



COLORADO COMMUNITY  
COLLEGE SYSTEM

# Colorado Community College System

**ACADEMIC YEAR 2012-2013  
HIGH SCHOOL STUDENTS ATTENDING  
CCCS COLLEGES**

**JUNE 2014**



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 established 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 all high school students enrolled in CCCS institutions at the system level and by institution. The report then delves into the various subsets of these high school students: (1) students taking college courses through the state-established concurrent enrollment program; (2) students enrolled through the "Accelerating Students through Concurrent Enrollment" (ASCENT) program, also established by state law; and (3) other students taking courses at CCCS colleges.

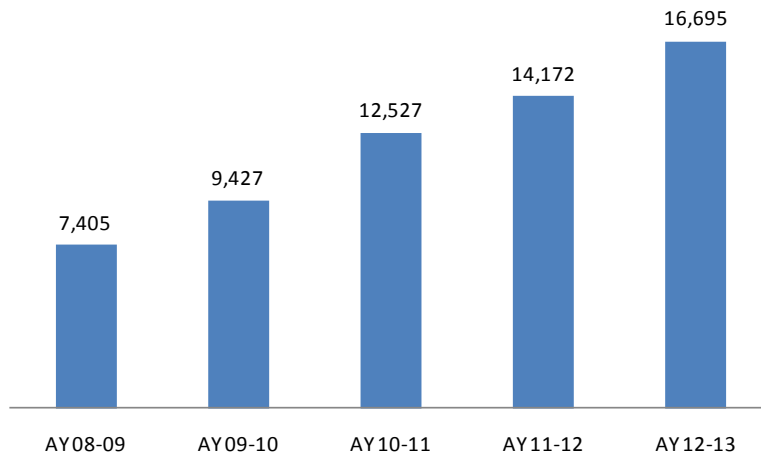
## **System Overview of High School Students**

In academic year 2012-13, 16,695 high school students enrolled in CCCS courses that award credit toward a college degree or certificate (Figure 1).<sup>1</sup> This number is an increase of 125.5 percent over the number of such students enrolled five years ago. The number of credit hours taken by high school students during the same time period increased at a lesser rate, 87.1 percent.

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<sup>1</sup> When arrayed by CCCS institution, the number of high school students totals 16,780. The difference between the 16,780 and the 16,695 is due to enrollment at multiple institutions: 85 high school students are enrolled in more than one CCCS institution.

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



High school students enrolled in a total of 45,604 courses in 2012-13, averaging 2.7 courses per student. Forty percent of high school students enrolled in one course, while 16.8 percent enrolled in five or more courses (Table 1).

**Table 1. High School Students by Number of Courses Enrolled**

	1 course	2 courses	3 courses	4 courses	5+ courses
# of high school students	6,679	3,786	1,708	1,720	2,802
% of high school students	40.0%	22.7%	10.2%	10.3%	16.8%

Of the total course enrollments, 3.5 percent were in remedial math, English, or reading courses. Sixty-seven percent of students who took a remedial course took one course, while 26 percent took two classes.

Students who were enrolled in high school during some portion of the year earned 714 credentials during academic year 2012-13. Seventy-eight percent of these awards were certificates, and the vast majority of these certificates (86.2 percent) were in the



one-year-certificate category. Most students earned one credential, but nineteen students received two awards and eleven received three. Multiple awards most often occurred with academic degrees. The top programs for credentials were automotive mechanics technology (14.7 percent), nurse aide (13.9 percent), associate of arts degree (9.9 percent), and welding technology (9.4 percent).

More female high school students enrolled in college courses than male students, although there were more males in public high schools in Fall 2012. High school enrollees tended to be white (63.5 percent compared to 36.5 percent minority); minorities were also underrepresented relative to their enrollment in public high schools (Table 2).

