



COLORADO COMMUNITY
COLLEGE SYSTEM

Colorado Community College System

**ACADEMIC YEAR 2014-2015
HIGH SCHOOL STUDENTS ATTENDING
CCCS COLLEGES**

AUGUST 2016

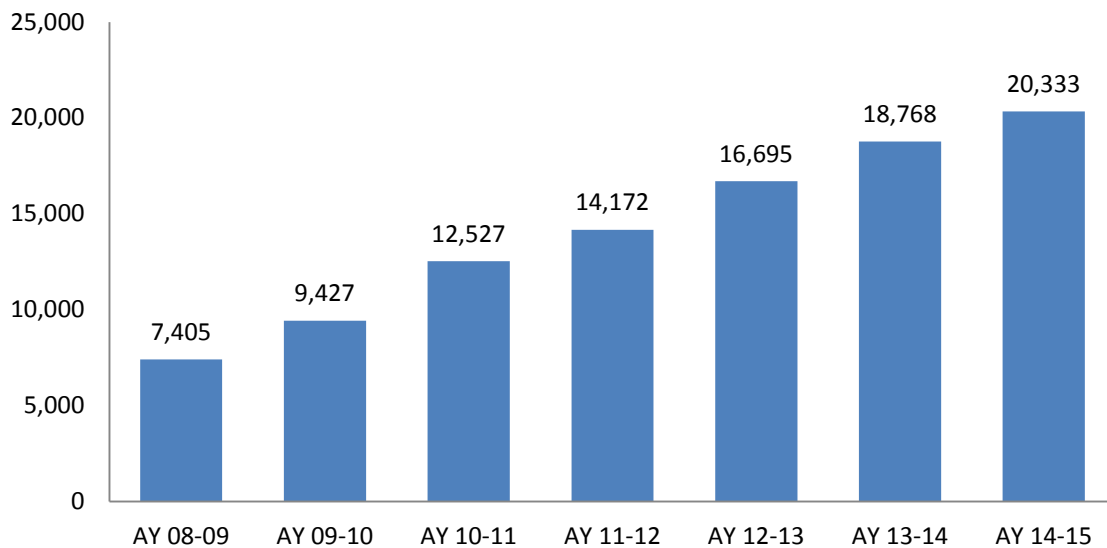
Dual or concurrent enrollment programs refer to programs in which students earn college-level credits from institutions of higher education while still enrolled in high school. In Colorado the term "concurrent enrollment" also refers to a specific program in state law that establishes parameters for high school students enrolling in institutions of higher education. However, high school students also earn college credits from higher education institutions, including Colorado Community College System (CCCS) institutions, outside the parameters of this law. This report first provides a broad overview of high school students enrolled in CCCS institutions at the system level and then delves into institution-level information. The report reveals the following about high school enrollment at CCCS institutions in academic year 2014-15.

- 20,333 unique high school students enrolled in CCCS institutions in 2014-15. When enrollment in multiple institutions by individual students is taken into account, CCCS institutions enrolled 20,505 students.
- High school enrollment at CCCS colleges increased 8.3 percent over last year compared to an increase of 2.1 percent in public high school enrollment.
- High school students were awarded 1,127 credentials, including 900 certificates and 227 associate degrees, and the proportion of high school students earning a post-secondary credential increased from 4.4 percent to 5 percent.
- 92.4 percent of total course completions resulted in a successful outcome; the completion rate for CTE courses was 95.5 percent.
- Of the three avenues for high school students to earn college credits at CCCS institutions, the state-created "concurrent enrollment" program accounted for the vast majority (96.2 percent) of CCCS high school students.
- High school students averaged about 8.7 credit hours over the course of the academic year, an increase from 8.4 last year.
- By taking advantage of concurrent enrollment and ASCENT, Colorado families saved over \$20 million in tuition costs in 2014-15.

System Overview of High School Students

In academic year 2014-15, 20,333 high school students enrolled in CCCS courses that award credit toward a college degree or certificate (Figure 1).¹ This number is an increase of 62.3 percent from the number of such students enrolled five years ago and an increase of 8.3 percent over last year. In comparison, the number of students enrolled in public high schools increased 2.1 percent from Fall 2013 to Fall 2014. The number of attempted high school credit hours increased 12.6 percent compared to last year.

Figure 1. Number of Unique High School Students Enrolled in College Courses at CCCS Institutions



High school students enrolled in a total of 58,454 courses in 2014-15 – an increase of 11.6 percent over last year – and averaged 2.9 courses per student. Thirty-six percent of high school students enrolled in one course, while 18 percent enrolled in five or more

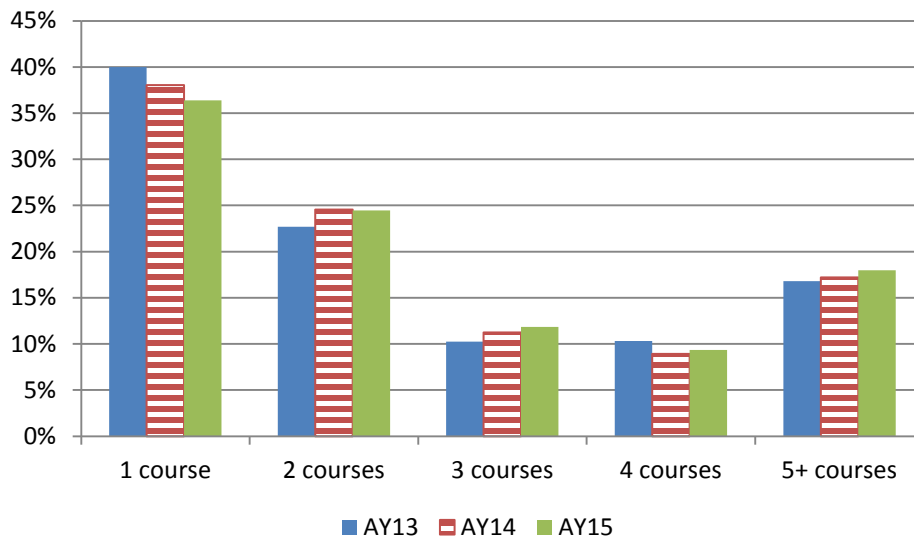
¹ When arrayed by CCCS institution, the number of high school students totals 20,505. The difference between the 20,333 and the 20,505 is enrollment at multiple institutions: 172 high school students were enrolled in more than one CCCS institution. The data source for numbers of high school students is college SURDS student course enrollment files submitted to the Colorado Department of Higher Education (CDHE).

courses (Figure 2). As illustrated in Figure 3, over the last three years, students were proportionally more likely to take two or three courses than one course.

