



COLORADO COMMUNITY  
COLLEGE SYSTEM

# Colorado Community College System

**ACADEMIC YEAR 2013-2014  
HIGH SCHOOL STUDENTS ATTENDING  
CCCS COLLEGES**

**MAY 2016**

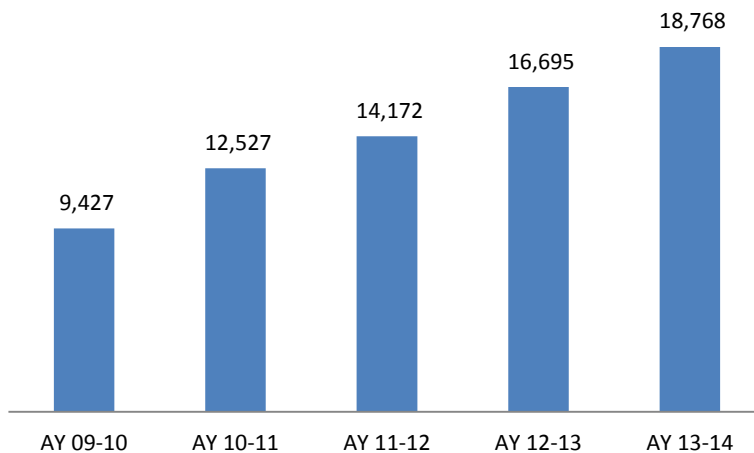
Dual or concurrent enrollment programs refer to programs in which students earn college-level credits from institutions of higher education while still enrolled in high school. In Colorado the term "concurrent enrollment" also refers to a specific program in state law that establishes parameters for 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 2013-14.

- 18,768 unique high school students enrolled in CCCS institutions in 2013-14. When enrollment in multiple institutions by individual students is taken into account, CCCS institutions enrolled 18,885 students.
- High school enrollment increased 12.4 percent over the prior year, while credit hours increased 14.6 percent.
- High school students were awarded 980 credentials, including 755 certificates and 225 associate degrees.
- 92.7 percent of course completions resulted in a successful outcome; the completion rate for CTE courses was 95.2 percent.
- Of the three avenues for high school students to earn college credits at CCCS institutions, the state-created "concurrent enrollment" program accounts for the vast majority (93 percent) of CCCS high school students.
- High school students average about 8.4 credit hours over the course of the academic year.
- Fifty-four percent of courses taken by high school students were gtPathways courses; English 121 was the most popular course.

## System Overview of High School Students

In academic year 2013-14, 18,768 high school students enrolled in CCCS courses that award credit toward a college degree or certificate (Figure 1).<sup>1</sup> This number is just about double the number of such students enrolled five years ago and an increase of 12.4 percent over last year. High school credit hours increased 14.6 percent compared to last year, and 86.5 percent over the last five years.

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



High school students enrolled in a total of 52,393 courses in 2013-14 – an increase of 14.9 percent over last year – and averaged 2.8 courses per student. Thirty-eight percent of high school students enrolled in one course, while 17.2 percent enrolled in five or more courses (Figure 2). Proportionally, compared to last year, high school students were slightly more likely to take two or three courses than one course.

<sup>1</sup> When arrayed by CCCS institution, the number of high school students totals 18,885. The difference between the 18,768 and the 18,885 is enrollment at multiple institutions: 117 high school students are 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).

**Figure 2. High School Students by Number of Courses Enrolled**

	1 course	2 courses	3 courses	4 courses	5+ courses
# of high school students	7,142	4,607	2,112	1,676	3,231
% of high school students	38.1%	24.5%	11.3%	8.9%	17.2%

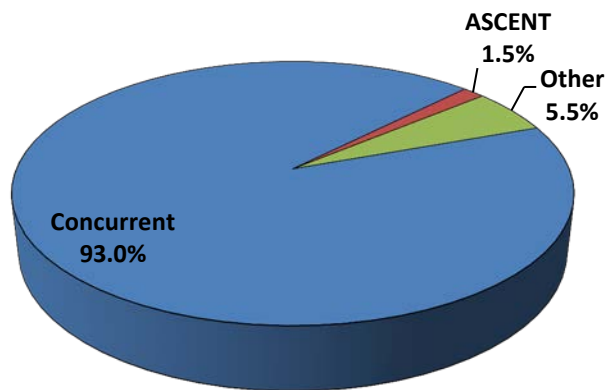
**Participation by program.** Colorado law provides two programs to pave the way for high school students to earn college credits from CCCS institutions while still attending high school: the concurrent enrollment program and the “Accelerating Students through Concurrent Enrollment” (ASCENT) program. 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 93 percent of the high school students taking college-level courses for credit at CCCS institutions. 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 accounts for 1.5 percent of CCCS high school students.