**Table 2. CCCS High School Students by Gender and Race/Ethnicity**

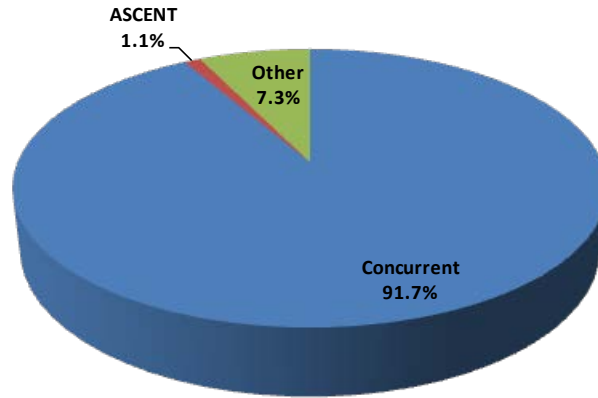
Gender	Fall 2012 Public HS Students	AY 2013 CCCS HS Students
Female	48.9%	53.9%
Male	51.1%	46.1%

Race/Ethnicity	Fall 2012 Public HS Students	AY 2013 CCCS HS Students
White	57.9%	63.5%
Minority	42.1%	36.5%

CCCS calculation based solely on minority and white population

Almost 92 percent of high school students who took courses at CCCS institutions did so through the concurrent enrollment program. Students who took classes without regard to a specific program made up 7.3 percent of high school students, while ASCENT students comprised the remainder.

**Figure 2. High School Students by Program Type**



Of students who identified a specific program of study, 58.5 percent reported an associate of arts/associate of science (AA/AS) degree as their program of study, while 17.7 percent indicated that an associate of general studies (AGS) degree was their desired outcome. The most predominant programs following these degree programs were automotive service and technology, welding technology, business administration, and criminal justice.<sup>2</sup> Slightly over one-third – 35.8 percent – of courses taken by high school students were career and technical education (CTE) courses. Just under 42 percent of courses offered at CCCS institutions are CTE courses.

### **High School Students by Institution**

High school students accounted for 11.9 percent of the CCCS headcount in academic year 2012-13 (Table 3).<sup>3</sup> Among CCCS institutions, however, the proportion of high school students ranged from a high of 35.7 percent at Lamar Community College to 7.2 percent at Front Range Community College. The Community College of Aurora had the highest number of high school students. As a group, rural colleges have a higher proportion of high school students (22.4 percent) than urban colleges (10.8 percent) even

<sup>2</sup> A specific program of study was indicated for about half of high school students.

<sup>3</sup> The sum of the number of students by college (16,780) is greater than the number of total students (16,695) because some students attend more than one college.

though colleges in the Denver metro area experienced the highest rates of growth during the last five years (Table 4). Five years ago high school students comprised 14.8 percent of the rural college headcount and 5 percent of the urban college headcount.

**Table 3. High School Students by Institution**

College	High School Students	Total Headcount	High School as % of Total
ACC	2,964	20,246	14.6%
CCA	3,002	12,357	24.3%
CCD	1,554	17,672	8.8%
CNCC	409	1,776	23.0%
FRCC	2,206	30,485	7.2%
LCC	411	1,151	35.7%
MCC	750	2,518	29.8%
NJC	418	2,849	14.7%
OJC	516	2,156	23.9%
PCC	1,154	11,345	10.2%
PPCC	1,797	21,922	8.2%
RRCC	1,198	14,352	8.3%
TSJC	401	2,501	16.0%
<b>CCCS</b>	<b>16,780</b>	<b>141,330</b>	<b>11.9%</b>

**Table 4. Number and Percent Change in High School Students by Institution, AY 2009 through AY 2013**

College	AY 2008-09		AY 2009-10		AY 2010-11		AY 2011-12		AY 2012-13		Five-Year Change
	Count	% Chg	Count	% Chg	Count	% Chg	Count	% Chg	Count	% Chg	
ACC	602	39.4%	1,049	74.3%	1,988	89.5%	2,532	27.4%	2,964	17.1%	392.4%
CCA	591	105.2%	1,115	88.7%	2,212	98.4%	2,763	24.9%	3,002	8.7%	408.0%
CCD	528	8.9%	974	84.5%	968	-0.6%	1,114	15.1%	1,554	39.5%	194.3%
CNCC	366	4.0%	338	-7.7%	424	25.4%	394	-7.1%	409	3.8%	11.7%
FRCC	559	6.9%	889	59.0%	1,119	25.9%	1,553	38.8%	2,206	42.0%	294.6%
LCC	458	30.1%	415	-9.4%	396	-4.6%	400	1.0%	411	2.8%	-10.3%
MCC	612	-10.4%	612	0.0%	750	22.5%	746	-0.5%	750	0.5%	22.5%
NJC	304	5.2%	326	7.2%	367	12.6%	353	-3.8%	418	18.4%	37.5%
OJC	346	-10.4%	463	33.8%	554	19.7%	481	-13.2%	516	7.3%	49.1%
PCC	929	30.5%	769	-17.2%	1,068	38.9%	1,204	12.7%	1,154	-4.2%	24.2%
PPCC	1,046	49.9%	1,340	28.1%	1,432	6.9%	1,363	-4.8%	1,797	31.8%	71.8%
RRCC	791	27.0%	838	5.9%	909	8.5%	1,115	22.7%	1,198	7.4%	51.5%
TSJC	300	35.7%	327	9.0%	381	16.5%	330	-13.4%	401	21.5%	33.7%
<b>CCCS</b>	<b>7,432</b>	<b>23.0%</b>	<b>9,455</b>	<b>27.2%</b>	<b>12,568</b>	<b>32.9%</b>	<b>14,348</b>	<b>14.2%</b>	<b>16,780</b>	<b>17.0%</b>	<b>125.8%</b>