Figure 2. High School Students by Number of Courses Enrolled

	1 course	2 courses	3 courses	4 courses	5+ courses
# of high school students	7,399	4,976	2,405	1,900	3,653
% of high school students	36.4%	24.5%	11.8%	9.3%	18.0%

Figure 3. Course Enrollments by High School Students, AY 2013 through AY 2015



Participation by program. Colorado law provides two programs to pave the way for high school students to earn college credits from CCCS institutions while still attending high school: the concurrent enrollment program and the “Accelerating Students through Concurrent Enrollment” (ASCENT) program. Other high school students attend CCCS institutions and earn college credits outside the parameters of these two programs as well.

The *concurrent enrollment program* is the method most utilized by high school students, accounting for 96.2 percent of the high school students taking college-level courses for



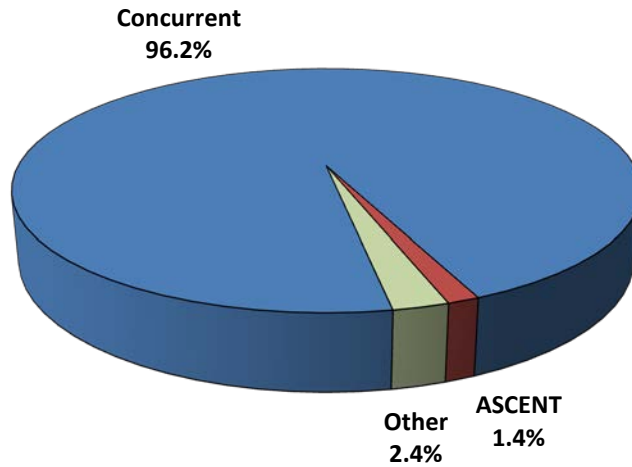
credit at CCCS institutions. The number of students participating in the concurrent enrollment program increased 12.5 percent compared to 2013-14, which is 4.2 percentage points more than the overall increase in high school students taking CCCS college courses of 8.3 percent and significantly higher than the 2.1 percent increase in the overall public high school enrollment. In general, the program applies to students in public high schools. A student must receive permission from his or her local education agency to participate in the program. Local education agencies enter into agreements with colleges and pay the tuition associated with the courses at an agreed-upon rate. Colleges also receive state funding for these students. Thus, high school students are able to earn college-level credits at little or no cost. Concurrent enrollment is available for both academic and career and technical education courses, and credits earned count toward high school graduation and a college degree or certificate.

The ASCENT program is the program least utilized by high school students; the parameters in law are very prescriptive. The number of students who may participate in this program is approved at the state level. A student is eligible to apply if he or she will complete or is on schedule to complete twelve credit hours of course work by the end of the twelfth grade. Students are only eligible for this program for the year immediately succeeding the year they are enrolled in the twelfth grade. This program permits a student to attend high school for an additional year to pursue college credits. As with the concurrent enrollment program, both academic and career and technical education course credits can be earned through the ASCENT program. The ASCENT program accounted for 1.4 percent of CCCS high school students.

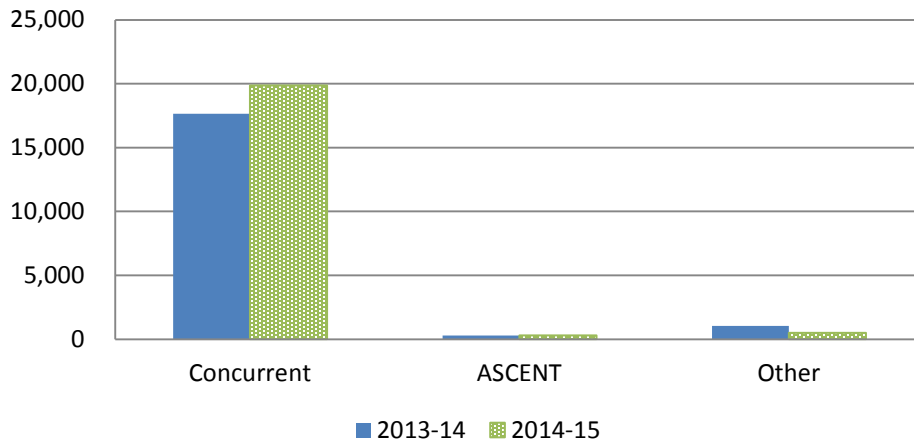
The remaining 2.4 percent of high school students (500 students) took courses outside of the auspices of the concurrent enrollment or ASCENT programs. Instead, this group of students independently registered and paid for courses at a community college or was

involved in a program where there was a third-party payer. Compared to last year, the number of “other” students fell 52.2 percent.

Figure 4. High School Students by Program Type



**Figure 5. High School Students by Program Type
AY 2013-14 and 2014-15**



Credentials earned. During 2014-15, 1,020 high school students who were enrolled in a CCCS institution earned 1,127 credentials (Figure 6). The number of credentials is an increase of 15 percent over the 980 credentials awarded in 2013-14, and the increase in credentials is primarily attributable to the number of certificates awarded. Almost

80 percent of credentials awarded were certificates, and the vast majority of these certificates (92.9 percent) were in the one-year-certificate category. The proportion of total high school students earning a credential increased from 4 percent in 2012-13, to 4.4 percent in 2013-14, and to 5 percent in 2014-15.

Figure 6. Number and Type of Credentials Earned by High School Students

Award	2014-15 Number of Awards	2014-15 Percent of Total	2013-14 Number of Awards	% Change: AY14 to AY15
1-yr Certificate	836	92.9%	721	16.0%
2-yr Certificate	64	7.1%	34	88.2%
Total Certificates	900	79.9%	755	19.2%
Associate of Applied Science (AAS)	9	4.0%	9	0.0%
Associate of General Studies (AGS)	31	13.7%	61	-49.2%
Associate of Arts (AA)	107	47.1%	99	8.1%
Associate of Science (AS)	80	35.2%	56	42.9%
Total Degrees	227	20.1%	225	0.9%
Total Awards	1,127	100.0%	980	15.0%

Twenty-four associate degrees were awarded with designation, including ten in business, four in psychology, three in mathematics, two each in anthropology and economics, and one each in criminal justice, elementary education, and Spanish.

Most students earned one credential, but 7.5 percent earned more than one credential, as illustrated in Figure 7. The top five programs for credentials were nurse aide (19.3 percent of total credentials), associate of arts degree (9.5 percent), welding technology (8.5 percent), automotive mechanics technology (8.5 percent), and cosmetology (7.4 percent). These five programs accounted for 53 percent of the credentials earned by high school students, and are consistent with the top programs from a year ago, albeit in different order of importance.