The remaining 5.5 percent of high school students take courses outside of the auspices of the concurrent enrollment or ASCENT programs. Instead, this group of students independently registers and pays for courses at a community college or is involved in a program where there is a third-party payer, such as the area vocational program at Pikes Peak Community College.

**Figure 3. High School Students by Program Type**



**Credentials earned.** During 2013-14, 830 high school students who were enrolled in a CCCS institution earned 980 credentials (Figure 4). This number compares to 714 credentials awarded in 2012-13.<sup>2</sup> Seventy-seven percent of these awards were certificates, and the vast majority of these certificates (95.5 percent) were in the one-year-certificate category.

<sup>2</sup> Please note that there was a change in how degrees were reported to CDHE in 2013-14, which is explained in detail in the CCCS publication *Academic Year 2014 Degrees Awarded* at <https://www.cccs.edu/wp-content/uploads/2012/09/DegreesAwardedAY2014.pdf>. Thus, the data for 2013-14 may not be consistent with the 2012-13 degree data reported for high school students last year.

**Figure 4. Number and Type of Credentials Earned by High School Students**

Award	Number of Awards	Percent of Total
1-yr Certificate	721	73.6%
2-yr Certificate	34	3.5%
<b>Total Certificates</b>	<b>755</b>	<b>77.0%</b>
Associate of Applied Science (AAS)	9	0.9%
Associate of General Studies (AGS)	61	6.2%
Associate of Arts (AA)	99	10.1%
Associate of Science (AS)	56	5.7%
<b>Total Degrees</b>	<b>225</b>	<b>23.0%</b>
<b>Total</b>	<b>980</b>	<b>100.0%</b>

Most students earned one credential, but 11.6 percent earned more than one credential, as illustrated in Figure 5. The top programs for credentials were automotive mechanics technology (14.4 percent of total credentials), nurse aide (14.4 percent), and welding technology (13.2 percent) and associate of arts degrees (10.1 percent). These four programs accounted for over one-half of the credentials earned by high school students.

**Figure 5. Number of Students by Number of Awards**

	1 award	2 awards	3 awards	4 awards	5+ awards	Total
<b># of Students</b>	734	60	27	5	4	830
<b>% of Degree Students</b>	88.4%	7.2%	3.3%	0.6%	0.5%	100.0%

Consistent with its number of high school students, the concurrent enrollment program was responsible for the greatest number of credentials awarded to high school students. Although it is somewhat difficult to come to conclusions about awards by dual enrollment program because some students are attending under multiple programs, it appears that the ASCENT and “other” programs produce more awards relative to their student participation than the concurrent enrollment program (Figure 6).

**Figure 6. Credentials Earned by High School Student Program**

Program	Associate Degrees	Certificates	Total	Percent of Total
Concurrent	203	657	860	83.7%
ASCENT	31	37	68	6.6%
Other	16	83	99	9.6%
<b>Total</b>	<b>250</b>	<b>777</b>	<b>1,027</b>	<b>100.0%</b>

\* The total number of awards and awards by category exceeds the totals of awards by high school students because some students take courses through multiple programs.

**Demographics.** More female high school students enrolled in college courses than male students, although there were more males in public high schools in Fall 2013. High school enrollees at CCCS institutions tended to be white (63.7 percent), although the proportion of minority high school students (36.3 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 7).

**Figure 7. CCCS High School Students by Gender and Race/Ethnicity**

Gender	Fall 2013 Public HS Students	AY 2014 CCCS HS Students
Female	49.0%	52.9%
Male	51.0%	47.1%

Race/Ethnicity	Fall 2013 Public HS Students	AY 2014 CCCS HS Students
White	57.0%	63.7%
Minority	43.0%	36.3%

CCCS calculation based solely on minority and white population

The number of students of all racial and ethnic backgrounds increased when compared to academic year 2013, but the percentage increase of Asian, Hawaiian/Pacific Island, multiple-race, Native American/Alaska Native, and white students increased at rates exceeding the CCCS increase of 12.4 percent.