The Community College of Denver and Community College of Aurora were first and second in the proportion of high school students who are minorities (Table 5). These two colleges account for almost half (46.8 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.

**Table 5. Race/Ethnicity of High School Students by CCCS Institution**

College	Asian	Black	Hawaiian/ Pacific Islander	Hispanic	Multiple Races	Native Am./ Alaska Native	Non- res Alien	Not Known	White	Percent Minority
ACC	4.4%	2.5%	0.1%	9.4%	2.9%	0.3%	1.2%	8.0%	71.1%	21.7%
CCA	6.6%	12.2%	0.6%	27.0%	6.3%	0.4%	0.8%	6.5%	39.6%	57.3%
CCD	1.7%	5.6%	0.2%	47.9%	1.9%	0.5%	14.5%	16.3%	11.3%	83.6%
CNCC	0.7%	0.0%	0.5%	5.6%	1.5%	0.2%	0.5%	20.3%	70.7%	10.8%
FRCC	2.4%	1.0%	0.3%	17.9%	2.7%	0.3%	3.3%	5.7%	66.4%	27.1%
LCC	0.2%	1.0%	0.0%	24.3%	1.0%	0.7%	3.4%	9.2%	60.1%	31.2%
MCC	0.7%	0.5%	0.0%	10.1%	0.7%	0.0%	1.7%	21.2%	65.1%	15.6%
NJC	0.5%	0.2%	0.0%	10.8%	0.5%	0.7%	0.2%	20.8%	66.3%	16.1%
OJC	0.4%	1.0%	0.0%	32.0%	2.1%	0.4%	0.8%	6.4%	57.0%	38.6%
PCC	0.8%	1.1%	0.0%	24.5%	3.5%	1.5%	0.5%	10.9%	57.2%	35.4%
PPCC	1.2%	4.2%	0.3%	12.6%	4.8%	0.9%	0.8%	14.9%	60.2%	28.5%
RRCC	2.8%	0.8%	0.1%	17.7%	2.5%	0.6%	2.2%	5.9%	67.5%	26.5%
TSJC	0.2%	0.2%	0.0%	35.2%	0.2%	0.7%	1.0%	14.7%	47.6%	43.5%
<b>CCCS</b>	<b>2.9%</b>	<b>3.9%</b>	<b>0.2%</b>	<b>20.9%</b>	<b>3.3%</b>	<b>0.5%</b>	<b>2.6%</b>	<b>10.3%</b>	<b>55.3%</b>	<b>36.5%</b>

Table 6 details high school students by program – concurrent, ASCENT, or other.<sup>4</sup> All of the high school students enrolled at Otero Junior College participate in the concurrent enrollment program. Pikes Peak Community College had the lowest proportion of concurrent enrollment students (63.8 percent); a significant percentage of its students (35.4 percent) took courses outside the two programs established by law.

<sup>4</sup> The sum of the number of students by program (16,981) is greater than the number of students by college (16,780) because some students participate in multiple programs.



**Table 6. High School Students by Program by Institution**

College	Program Type			Total
	Concurrent	ASCENT	Other	
ACC	2,751	5	238	2,994
CCA	2,932	71	9	3,012
CCD	1,508	22	73	1,603
CNCC	407	1	1	409
FRCC	2,082	30	111	2,223
LCC	391	14	15	420
MCC	747	3	0	750
NJC	418	0	2	420
OJC	515	0	0	515
PCC	1,146	5	7	1,158
PPCC	1,187	15	658	1,860
RRCC	1,093	12	105	1,210
TSJC	393	1	13	407
<b>CCCS</b>	<b>15,570</b>	<b>179</b>	<b>1,232</b>	<b>16,981</b>
<b>% of Total</b>	<b>91.7%</b>	<b>1.1%</b>	<b>7.3%</b>	<b>100.0%</b>