Figure 7. Number of Students by Number of Awards

	1 award	2 awards	3 awards	4 awards	5+ awards	Total
# of Students	944	57	14	1	4	1,020
% of Degree Students	92.5%	5.6%	1.4%	0.1%	0.4%	100.0%

Demographics. More female high school students enrolled in college courses than male students, although there were more males in public high schools in Fall 2014. High school enrollees at CCCS institutions tended to be white (64.3 percent), although the proportion of minority high school students (35.7 percent) was higher than the system as a whole. Compared to the statewide public high school population, minority students were underrepresented in CCCS dual enrollment programs (Figure 8). While the proportion of minority students in public high schools increased by nine-tenths of a percentage point from a year ago, the proportion of minority high school students enrolled in CCCS institutions declined six-tenths of a percentage point. Figure 9 shows the number of CCCS minority high school students for each of the last three years as well as the proportion of CCCS high school students who are minority.

Figure 8. CCCS High School Students by Gender and Race/Ethnicity

	Fall 2014 Public HS Students	AY 2015 CCCS HS Students
Gender		
Female	49.0%	54.3%
Male	51.0%	45.7%

	Fall 2014 Public HS Students	AY 2015 CCCS HS Students
Race/ Ethnicity		
White	56.1%	64.3%
Minority	43.9%	35.7%

CCCS calculation based solely on minority and white population; students of unknown race/ethnicity and international students are excluded.

Figure 9. Number and Proportion of CCCS Minority High School Students, AY 2013 to AY 2015

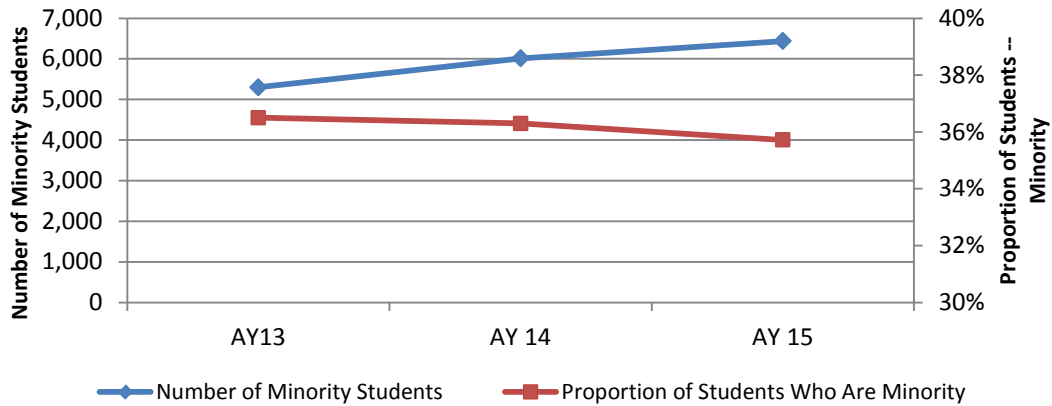
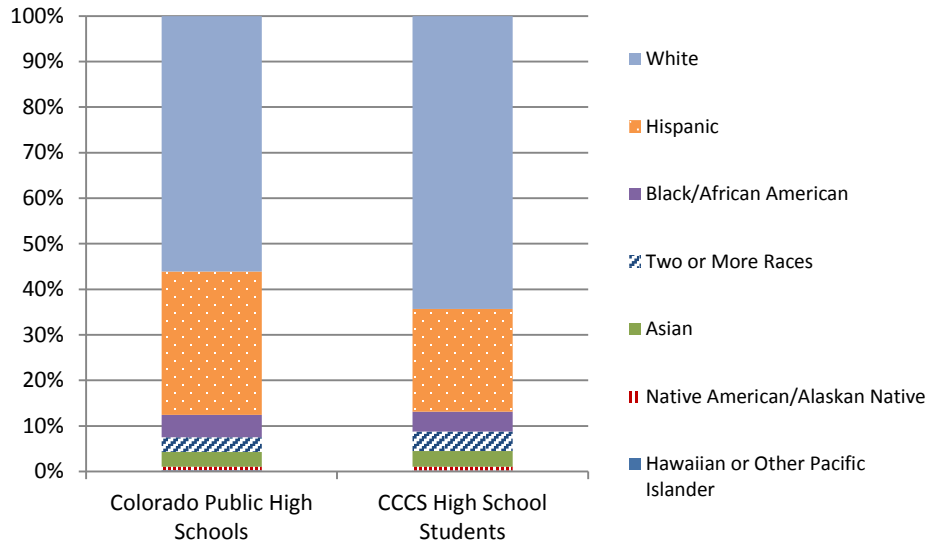


Figure 10 compares the racial/ethnic background of students in Colorado public high schools with that of high school students in CCCS colleges. As the chart reveals, based on available data, Hispanic students were underrepresented in CCCS colleges in 2014-15 when compared to the proportion of Hispanic public high school students. Hispanic students accounted for 31.5 percent of high school students but 22.6 percent of CCCS high school students, a difference of 8.9 percentage points. In looking at these numbers, it is important to note differences in data: all public high school students have a reported race/ethnicity, according to data published by the Colorado Department of Education, whereas race/ethnicity is missing for 11.3 percent of high school students enrolled in CCCS colleges.² Lack of data for these students may affect the proportions noted above and in Figure 10.

² The 11.3 percent includes international, or nonresident alien, students (slightly less than 20 percent of the total). Under IPEDS reporting rules, nonresident alien students are classified as such, rather than with a specific race/ethnicity.

Figure 10. Comparison of Race/Ethnicity: Students at Public High Schools and CCCS Colleges



Parents of high school students tended to be college graduates at higher rates than parents of CCCS students overall. Fifty percent of high school students enrolled in a CCCS college reported that at least one parent had earned a four-year college degree; 27 percent indicated that both parents were college graduates. For CCCS students overall, the rates were 44 percent and 20.3 percent, respectively.³

Participation by term. More high school students took college courses in the Spring term than in the Summer or Fall terms (Figure 11). Similarly, the Spring term accounted for the highest number of credit hours. Systemwide, students carried an average of 8.8 credit hours over the course of the academic year, an increase from 8.5 credit hours last year.

³ These percentages exclude students who did not respond to the question. For high school students, 4.1 percent of students were not included in the calculation; for CCCS overall, 8.2 percent of students were excluded. These statistics contain some duplication of students across colleges.