**Participation by term.** More high school students took college courses in the Spring term than in the Summer or Fall terms (Figure 8). Similarly, the Spring term accounted

for the highest number of credit hours. Systemwide, students carried an average of 8.5 credit hours over the course of the academic year.

**Figure 8. Number of Students, Attempted Credit Hours, and Average Attempted Credit Hours by Dual Enrollment Program**

Program	Summer	Fall	Spring	Total
Concurrent Students	213	11,007	14,125	17,640
ASCENT Students	0	269	233	284
Other Students	226	651	736	1,045
<b>Total Students</b>	<b>439</b>	<b>11,925</b>	<b>15,091</b>	<b>18,768</b>
Concurrent Attempted Credit Hours	1,096	58,816	82,171	142,083
ASCENT Attempted Credit Hours	0	3,703	3,033	6,736
Other Attempted Credit Hours	1,006	3,794	5,177	9,976
<b>Total Attempted Credit Hours</b>	<b>2,102</b>	<b>66,312</b>	<b>90,381</b>	<b>158,795</b>
Concurrent Attempted Credit Hours/Student	5.1	5.3	5.8	8.1
ASCENT Attempted Credit Hours/Student	0.0	13.8	13.0	23.7
Other Attempted Credit Hours/Student	4.4	5.8	7.0	9.5
<b>Total Attempted Credit Hours/Student</b>	<b>4.8</b>	<b>5.6</b>	<b>6.0</b>	<b>8.5</b>

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

**Programs and courses of study.** Of students who identified a specific program of study, 62.6 percent reported an associate of arts/associate of science (AA/AS) degree as their intended program of study, while 12.4 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 and technology, welding technology, and business administration.<sup>3</sup> These programs accounted for 90 percent of the intended programs of study indicated by students.

Fifty-four 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, Psychology 101, Communication 115, and Literature 115. These

<sup>3</sup> A specific program of study was indicated for about half of high school students.



courses accounted for about one-quarter of student course enrollments. Slightly over one-third – 35.5 percent – of courses taken by high school students were career and technical education (CTE) courses, which is on par with the proportion of CTE courses taken by the student body as a whole.

A small proportion – 3.4 percent – of courses taken by high school students were remedial or supplemental academic instruction courses. Math was the predominant remedial course taken with 60.6 percent of remedial course enrollments. Seventy-three percent of students who took a remedial course took one course, while 21 percent took two classes.

**Enrollment in subsequent year.** Twenty-nine percent of high school students enrolled in CCCS colleges in 2013-14 returned to CCCS institutions as high school students in 2014-15. Further, 13.4 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 2014 – the fall semester following academic year 2013-14. It is important to note that the NSC data submission was smaller than the total universe of CCCS high school students and thus the data presented here cannot be directly compared to that in the preceding paragraph to extrapolate to 100 percent.<sup>4</sup> The NSC analysis revealed that 19.3 percent of students in the NCS submission enrolled in a four-year college in Fall 2014. Colorado State University-Fort Collins was the most popular destination, with 13.3 percent of

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<sup>4</sup> The data submission to NSC included 16,212 students, compared to the total of 18,768 high school students. While the data is not directly comparable to data on all high school students, it is presented as a point of interest while the data pull methodology is further refined to better match the high school population. The NSC match rate on the high school data submission was 88.9 percent; thus, data was provided for 14,466 students. NSC reports that about 3,500 colleges and universities, enrolling over 98 percent of students enrolled in public and private U.S. institutions, participate in NSC.



college enrollees, followed by the University of Colorado Boulder (10.1 percent), the University of Colorado Denver (8.5 percent) and the University of Northern Colorado and the University of Colorado-Colorado Springs, both with 6.5 percent. Of the students identified as enrolled in Fall 2014, 82.5 percent were also enrolled in Fall 2015. An additional 16.5 percent of the 2013-14 high school students submitted to NSC enrolled in a four-year college in Fall 2015.

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

High school students accounted for 14.1 percent of the CCCS headcount in academic year 2013-14 (Figure 9).<sup>5</sup> Among CCCS institutions, however, the proportion of high school students ranged from a high of 34.9 percent at Lamar Community College to 8.3 percent at Pikes Peak Community College. Arapahoe Community College had the greatest number of high school students. As a group, rural colleges had a higher proportion of high school students (25.5 percent) than urban colleges (12.9 percent) even though colleges in the Denver metro area experienced the highest rates of growth during the last five years (Figure 10). Five years ago, high school students comprised 15.8 percent of the rural college headcount and 5.9 percent of the urban college headcount.