More high school students took college courses in the Spring term than in the Summer or Fall terms (Table 7). Similarly, the Spring term accounted for the highest number of credit hours. Forty-five percent of high school students took courses in both the Fall and Spring terms; 20 percent of students took courses only in the Fall; and 35 percent of students only took courses in the Spring. Systemwide, students carried an average of 8.3 credit hours over the course of the academic year. Based on a calculation of 30 credit hours per full-time equivalent (FTE) student, high school students accounted for 7.8 percent of CCCS's FTE in academic year 2012-13.

**Table 7. Course Enrollment and Credit Hours by Term**

College	Enrollment by Term			Total Enrollments (Duplicated Students)	Credit Hours by Term			Total Credit Hours
	Summer	Fall	Spring		Summer	Fall	Spring	
ACC	79	1,704	2,107	3,890	324	7,176	8,965	16,465
CCA	15	1,678	2,413	4,106	72	7,841	11,456	19,369
CCD	7	991	1,193	2,191	22	4,953	5,500	10,475
CNCC	1	305	314	620	3	2,273	1,804	4,079
FRCC	57	1,579	1,738	3,374	246	8,183	8,567	16,996
LCC	8	358	348	714	50	2,897	2,989	5,935
MCC	0	706	688	1,394	0	4,818	4,379	9,197
NJC	1	341	364	706	3	1,701	2,080	3,784
OJC	12	269	457	738	57	1,465	3,235	4,757
PCC	0	822	840	1,662	0	6,462	6,451	12,913
PPCC	169	1,444	1,452	3,065	704	9,345	10,654	20,702
RRCC	34	317	993	1,344	177	1,919	8,436	10,532
TSJC	10	241	350	601	44	1,270	2,004	3,318
<b>CCCS</b>	<b>393</b>	<b>10,755</b>	<b>13,257</b>	<b>24,405</b>	<b>1,702</b>	<b>60,302</b>	<b>76,518</b>	<b>138,521</b>
<b>% of Total</b>	<b>1.6%</b>	<b>44.1%</b>	<b>54.3%</b>	<b>Avg Cr Hrs</b>	<b>4.3</b>	<b>5.6</b>	<b>5.8</b>	<b>8.3</b>

### Concurrent Enrollment Program

As noted previously, the concurrent enrollment program accounts for most of the high school students taking college-level courses for credit at CCCS institutions. The parameters of the program are set forth in state law. 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.

**Enrollment.** Table 8 provides student enrollment in the concurrent program by term. The Spring semester accounted for 55.5 percent of concurrent enrollments in academic year 2012-13. Over the course of the year, 15,570 students participated in the program.

**Table 8. Concurrent Students by Term by Institution**

College	Term			Unduplicated Total
	Summer	Fall	Spring	
ACC	9	1,564	1,980	2,751
CCA	12	1,607	2,354	2,932
CCD	6	950	1,145	1,508
CNCC	1	304	312	407
FRCC	15	1,490	1,683	2,082
LCC	0	340	335	391
MCC	0	703	686	747
NJC	1	341	364	418
OJC	12	268	456	515
PCC	0	816	830	1,146
PPCC	115	876	974	1,187
RRCC	2	265	926	1,093
TSJC	0	237	349	393
<b>CCCS</b>	<b>173</b>	<b>9,761</b>	<b>12,394</b>	<b>15,570</b>

**Credit hours.** The credit hours attempted by students enrolled in the concurrent program accounted for 6.9 percent of the overall credit hours attempted for the year (Table 9).

The four colleges with the highest proportion of concurrent enrollment credit hours were located outside of the I-25 corridor: Morgan Community College, Lamar Community College, Colorado Northwestern Community College, and Otero Junior College.