Figure 11. Number of Students, Attempted Credit Hours, and Average Attempted Credit Hours by Dual Enrollment Program

Program	Summer	Fall	Spring	Total
Concurrent Students*	254	12,886	15,832	19,847
ASCENT Students*	4	180	248	286
Other Students*	255	173	132	500
Total Students by Term	512	13,238	16,210	20,333
Concurrent Credit Hours	1,187	73,005	95,696	169,889
ASCENT Credit Hours	23	2,324	3,199	5,546
Other Credit Hours	1,239	1,131	1,036	3,405
Total Credit Hours by Term	2,449	76,460	99,931	178,839
Concurrent Credit Hours/Student	4.7	5.7	6.0	8.6
ASCENT Credit Hours/Student	5.8	12.9	12.9	19.4
Other Credit Hours/Student	4.9	6.5	7.8	6.8
Average Credit Hours by Term	4.8	5.8	6.2	8.8

*Numbers may not sum down or across because of duplication of students between programs and across terms.

Seventy percent of high school students who enrolled in Fall term also enrolled in Spring term. Forty-three percent of students enrolled in Spring term were new; that is, they did not attend in the Fall.

Programs and courses of study. Of students who identified a specific program of study, 64.6 percent reported an associate of arts/associate of science (AA/AS) degree as their intended program of study, while 10.1 percent indicated that an associate of general studies (AGS) degree was their desired outcome. The most predominant programs following these liberal arts and general studies degree programs were automotive service technology, welding technology, and business administration.⁴ These programs accounted for 81 percent of the intended programs of study indicated by students.

⁴ A specific program of study was indicated for about 53 percent of high school students.

Fifty-one percent of courses taken by high school students were gtPathways courses. The six courses in which students most frequently matriculated were English 121, Math 121, English 122, Literature 115, Psychology 101, and Math 122. These courses accounted for about 23 percent of student course enrollments. Slightly over one-third – 36.4 percent – of courses taken by high school students were career and technical education (CTE) courses, an increase of about one percentage point over last year’s 35.5 percent.

A small proportion – 5.4 percent – of courses taken by high school students were remedial or supplemental academic instruction courses. Math was the predominant developmental course taken with 62.3 percent of developmental course enrollments. The course with the highest number of developmental enrollments was College Composition and Reading 92, with 32.6 percent of developmental course enrollments, followed by Math 55, with 30.5 percent of developmental course enrollments. Although the proportion of developmental course enrollments was small, the increase over 2013-14 is significant at 60.7 percent (from 3.4 percent to 5.4 percent).

Enrollment in subsequent year. Twenty-three percent of high school students enrolled in CCCS colleges in 2014-15 returned to CCCS institutions as high school students in Fall 2015. Just over 9 percent returned as college students.

In addition to analyzing CCCS data for subsequent-year information on high school students, data was submitted to the National Student Clearinghouse (NSC) to identify students who enrolled in a four-year college, either in Colorado or another state, in Fall 2015 – the fall semester following academic year 2014-15. The NSC analysis revealed that about 23 percent of students in the NCS submission, or 4,740 students, enrolled in a four-year college in Fall 2015.⁵ Colorado State University-Fort Collins was the most

⁵ The match rate for the NSC submission was 85.7 percent.

popular destination, with 12.7 percent of college enrollees, followed by the University of Colorado Boulder (10.4 percent), the University of Colorado Denver (8.8 percent), the University of Northern Colorado (7.7 percent), and Colorado State University – Pueblo (7.4 percent). Just over 75 percent of the four-year-college destinations were located in Colorado; Arizona and Kansas followed in popularity with 2.7 percent and 2.2 percent, respectively.

Figure 12. Top Five Colleges for High School Students Enrolling in Four-Year Colleges

Four-Year College Destination	Number of Students	Percent of Total
Colorado State University - Fort Collins	602	12.7%
University of Colorado Boulder	494	10.4%
University of Colorado Denver	418	8.8%
University of Northern Colorado	365	7.7%
Colorado State University - Pueblo	351	7.4%
Total of Top Five Destinations	2,230	47.0%
Total Unique Students Enrolling in Four-Yr College	4,740	N/A

In addition to four-year institutions, the NSC data identified 377 high school students who enrolled in non-CCCS two-year colleges; 60 percent of these students enrolled at Aims Community College.

High School Students by Institution

High school students accounted for 16.2 percent of the CCCS headcount in academic year 2014-15 (Figure 13).⁶ Among CCCS institutions, however, the proportion of high school students ranged from a high of 36.3 percent at Lamar Community College to 10.1 percent at Pikes Peak Community College. Arapahoe Community College is the third largest college in terms of the total number of overall students but had the greatest number of high school students. As a group, rural colleges had a higher proportion of

⁶ The sum of the number of students by college (20,505) is greater than the number of total students (20,333) because some students attend more than one college.

high school students (26.9 percent) than urban colleges (15 percent). Five years ago, high school students comprised 8.7 of the total system headcount, 18.7 percent of the rural college headcount, and 7.5 percent of the urban college headcount.

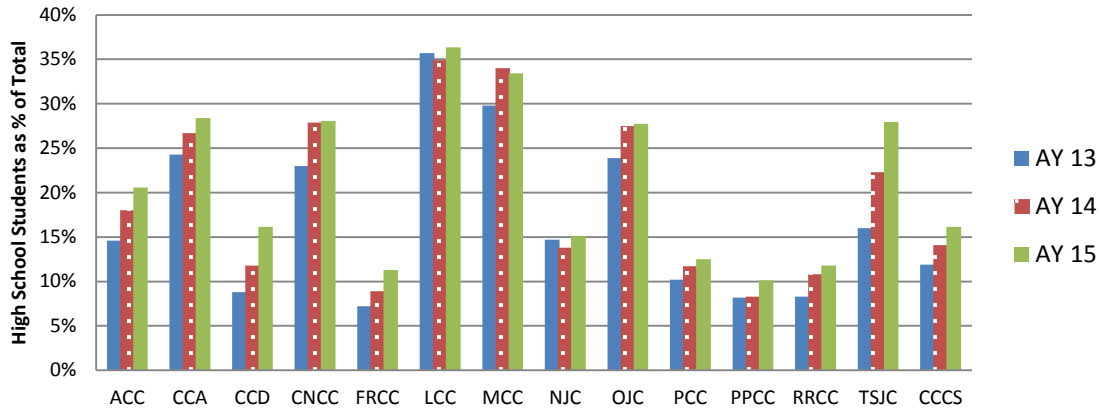
Figure 13. High School Students by Institution

