK COUNTY RE-2	33	13	39.4%	9	27.3%	4	12.1%	60.6%
PAWNEE RE-12	9	*	*	*	*	*	*	*
PEYTON 23 JT	51	30	58.8%	25	49.0%	5	9.8%	41.2%
PLAINVIEW RE-2	4	*	*	*	*	*	*	*
PLATEAU RE-5	10	*	*	*	*	*	*	*
PLATEAU VALLEY 50	109	16	14.7%	15	13.8%	1	0.9%	85.3%
PLATTE CANYON 1	74	40	54.1%	33	44.6%	7	9.5%	45.9%
PLATTE VALLEY RE-3	6	*	*	*	*	*	*	*
PLATTE VALLEY RE-7	77	48	62.3%	35	45.5%	13	16.9%	37.7%
POUDRE R-1	1916	1196	62.4%	852	44.5%	344	18.0%	37.6%
PRAIRIE RE-11	11	7	63.6%	5	45.5%	2	18.2%	36.4%
PRIMERO REORGANIZED 2	16	8	50.0%	6	37.5%	2	12.5%	50.0%
PRITCHETT RE-3	1	*	*	*	*	*	*	*
PUEBLO CITY 60	950	528	55.6%	474	49.9%	54	5.7%	44.4%
PUEBLO COUNTY RURAL 70	631	342	54.2%	306	48.5%	36	5.7%	45.8%
RANGELY RE-4	32	19	59.4%	16	50.0%	3	9.4%	40.6%
RIDGWAY R-2	28	21	75.0%	15	53.6%	6	21.4%	25.0%
ROARING FORK RE-1	347	194	55.9%	154	44.4%	40	11.5%	44.1%
ROCKY FORD R-2	33	14	42.4%	12	36.4%	2	6.1%	57.6%
SALIDA R-32	76	42	55.3%	38	50.0%	4	5.3%	44.7%
SAN JUAN BOCES	4	*	*	*	*	*	*	*
SANFORD 6J	14	8	57.1%	4	28.6%	4	28.6%	42.9%
SANGRE DE CRISTO RE-22J	21	14	66.7%	11	52.4%	3	14.3%	33.3%
SARGENT RE-33J	22	21	95.5%	19	86.4%	2	9.1%	4.5%
SHERIDAN 2	86	28	32.6%	24	27.9%	4	4.7%	67.4%
SIERRA GRANDE R-30	23	18	78.3%	17	73.9%	1	4.3%	21.7%
SILVERTON 1	2	*	*	*	*	*	*	*
SOUTH CONEJOS RE-10	14	8	57.1%	8	57.1%	0	0.0%	42.9%
SOUTH ROUTT RE 3	19	13	68.4%	9	47.4%	4	21.1%	31.6%
SPRINGFIELD RE-4	24	12	50.0%	11	45.8%	1	4.2%	50.0%
ST VRAIN VALLEY RE 1J	1647	957	58.1%	721	43.8%	236	14.3%	41.9%
STEAMBOAT SPRINGS RE-2	148	99	66.9%	69	46.6%	30	20.3%	33.1%
STRASBURG 31J	61	26	42.6%	19	31.1%	7	11.5%	57.4%
STRATTON R-4	6	*	*	*	*	*	*	*

District Name	High School Graduates #	Total College Enrollment		In-State Enrollment		Out-of-State Enrollment		% Not Enrolled in College
		#	%	#	%	#	%	
SUMMIT RE-1	184	113	61.4%	83	45.1%	30	16.3%	38.6%
SWINK 33	23	20	87.0%	17	73.9%	3	13.0%	13.0%
TELLURIDE R-1	54	32	59.3%	15	27.8%	17	31.5%	40.7%
THOMPSON R-2J	1096	599	54.7%	439	40.1%	160	14.6%	45.3%
TRINIDAD 1	76	55	72.4%	50	65.8%	5	6.6%	27.6%
VALLEY RE-1	154	103	66.9%	90	58.4%	13	8.4%	33.1%
VILAS RE-5	29	6	20.7%	5	17.2%	1	3.4%	79.3%
WALSH RE-1	9	*	*	*	*	*	*	*
WELD COUNTY RE-1	91	53	58.2%	46	50.5%	7	7.7%	41.8%
WELD COUNTY S/D RE-8	120	60	50.0%	54	45.0%	6	5.0%	50.0%
WELDON VALLEY RE-20(J)	16	11	68.8%	7	43.8%	4	25.0%	31.3%
WEST END RE-2	28	12	42.9%	10	35.7%	2	7.1%	57.1%
WEST GRAND 1-JT.	19	9	47.4%	8	42.1%	1	5.3%	52.6%
WESTMINSTER 50	522	161	30.8%	152	29.1%	9	1.7%	69.2%
WIDEFIELD 3	578	265	45.8%	220	38.1%	45	7.8%	54.2%
WIGGINS RE-50(J)	29	17	58.6%	12	41.4%	5	17.2%	41.4%
WILEY RE-13 JT	27	18	66.7%	18	66.7%	0	0.0%	33.3%
WINDSOR RE-4	276	174	63.0%	139	50.4%	35	12.7%	37.0%
WOODLAND PARK RE-2	198	101	51.0%	80	40.4%	21	10.6%	49.0%
WOODLIN R-104	7	*	*	*	*	*	*	*
WRAY RD-2	53	31	58.5%	14	26.4%	17	32.1%	41.5%
YUMA 1	53	27	50.9%	18	34.0%	9	17.0%	49.1%

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 2013 high school graduates tracked in this report enrolled in college in fall 2013. 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 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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