**Table 9. Concurrent Enrollment Attempted Credit Hours by Term and Institution**

College	Term			Attempted Credit Hours	Concurrent as % of Total Attempted
	Summer	Fall	Spring		
ACC	29.0	6,164.0	8,094.0	14,287.0	7.2%
CCA	59.0	6,853.0	10,624.0	17,536.0	12.5%
CCD	18.0	4,461.0	5,035.5	9,514.5	4.5%
CNCC	3.0	2,250.5	1,782.0	4,035.5	17.8%
FRCC	53.0	7,469.0	8,108.0	15,630.0	3.9%
LCC	0.0	2,673.0	2,848.0	5,521.0	26.4%
MCC	0.0	4,770.0	4,351.5	9,121.5	30.1%
NJC	3.0	1,701.0	2,080.0	3,784.0	9.6%
OJC	57.0	1,462.0	3,232.0	4,751.0	14.1%
PCC	0.0	6,379.5	6,355.0	12,734.5	7.9%
PPCC	436.5	6,731.5	7,245.5	14,413.5	4.6%
RRCC	10.0	1,574.0	8,027.0	9,611.0	5.2%
TSJC	0.0	1,228.0	1,994.0	3,222.0	7.9%
<b>CCCS</b>	<b>668.5</b>	<b>53,716.5</b>	<b>69,776.5</b>	<b>124,161.5</b>	<b>6.9%</b>
<b>CCCS Avg</b>	<b>3.9</b>	<b>5.5</b>	<b>5.6</b>	<b>8.0</b>	<b>12.7</b>

**Course completion.** Overall, students in the concurrent enrollment program had a course completion rate of 92.9 percent in academic year 2012-13 (Table 10).<sup>5</sup> Six colleges had overall course completion rates of greater than 95 percent. On a system basis, the Spring term had the highest course completion rate, but this was not consistent among the colleges.

<sup>5</sup> Course completion rates in Table 10 and subsequent tables 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.

**Table 10. Concurrent Enrollment Course Completion Rates by Term and Institution**

College	Term			Concurrent Completion Rate
	Summer	Fall	Spring	
ACC	100.0%	94.7%	94.5%	94.6%
CCA	88.9%	87.0%	90.2%	88.9%
CCD	100.0%	85.1%	83.4%	84.2%
CNCC	100.0%	95.5%	96.6%	96.0%
FRCC	100.0%	93.2%	93.5%	93.3%
LCC	N/A	97.2%	97.1%	97.2%
MCC	N/A	96.3%	96.9%	96.6%
NJC	100.0%	98.3%	97.1%	97.7%
OJC	88.2%	94.6%	92.8%	93.3%
PCC	N/A	93.3%	94.7%	94.0%
PPCC	92.2%	90.2%	89.6%	90.0%
RRCC	100.0%	96.3%	96.8%	96.7%
TSJC	N/A	98.1%	96.7%	97.2%
<b>CCCS</b>	<b>92.7%</b>	<b>92.5%</b>	<b>93.2%</b>	<b>92.9%</b>

**Remedial education.** Although the concurrent enrollment program is available to high school students enrolled in the 9<sup>th</sup> grade and above, basic skills courses are limited to 12<sup>th</sup> graders. Remedial course enrollments represent a very small portion – 3.3 percent – of course enrollments in the concurrent program. The majority of remedial course enrollments are in math (61 percent), followed by English (34 percent) and reading (5 percent). Overall, the course completion rate for math, at 79.5 percent, was the highest of the three subjects (Table 11).

**Table 11. Concurrent Enrollment Remedial Course Completion Rates by Institution**

College	English	Math	Reading	Total
ACC	73.9%	88.6%	100.0%	80.5%
CCA	98.4%	81.6%	100.0%	84.5%
CCD	74.5%	75.2%	83.3%	75.0%
CNCC	100.0%	85.7%	N/A	90.0%
FRCC	50.0%	71.4%	65.7%	59.6%
LCC	0.0%	100.0%	N/A	91.7%
MCC	N/A	N/A	N/A	N/A
NJC	100.0%	92.1%	100.0%	94.8%
OJC	100.0%	100.0%	0.0%	83.3%
PCC	57.1%	75.8%	77.8%	69.8%
PPCC	83.3%	72.1%	100.0%	76.2%
RRCC	100.0%	N/A	N/A	100.0%
TSJC	N/A	100.0%	N/A	100.0%
<b>CCCS</b>	<b>76.3%</b>	<b>79.5%</b>	<b>74.6%</b>	<b>78.2%</b>
<b>No. of Courses</b>	<b>466</b>	<b>826</b>	<b>71</b>	<b>1,363</b>

**Career and technical education.** Thirty-four percent of courses taken through the concurrent enrollment program in academic year 2012-13 were CTE courses (Table 12). On a system basis, the top CTE fields were automotive service and technology (10.7 percent), data processing technology (9.3 percent), and business administration and management (8.3 percent).<sup>6</sup> At 73 percent, the proportion of CTE courses at Red Rocks Community College was more than twice the system rate.