College	High School Students	Total Headcount	High School as % of Total
ACC	3,579	17,403	20.6%
CCA	3,222	11,355	28.4%
CCD	2,418	14,988	16.1%
CNCC	501	1,786	28.1%
FRCC	3,149	27,925	11.3%
LCC	378	1,040	36.3%
MCC	803	2,402	33.4%
NJC	403	2,668	15.1%
OJC	567	2,043	27.8%
PCC	1,245	9,960	12.5%
PPCC	2,017	19,939	10.1%
RRCC	1,527	12,964	11.8%
TSJC	696	2,490	28.0%
CCCS	20,505	126,963	16.2%

Figure 14. Number and Percent Change in High School Students by Institution, AY 2011 through AY 2015

College	AY 11 Count	% Chg	AY 12 Count	% Chg	AY 13 Count	% Chg	AY 14 Count	% Chg	AY 15 Count	% Chg	Five-Year Change
ACC	1,988	89.5%	2,532	27.4%	2,964	17.1%	3,553	19.9%	3,579	0.7%	80.0%
CCA	2,212	98.4%	2,763	24.9%	3,002	8.7%	3,185	6.1%	3,222	1.2%	45.7%
CCD	968	-0.6%	1,114	15.1%	1,554	39.5%	1,851	19.1%	2,418	30.6%	149.8%
CNCC	424	25.4%	394	-7.1%	409	3.8%	488	19.3%	501	2.7%	18.2%
FRCC	1,119	25.9%	1,553	38.8%	2,206	42.0%	2,583	17.1%	3,149	21.9%	181.4%
LCC	396	-4.6%	400	1.0%	411	2.8%	387	-5.8%	378	-2.3%	-4.5%
MCC	750	22.5%	746	-0.5%	750	0.5%	856	14.1%	803	-6.2%	7.1%
NJC	367	12.6%	353	-3.8%	418	18.4%	388	-7.2%	403	3.9%	9.8%
OJC	554	19.7%	481	-13.2%	516	7.3%	584	13.2%	567	-2.9%	2.3%
PCC	1,068	38.9%	1,204	12.7%	1,154	-4.2%	1,210	4.9%	1,245	2.9%	16.6%
PPCC	1,432	6.9%	1,363	-4.8%	1,797	31.8%	1,749	-2.7%	2,017	15.3%	40.9%
RRCC	909	8.5%	1,115	22.7%	1,198	7.4%	1,491	24.5%	1,527	2.4%	68.0%
TSJC	381	16.5%	330	-13.4%	401	21.5%	560	39.7%	696	24.3%	82.7%
CCCS	12,568	32.9%	14,348	14.2%	16,780	17.0%	18,885	12.5%	20,505	8.6%	63.2%

Figure 15. High School Students as a Percent of Total Headcount by Institution, AY 2013 through AY 2015



Year	ACC	CCA	CCD	CNCC	FRCC	LCC	MCC	NJC	OJC	PCC	PPCC	RRCC	TSJC	CCCS
AY 13	14.6%	24.3%	8.8%	23.0%	7.2%	35.7%	29.8%	14.7%	23.9%	10.2%	8.2%	8.3%	16.0%	11.9%
AY 14	18.0%	26.7%	11.8%	27.9%	8.9%	34.9%	34.0%	13.8%	27.5%	11.7%	8.3%	10.8%	22.3%	14.1%
AY 15	20.6%	28.4%	16.1%	28.1%	11.3%	36.3%	33.4%	15.1%	27.8%	12.5%	10.1%	11.8%	28.0%	16.2%

The proportion of minority high school students attending CCCS institutions declined half a percentage point from a year ago, from 36.2 percent to 35.7 percent. While the number of minority students increased 7.6 percent overall, it decreased in five colleges (Figure 16). The proportion of minority high school students decreased in nine colleges. Trinidad State Junior College had the greatest increase in the number of minority students (73.9 percent), followed by Pikes Peak Community College (30.7 percent).

The Community College of Denver and Community College of Aurora were first and second in the proportion of minority high school students (Figure 17). These two colleges account for 43.4 percent of the minority high school students attending CCCS institutions. This statistic is reflective of both the large number of students and the high proportions of minority students in the Denver and Aurora school districts. The proportion of minority students in the Trinidad school district is similar to that of Denver and Aurora; Trinidad State Junior College has the third highest proportion of minority high school students in CCCS institutions.

Figure 16. Change in Minority High School Students, AY 2014 to AY 2015

College	AY 14 Minority Students	AY 15 Minority Students	Change	% Change
ACC	775	776	1	0.1%
CCA	1,693	1,690	-3	-0.2%
CCD	991	1,133	142	14.3%
CNCC	64	71	7	10.9%
FRCC	684	799	115	16.8%
LCC	120	100	-20	-16.7%
MCC	121	140	19	15.7%
NJC	58	49	-9	-15.5%
OJC	233	199	-34	-14.6%
PCC	348	320	-28	-8.0%
PPCC	417	545	128	30.7%
RRCC	354	364	10	2.8%
TSJC	180	313	133	73.9%
CCCS	6,038	6,499	461	7.6%

Figure 17. Race/Ethnicity of High School Students by CCCS Institution

College	Asian	Black/ Afr. Am.	Hawaiian/ Pacific Islander	Hispanic	Multiple Races	Native Am./ Alaska Native	Non-res Alien	Not Known	White	Percent Minority
ACC	4.4%	1.8%	0.3%	11.3%	3.5%	0.4%	0.9%	5.1%	72.3%	23.1%
CCA	6.3%	11.5%	0.5%	26.6%	7.2%	0.3%	1.7%	5.5%	40.4%	56.5%
CCD	3.2%	8.0%	0.2%	31.8%	2.1%	1.4%	8.3%	29.2%	15.7%	74.9%
CNCC	0.4%	0.4%	0.2%	10.2%	1.8%	1.2%	0.4%	7.2%	78.2%	15.3%
FRCC	2.9%	0.9%	0.1%	17.8%	3.4%	0.3%	2.4%	3.9%	68.3%	27.1%
LCC	0.3%	0.5%	0.3%	23.3%	1.3%	0.8%	3.7%	5.0%	64.8%	29.0%
MCC	0.4%	0.5%	0.2%	15.1%	1.1%	0.1%	1.4%	9.2%	72.0%	19.5%
NJC	0.2%	0.0%	0.0%	10.2%	1.7%	0.0%	0.2%	8.2%	79.4%	13.3%
OJC	0.9%	0.9%	0.0%	29.8%	2.8%	0.7%	0.4%	3.2%	61.4%	36.4%
PCC	0.8%	0.7%	0.2%	17.8%	3.8%	2.4%	0.3%	9.2%	64.8%	28.4%
PPCC	1.4%	5.1%	0.3%	13.9%	5.7%	0.7%	0.9%	9.7%	62.4%	30.2%
RRCC	2.8%	0.8%	0.0%	15.4%	3.9%	1.0%	1.9%	4.6%	69.6%	25.5%
TSJC	0.4%	0.0%	0.1%	43.0%	1.0%	0.4%	1.0%	16.1%	37.9%	54.2%
CCCS	3.0%	3.9%	0.2%	20.0%	3.9%	0.7%	2.2%	9.1%	57.0%	35.7%