<sup>6</sup> The percentages related to CTE here and in subsequent sections of this report are based on courses where a program code is indicated; unknowns are not included in the calculation.

**Table 12. Concurrent Enrollment CTE Courses**

College	No. of CTE Courses	Total Concurrent Enrollment Courses	CTE as Percent of Total
ACC	2,097	4,522	46.4%
CCA	1,506	5,298	28.4%
CCD	820	3,307	24.8%
CNCC	290	1,227	23.6%
FRCC	2,052	5,460	37.6%
LCC	232	1,784	13.0%
MCC	530	2,869	18.5%
NJC	147	1,166	12.6%
OJC	408	1,429	28.6%
PCC	1,980	4,379	45.2%
PPCC	808	4,526	17.9%
RRCC	2,660	3,642	73.0%
TSJC	439	1,139	38.5%
<b>CCCS</b>	<b>13,969</b>	<b>40,748</b>	<b>34.3%</b>

### **ASCENT PROGRAM**

The ASCENT program is also created by state law, but is a much more limited program than the concurrent enrollment program. 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 were enrolled in the twelfth grade. This program permits a student to attend high school for an additional year at state expense 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.

In academic year 2012-13, 179 students enrolled in 1,357 courses (Table 13). The Community College of Aurora had the most ASCENT students, while Otero Junior College and Northeastern Junior College had none. On average, students took 7.6 courses during the school year. Unlike the concurrent enrollment program, students took more courses in the Fall than in the Spring. Seventy-one percent of ASCENT students took courses in both the Fall and Spring, while 24 percent took course only in the Fall and 5 percent took courses only in the Spring.

**Table 13. ASCENT Courses by Term and Institution**

College	Term		Total Course Enroll	Undup. Student Count	Average Courses per Student
	Fall	Spring			
ACC	22	18	40	5	8.0
CCA	293	249	542	71	7.6
CCD	93	81	174	22	7.9
CNCC	7	6	13	1	13.0
FRCC	115	84	199	30	6.6
LCC	81	44	125	14	8.9
MCC	14	9	23	3	7.7
NJC	N/A	N/A	N/A	N/A	N/A
OJC	N/A	N/A	N/A	N/A	N/A
PCC	27	30	57	5	11.4
PPCC	55	45	100	15	6.7
RRCC	41	39	80	12	6.7
TSJC	4	0	4	1	4.0
<b>CCCS</b>	<b>752</b>	<b>605</b>	<b>1,357</b>	<b>179</b>	<b>7.6</b>

As would be expected, the number of credit hours per student in the ASCENT program is higher than that for the concurrent enrollment program. On average ASCENT students attempted 23.8 credit hours during the year, compared to 8.0 for concurrent enrollment students (Table 14). On average, ASCENT students completed 85.2 percent of their courses (Table 15).



**Table 14. ASCENT Credit Hours by Term and Institution**

College	Term		Total Hours	Avg per Student
	Fall	Spring		
ACC	63.0	52.0	115.0	23.0
CCA	967.0	805.0	1,772.0	25.0
CCD	299.0	271.0	570.0	25.9
CNCC	22.0	20.0	42.0	42.0
FRCC	377.0	284.0	661.0	22.0
LCC	215.5	131.0	346.5	24.8
MCC	48.0	27.0	75.0	25.0
NJC	N/A	N/A	N/A	N/A
OJC	N/A	N/A	N/A	N/A
PCC	65.0	56.0	121.0	24.2
PPCC	170.0	127.5	297.5	19.8
RRCC	129.0	122.0	251.0	20.9
TSJC	16.0	0.0	16.0	16.0
<b>CCCS</b>	<b>2,371.5</b>	<b>1,895.5</b>	<b>4,267.0</b>	<b>23.8</b>

**Table 15. ASCENT Course Completion Rates by Term and Institution**

College	Term		Total Completion Rate
	Fall	Spring	
ACC	81.8%	100.0%	90.0%
CCA	82.9%	80.8%	81.9%
CCD	85.7%	74.0%	80.4%
CNCC	100.0%	100.0%	100.0%
FRCC	82.1%	90.5%	85.8%
LCC	90.7%	93.2%	91.6%
MCC	76.9%	66.7%	72.7%
NJC	N/A	N/A	N/A
OJC	N/A	N/A	N/A
PCC	100.0%	100.0%	100.0%
PPCC	90.7%	95.3%	92.8%
RRCC	75.0%	91.9%	83.1%
TSJC	100.0%	N/A	100.0%
<b>CCCS</b>	<b>84.8%</b>	<b>85.5%</b>	<b>85.2%</b>

Remedial courses are not common in the ASCENT program because its focus is on students who are not in need of basic skills courses. Data on ASCENT program courses revealed six remedial courses in academic year 2012-13 – one in English and five in math – at three institutions. The system completion rate for these courses was 83 percent.

One-quarter of the courses taken through the ASCENT program were CTE courses (Table 16). Cosmetology was the most popular with 14.2 percent of the courses, followed by automotive service and technology (5.7 percent) and emergency medical technology and general office technology (both at 4.8 percent).

**Table 16. ASCENT CTE Courses**

College	CTE Courses	Total ASCENT Courses	CTE as % of Total
ACC	14	40	35.0%
CCA	39	542	7.2%
CCD	52	174	29.9%
CNCC	13	13	100.0%
FRCC	60	199	30.2%
LCC	32	125	25.6%
MCC	1	23	4.3%
NJC	N/A	N/A	N/A
OJC	N/A	N/A	N/A
PCC	50	57	87.7%
PPCC	52	100	52.0%
RRCC	25	80	31.3%
TSJC	0	4	0.0%
<b>CCCS</b>	<b>338</b>	<b>1,357</b>	<b>24.9%</b>

## All Other

The third group of high school students independently registers at a community college. This group does not take courses under the auspices of the concurrent enrollment or ASCENT programs. These students represent about 7 percent of high school registrations. Pikes Peak Community College accounted for over half of these students in academic year 2012-13. Morgan Community College and Northeastern Junior College did not report any such students. On average, students in this group took 2.8 courses during the year; the highest number of course enrollments occurred during the Spring term (Table 17).

**Table 17. Other High School Courses by Term and Institution**

College	Term			Total Other Enroll	Undup. Other Students	Average No. of Courses
	Summer	Fall	Spring			
ACC	90	306	267	663	238	2.8
CCA	4	8	10	22	9	2.4
CCD	1	60	62	123	73	1.7
CNCC	0	0	2	2	1	2.0
FRCC	55	100	56	211	111	1.9
LCC	21	4	5	30	15	2.0
MCC	N/A	N/A	N/A	N/A	N/A	N/A
NJC	N/A	N/A	N/A	N/A	N/A	N/A
OJC	0	1	1	2	2	1.0
PCC	0	5	13	18	7	2.6
PPCC	85	915	1,196	2,196	658	3.3
RRCC	52	66	90	208	105	2.0
TSJC	14	7	3	24	13	1.8
<b>CCCS</b>	<b>322</b>	<b>1,472</b>	<b>1,705</b>	<b>3,499</b>	<b>1,232</b>	<b>2.8</b>

Table 18 presents the credit hours attempted by this group of high school students. Consistent with the average number of courses, the average credit hours attempted by this group was 8.2. Compared to the concurrent enrollment program, a higher proportion of credit hours were taken in the Summer term. Course completion rates are presented in Table 19.

**Table 18. Other High School Student Credit Hours  
by Term and Institution**

College	Term			Total Credit Hours	Avg Credit Hours per Student
	Summer	Fall	Spring		
ACC	295.0	949.0	819.0	2,063.0	8.7
CCA	13.0	21.0	27.0	61.0	6.8
CCD	4.0	193.0	193.0	390.0	5.3
CNCC	0.0	0.0	1.5	1.5	1.5
FRCC	193.0	337.0	175.0	705.0	6.4
LCC	50.0	8.0	10.0	68.0	4.5
MCC	N/A	N/A	N/A	N/A	N/A
NJC	N/A	N/A	N/A	N/A	N/A
OJC	0.0	3.0	3.0	6.0	3.0
PCC	0.0	17.0	40.0	57.0	8.1
PPCC	267.0	2,443.5	3,280.5	5,991.0	9.1
RRCC	167.0	216.0	287.0	670.0	6.4
TSJC	44.0	26.0	10.0	80.0	6.2
<b>CCCS</b>	<b>1,033.0</b>	<b>4,213.5</b>	<b>4,846.0</b>	<b>10,092.5</b>	<b>8.2</b>