"Minority" includes Asian, Black/African American, Hawaiian/Pacific Islander, Hispanic, Multiple Race, and Native American/Alaska Native students. The percent minority is based solely on the minority and white populations; the unknown and non-resident alien populations are excluded from the calculation.

Figure 18 details high school students by program – concurrent, ASCENT, or other.⁷ The vast majority of students (96.2 percent) enrolled in CCCS colleges through the concurrent enrollment program. In fact, all of the high school students enrolled at Colorado Northwestern Community College, Northeastern Junior College, and Otero Junior College participated in the concurrent enrollment program. Pikes Peak Community College had the lowest proportion of concurrent enrollment students at 91.5 percent.

Figure 18. High School Students by Program by Institution

College	Concurrent	ASCENT	Other	Total
ACC	3,472	11	118	3,601
CCA	3,215	79	8	3,302
CCD	2,385	37	4	2,426
CNCC	501	0	0	501
FRCC	3,011	71	112	3,194
LCC	365	11	6	382
MCC	802	1	0	803
NJC	403	0	0	403
OJC	567	0	0	567
PCC	1,224	15	29	1,268
PPCC	1,902	39	137	2,078
RRCC	1,481	22	67	1,570
TSJC	682	2	19	703
CCCS	20,010	288	500	20,798
% of Total	96.2%	1.4%	2.4%	100.0%

Figure 19 shows the number of students and credit hours by college and by term. Spring is generally the term with the greatest number of students and credit hours, and the difference is dramatic at Red Rocks Community College where almost 84 percent of the credit hours are attempted in the Spring. Systemwide, students carried an average of

⁷ The sum of the number of students by program (20,798) is greater than the number of students by college (20,505) because some students participate in multiple programs.

8.7 credit hours over the course of the academic year.⁸ The proportion of high school credit hours to total credit hours was highest at Morgan Community College, at 33.6 percent; Lamar Community College and Colorado Northwestern Community College also had rates that exceeded 20 percent. Lamar Community College’s average of 14.4 credit hours per student was the highest of the thirteen colleges (Figure 20).

Figure 19. Course Enrollment and Attempted Credit Hours by Term

College	Summer Students	Fall Students	Spring Students	Summer Credit Hours	Fall Credit Hours	Spring Credit Hours	Total Credit Hours
ACC	64	2,138	2,745	332	8,905	12,251	21,488
CCA	30	2,033	2,519	184	10,021	12,375	22,580
CCD	79	1,601	1,794	438	9,251	9,000	18,689
CNCC	0	346	404	0	2,360	2,944	5,303
FRCC	106	2,108	2,415	471	11,436	13,016	24,923
LCC	6	343	321	50	2,747	2,632	5,428
MCC	12	759	719	58	5,141	4,586	9,785
NJC	0	314	358	0	1,797	2,191	3,988
OJC	0	337	514	0	2,038	3,558	5,596
PCC	17	753	1,000	80	5,921	7,545	13,545
PPCC	135	1,661	1,698	545	11,838	13,327	25,709
RRCC	51	367	1,279	234	2,359	13,286	15,879
TSJC	13	517	534	57	2,648	3,224	5,928
CCCS	513	13,277	16,300	2,449	76,460	99,931	178,839
% of Total/ Avg Cr Hrs	1.7%	44.1%	54.2%	4.8	5.8	6.1	8.7

⁸ The number of average credit hours per student cited here is slightly lower than the number of 8.8 discussed earlier in this report because of the higher number of students when calculated by college.

Figure 20. High School Credit Hours Relative to Total Credit Hours and Average Credit Hours per Student

College	High School Credit Hours	Total Credit Hours	High School as % of Total	High School Students	Avg Credit Hours/ HS Student
ACC	21,488	171,357	12.5%	3,579	6.0
CCA	22,580	127,610	17.7%	3,222	7.0
CCD	18,689	180,061	10.4%	2,418	7.7
CNCC	5,303	24,231	21.9%	501	10.6
FRCC	24,923	358,230	7.0%	3,149	7.9
LCC	5,428	19,044	28.5%	378	14.4
MCC	9,785	29,099	33.6%	803	12.2
NJC	3,988	39,986	10.0%	403	9.9
OJC	5,596	31,485	17.8%	567	9.9
PCC	13,545	141,789	9.6%	1,245	10.9
PPCC	25,709	286,476	9.0%	2,017	12.7
RRCC	15,879	169,779	9.4%	1,527	10.4
TSJC	5,928	39,003	15.2%	696	8.5
CCCS	178,839	1,618,150	11.1%	20,505	8.7

Academic Studies and Outcomes

Ninety-seven percent of high school course enrollments resulted in a course completion, as indicated by a passing or failing grade (Figure 21). Of those completions, passing grades were awarded in 92.4 percent of the cases.⁹ Concurrent course enrollments had the highest pass rate, at 92.7 percent, while ASCENT course enrollments had the lowest pass rate, at 86.6 percent.

⁹ A passing grade for purposes of this analysis is “C” or better.

Figure 21. End-of-Term Completion Status for High School Course Enrollments by Program Type*

End-of-Term Status	# of Course Enrollments	% of Course Enrollments	Concurrent	ASCENT	Other
Pass	52,460	89.7%	50,126	1,414	920
Fail	4,285	7.3%	3,961	218	106
Withdrawn	1,166	2.0%	1,018	107	41
Course in Progress or Ungraded Course	353	0.6%	352	0	1
Incomplete	188	0.3%	181	2	5
Audit	2	0.0%	0	0	2
Total	58,454	100.0%	55,638	1,741	1,075
% Completing with Pass or Fail Grade	97.1%	N/A	97.2%	93.7%	95.4%
% of Completions with Passing Grade	92.4%	N/A	92.7%	86.6%	89.7%

*An end-of-term completion status of “pass” indicates a grade of “C” or higher.