**Table 19. Other High School Student Course Completion Rates  
by Term and Institution**

College	Term			Other Completion Rate
	Summer	Fall	Spring	
ACC	90.8%	84.2%	86.1%	85.9%
CCA	100.0%	100.0%	100.0%	100.0%
CCD	100.0%	85.5%	95.2%	90.7%
CNCC	N/A	N/A	100.0%	100.0%
FRCC	92.3%	84.8%	96.1%	89.7%
LCC	100.0%	75.0%	100.0%	96.7%
MCC	N/A	N/A	N/A	N/A
NJC	N/A	N/A	N/A	N/A
OJC	N/A	100.0%	100.0%	100.0%
PCC	N/A	100.0%	92.3%	94.4%
PPCC	85.0%	95.9%	98.1%	96.7%
RRCC	81.3%	70.5%	77.6%	76.3%
TSJC	100.0%	100.0%	100.0%	100.0%
<b>CCCS</b>	<b>89.3%</b>	<b>90.2%</b>	<b>94.8%</b>	<b>92.5%</b>

The proportion of "other" high school students taking remedial courses is higher than in the concurrent enrollment program population: 11 percent compared to 6.4 percent. Compared to the concurrent enrollment program, this group of high school students has lower remedial course completion rates in English and math but higher completion rates in reading. Math courses account for the majority of remedial courses (Table 20).

**Table 20. Other High School Remedial Course Completion Rates by Institution**

College	English	Math	Reading	Total
ACC	78.1%	75.0%	89.7%	79.8%
CCA	N/A	100.0%	N/A	100.0%
CCD	100.0%	91.7%	0.0%	90.0%
CNCC	N/A	N/A	N/A	N/A
FRCC	100.0%	60.0%	100.0%	73.3%
LCC	N/A	N/A	N/A	N/A
MCC	N/A	N/A	N/A	N/A
NJC	N/A	N/A	N/A	N/A
OJC	N/A	N/A	N/A	N/A
PCC	N/A	100.0%	N/A	100.0%
PPCC	68.8%	69.0%	71.4%	69.2%
RRCC	14.3%	44.4%	0.0%	29.4%
TSJC	N/A	N/A	N/A	N/A
<b>CCCS</b>	<b>72.7%</b>	<b>71.8%</b>	<b>82.1%</b>	<b>74.0%</b>
<b>No. of Courses</b>	<b>72</b>	<b>123</b>	<b>42</b>	<b>237</b>

Fifty-eight percent of courses taken by "other" high school students were CTE courses. This high proportion relative to the other categories of high school students is driven primarily by Pikes Peak Community College. Sixty-three percent of the courses in the "other" group of high school students are taken by Pikes Peak Community College students and, of those courses, 83.1 percent are CTE courses (Table 21).

**Table 21. Other High School CTE Courses by Institution**

College	CTE Courses	Total Other Courses	CTE as % of Total
ACC	99	663	14.9%
CCA	0	22	0.0%
CCD	22	123	17.9%
CNCC	0	2	0.0%
FRCC	31	211	14.7%
LCC	14	30	46.7%
MCC	N/A	N/A	N/A
NJC	N/A	N/A	N/A
OJC	0	2	0.0%
PCC	6	18	33.3%
PPCC	1,824	2,196	83.1%
RRCC	28	208	13.5%
TSJC	9	24	37.5%
<b>CCCS</b>	<b>2,033</b>	<b>3,499</b>	<b>58.1%</b>

The predominant CTE courses for this group of students are diesel mechanics technology, zoology/animal biology, nursing assistant, autobody collision and repair, and welding technology.

### **Conclusion**

Over the last five years, high school enrollment at CCCS institutions has grown steadily and now accounts for 11.9 percent of student enrollment. At the behest of the state legislature, the Colorado Department of Higher Education (CDHE) produces an annual report providing data on dual enrollment statewide.<sup>7</sup> The collection of data and the resulting report are in their fourth year. Although the CDHE report covers more than students enrolled in CCCS institutions, its findings relating to the benefits of dual

<sup>7</sup> Section 22-35-112, C.R.S.; House Bill 09-1319



enrollment programs are notable. CDHE reports that, on average, participation in dual enrollment is associated with a 22.9 percent increase in the likelihood of enrolling in college immediately after high school; a 10 percent 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, all of which have been linked to successful degree attainment.<sup>8</sup>

The positive benefits of dual enrollment and the number of students involved demand continued scrutiny of the success of high school students at CCCS institutions. The data in this and succeeding reports will help system and college leadership understand the dynamics of the high school student population and strategically plan for its success.

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<sup>8</sup> 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.