Credits earned. High school students earned a total of 164,686 credits, including credit hours earned with a “D” or better grade, which was 92.1 percent of the 178,839 credit hours attempted. As with the number of course enrollments, the vast majority of these credit hours were earned by concurrent enrollment and ASCENT students. With resident tuition of \$124.90 per credit hour in 2014-15, concurrent enrollment and ASCENT students saved about \$20.2 million in college tuition costs for earned credit hours.

Course completion. Overall, the system average course completion rate for high school students was 92.4 percent in academic year 2014-15, compared to 92.7 percent in academic year 2013-14 (Figure 22).¹⁰ Three colleges shared the highest course completion rate of 96.5 percent: Lamar Community College, Morgan Community College, and Northeastern Junior College. Colorado Northwestern Community College and Trinidad State Junior College followed at 95.9 percent. Course completion rates increased in six of the colleges. Red Rocks Community College had the greatest

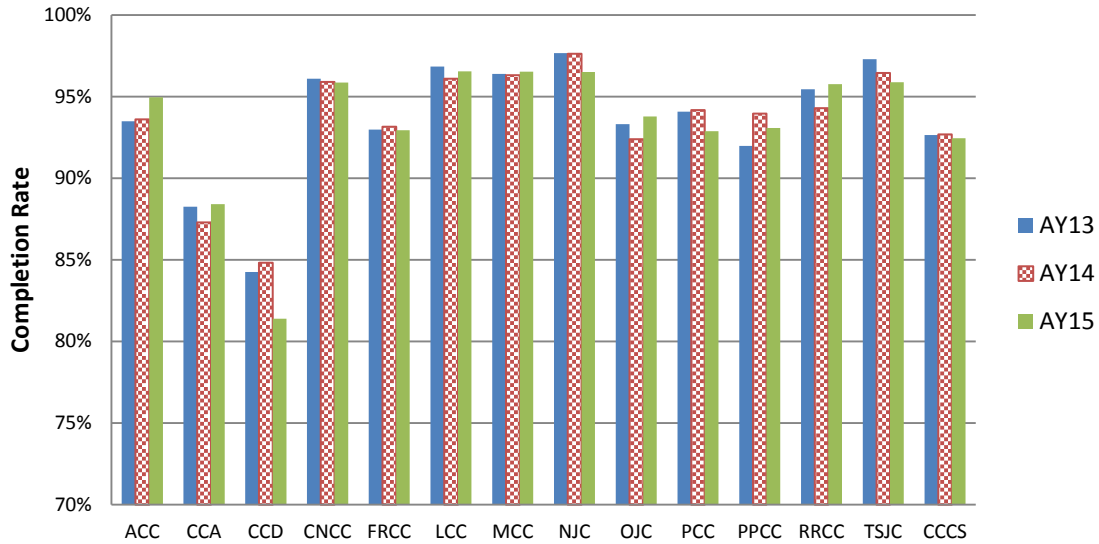
¹⁰ Course completion rates are measured by dividing the number of passing grades by the sum of the number of passing and failing grades. Thus, the cohorts for course completion rates may be different from the number of course enrollments.

percentage increase in its completion rate, followed by Otero Junior College (Figure 23). In addition to having the highest number of student enrollments, the Spring term had the highest overall course completion rate, although this phenomenon was not consistent among the colleges.

Figure 22. Course Completion Rates by College and Term

College	Summer	Fall	Spring	Overall Completion Rate
ACC	91.9%	95.1%	95.0%	95.0%
CCA	92.5%	87.0%	89.6%	88.4%
CCD	87.6%	81.5%	81.0%	81.4%
CNCC	n/a	96.6%	95.4%	95.9%
FRCC	94.8%	93.2%	92.7%	92.9%
LCC	100.0%	96.1%	96.9%	96.5%
MCC	81.8%	96.4%	96.9%	96.5%
NJC	n/a	95.7%	97.2%	96.5%
OJC	n/a	94.2%	93.6%	93.8%
PCC	95.2%	93.6%	92.3%	92.9%
PPCC	93.5%	93.8%	92.4%	93.1%
RRCC	80.0%	93.3%	96.4%	95.8%
TSJC	87.5%	96.6%	95.4%	95.9%
CCCS	91.2%	92.1%	92.8%	92.4%

**Figure 23. Comparison of Course Completion Rates by College
AY 2013 through AY 2015**



Year	ACC	CCA	CCD	CNCC	FRCC	LCC	MCC	NJC	OJC	PCC	PPCC	RRCC	TSJC	CCCS
AY13	93.5%	88.3%	84.3%	96.1%	93.0%	96.8%	96.4%	97.7%	93.3%	94.1%	92.0%	95.4%	97.3%	92.6%
AY14	93.6%	87.3%	84.8%	95.9%	93.1%	96.1%	96.3%	97.6%	92.4%	94.2%	93.9%	94.3%	96.4%	92.7%
AY15	95.0%	88.4%	81.4%	95.9%	92.9%	96.5%	96.5%	96.5%	93.8%	92.9%	93.1%	95.8%	95.9%	92.4%

Subject areas. The 58,454 high school course enrollments covered 1,126 distinct courses, 81.6 percent of which were 100 series courses and 12.9 percent of which were 200 series courses. The remaining 5.6 percent of course enrollments were in courses with course numbers less than 100 – either developmental education or academic skills courses. Figure 24 shows the course completion rates, by college, for the ten courses with the greatest number of course enrollments systemwide. These ten courses accounted for 30.5 percent of high school course enrollments. The system completion rate for these ten courses was 90 percent. Colorado Northwestern Community College had the highest completion rate at 97.6 percent.

Figure 24. Completion Rate by College for Top Ten Courses Systemwide*¹¹

College	Top Ten Course Enrollments as % of Total Enrollments	Completion Rate
ACC	35.0%	94.2%
CCA	41.6%	85.6%
CCD	44.6%	76.8%
CNCC	33.3%	97.6%
FRCC	29.4%	92.4%
LCC	42.1%	97.1%
MCC	40.9%	95.7%
NJC	46.2%	95.5%
OJC	41.5%	95.2%
PCC	21.9%	89.8%
PPCC	22.1%	91.5%
RRCC	5.2%	91.4%
TSJC	30.4%	95.8%
CCCS	30.5%	90.0%

*ENG 121, MAT 121, ENG 122, COM 115, LIT 115, PSY 101, CCR 92, MAT 55, MAT 122, CIS 118

As previously discussed, the course with the greatest number of enrollments systemwide was English 121 (with 7.9 percent of enrollments), followed by Math 121 (4.5 percent), English 122 (3.6 percent), Communication 115 (2.7 percent), and Literature 115 (2.6 percent). Figure 25 shows the top course enrollment by college, along with its percentage of total high school course enrollments.

¹¹ The top ten courses are based on enrollments at the system level, not the individual college level.

Figure 25. Top High School Course by Enrollment by College

College	Top Course by Enrollment	% of Total College Course Enrollments
ACC	ENG 121	9.4%
CCA	MAT 121	9.5%
CCD	MAT 050	12.1%
CNCC	COM 115	7.1%
FRCC	ENG 121	9.9%
LCC	COM 115	7.5%
MCC	ENG 121	10.9%
NJC	ENG 121	12.3%
OJC	COM 115	6.8%
PCC	ENG 121	5.9%
PPCC	ENG 121	7.5%
RRCC	SBM 101*	2.5%
TSJC	ENG 121	8.3%
CCCS	ENG 121	7.9%

*Starting a Small Business

Career and technical education. Career and technical education accounted for 36.4 percent of high school courses in academic year 2014-15, an increase of one percentage point over last year. Notable changes from 2013-14 include the increase in the proportion of CTE courses at Arapahoe Community College (9.3 percentage points) and Red Rocks Community College (7.1 percentage points) and the decrease at the Community College of Denver (7.2 percentage points). Otero Junior College and Arapahoe Community College posted the largest gains in their CTE completion rates. The CCCS completion rate for CTE courses of 95.5 percent was higher than the overall completion rate of 92.4 percent and an increase of three-tenths of a percentage point over last year's rate. At the Community College of Denver and Community College of Aurora, the difference between the overall and CTE completion rates was significant: 10.5 and 7.4 percentage points, respectively. CTE course completion rates by college are displayed in Figure 26.

Figure 26. CTE Course Completion Rates by College

College	CTE Course Enrollments as % of Total Enrollments	Completion Rate
ACC	46.5%	96.7%
CCA	18.5%	95.8%
CCD	21.9%	91.9%
CNCC	20.4%	96.7%
FRCC	29.9%	93.2%
LCC	17.0%	95.6%
MCC	17.7%	97.9%
NJC	15.2%	97.3%
OJC	23.8%	92.6%
PCC	44.7%	97.6%
PPCC	39.8%	94.0%
RRCC	80.6%	96.1%
TSJC	37.2%	97.5%
CCCS	36.4%	95.5%

Developmental education. Remedial and supplemental academic instruction courses represented a small – 5.4 percent – but growing proportion of high school course enrollments (Figure 27). State law limits the ability of high school students to participate in developmental education courses at the college level. For example, the concurrent enrollment program limits basic skills courses to 12th graders and the ASCENT program is geared to students who are not in need of basic skills. Sixty-two percent of developmental education course enrollments were in math, with the remaining 38 percent in English.¹² Both English and math courses had similar completion rates, 76.7 percent and 76.1 percent, respectively, although both fell compared to last year. The overall system completion rate was 76.3 percent, compared to 77.6 percent last year. The system course completion rate is significantly influenced by the Community College of Denver, which enrolled 59.8 percent of the high school developmental education completers.

¹² English is used as an umbrella term to cover courses in English and College Composition and Reading (CCR). All but two courses were CCR courses.

Figure 27. High School Developmental Education Enrollments and Completion Rates by College

College	English Dev Ed as % of Total HS Course Enroll.*	Math Dev Ed as % of Total HS Course Enroll.*	Total Dev Ed as % of Total HS Course Enroll.*	English Completion Rate**	Math Completion Rate**	Total Completion Rate**
ACC	1.6%	0.3%	1.8%	92.0%	72.2%	89.0%
CCA	2.4%	6.6%	9.0%	83.4%	80.2%	81.1%
CCD	11.6%	21.3%	32.9%	69.5%	74.1%	72.5%
CNCC	2.5%	2.9%	5.4%	86.2%	93.0%	90.3%
FRCC	0.9%	0.9%	1.7%	92.4%	80.6%	86.5%
LCC	n/a	0.8%	0.8%	n/a	85.7%	85.7%
MCC	n/a	n/a	0.0%	n/a	n/a	n/a
NJC	1.4%	0.3%	1.7%	83.3%	100.0%	86.4%
OJC	0.1%	1.0%	1.1%	100.0%	88.2%	88.9%
PCC	0.7%	1.5%	2.2%	77.4%	68.6%	71.3%
PPCC	0.9%	0.5%	1.4%	85.3%	70.0%	79.6%
RRCC	0.2%	0.1%	0.3%	80.0%	80.0%	80.0%
TSJC	0.6%	1.3%	1.8%	66.7%	76.9%	73.7%
CCCS	2.0%	3.4%	5.4%	76.7%	76.1%	76.3%

*All course enrollments, including students who did not complete.

**Calculated using only those course enrollments with a passing or failing grade.

College Composition and Reading 92 accounted for the greatest number of high school developmental education course enrollments, with 32.6 percent of the total, followed closely by Math 55 (30.5 percent) and Math 50 (26.3 percent).

Conclusion

High school enrollment at CCCS institutions now accounts for 16.6 percent of student enrollment and 11.1 percent of total credit hours. The purpose of compiling data on high school students is to identify emerging trends and monitor student success. With the third successive year of similar data collection and analysis, we note that high school students, on average, are carrying more credit hours each year. Students are successfully



completing their courses at high rates. Increasing proportions of students are earning credentials while still in high school. Career and technical education courses are becoming more popular, and students are succeeding in them at a higher rate than the rate for all courses.

The Colorado Department of Higher Education reports that, on average, participation in dual enrollment is associated with an increase in the likelihood of enrolling in college immediately after high school; a decrease in the likelihood of needing remedial education in the first year of college; and higher credit hour accumulation, grade point average, and retention in the first year of college, all of which have been linked to successful degree attainment.¹³ Because of the positive benefits of dual enrollment and the number of students involved, CCCS and institution leadership believe continued scrutiny of the success of high school students at CCCS institutions is crucial to understanding the dynamics of the high school student population and strategically planning for its success.

¹³ Colorado Department of Higher Education, *Annual Report on Concurrent Enrollment 2012-2013 School Year* and *The Effects of Concurrent Enrollment on the College-Going and Remedial Education Rates of Colorado's High School Students*, both March 27, 2014. Please see reports for discussion of selection bias and how that may lead to an overestimation of the impacts of dual enrollment on the likelihood of enrolling in college.