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<sup>5</sup> The sum of the number of students by college (18,885) is greater than the number of total students (18,768) because some students attend more than one college.

**Figure 9. High School Students by Institution**

College	High School Students	Total Headcount	High School as % of Total
ACC	3,553	19,775	18.0%
CCA	3,185	11,935	26.7%
CCD	1,851	15,669	11.8%
CNCC	488	1,751	27.9%
FRCC	2,583	29,044	8.9%
LCC	387	1,109	34.9%
MCC	856	2,520	34.0%
NJC	388	2,806	13.8%
OJC	584	2,121	27.5%
PCC	1,210	10,331	11.7%
PPCC	1,749	20,962	8.3%
RRCC	1,491	13,787	10.8%
TSJC	560	2,514	22.3%
<b>CCCS</b>	<b>18,885</b>	<b>134,324</b>	<b>14.1%</b>

**Figure 10. Number and Percent Change in High School Students by Institution, AY 2010 through AY 2014**

College	AY 10 Count	AY 10 % Chg	AY 11 Count	AY 11 % Chg	AY 12 Count	AY 12 % Chg	AY 13 Count	AY 13 % Chg	AY 14 Count	AY 14 % Chg	Five-Year Change
ACC	1,049	74.3%	1,988	89.5%	2,532	27.4%	2,964	17.1%	3,553	19.9%	238.7%
CCA	1,115	88.7%	2,212	98.4%	2,763	24.9%	3,002	8.7%	3,185	6.1%	185.7%
CCD	974	84.5%	968	-0.6%	1,114	15.1%	1,554	39.5%	1,851	19.1%	90.0%
CNCC	338	-7.7%	424	25.4%	394	-7.1%	409	3.8%	488	19.3%	44.4%
FRCC	889	59.0%	1,119	25.9%	1,553	38.8%	2,206	42.0%	2,583	17.1%	190.6%
LCC	415	-9.4%	396	-4.6%	400	1.0%	411	2.8%	387	-5.8%	-6.7%
MCC	612	0.0%	750	22.5%	746	-0.5%	750	0.5%	856	14.1%	39.9%
NJC	326	7.2%	367	12.6%	353	-3.8%	418	18.4%	388	-7.2%	19.0%
OJC	463	33.8%	554	19.7%	481	-13.2%	516	7.3%	584	13.2%	26.1%
PCC	769	-17.2%	1,068	38.9%	1,204	12.7%	1,154	-4.2%	1,210	4.9%	57.3%
PPCC	1,340	28.1%	1,432	6.9%	1,363	-4.8%	1,797	31.8%	1,749	-2.7%	30.5%
RRCC	838	5.9%	909	8.5%	1,115	22.7%	1,198	7.4%	1,491	24.5%	77.9%
TSJC	327	9.0%	381	16.5%	330	-13.4%	401	21.5%	560	39.7%	71.3%
<b>CCCS</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>18,885</b>	<b>12.5%</b>	<b>99.7%</b>



The proportion of minority high school students attending CCCS institutions declined slightly from a year ago, from 36.5 percent to 36.2 percent. The Community College of Denver and Community College of Aurora were first and second in the proportion of minority high school students (Figure 11). These two colleges account for 44.5 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 11. 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	4.1%	2.5%	0.2%	10.4%	4.3%	0.4%	0.9%	6.0%	71.3%	23.4%
CCA	6.7%	10.8%	0.4%	27.3%	7.4%	0.6%	0.8%	6.3%	39.7%	57.2%
CCD	2.4%	7.2%	0.4%	39.4%	3.3%	0.8%	11.0%	22.5%	12.9%	80.6%
CNCC	0.6%	0.2%	0.4%	9.4%	1.8%	0.6%	0.8%	12.5%	73.6%	15.1%
FRCC	3.1%	0.8%	0.3%	18.4%	3.3%	0.5%	2.7%	4.1%	66.6%	28.4%
LCC	0.0%	0.3%	0.0%	28.7%	1.3%	0.8%	4.1%	8.5%	56.3%	35.5%
MCC	0.4%	1.1%	0.0%	12.0%	0.7%	0.0%	1.3%	15.1%	69.5%	16.9%
NJC	0.3%	0.0%	0.0%	12.4%	2.1%	0.3%	0.8%	7.2%	77.1%	16.2%
OJC	0.5%	0.9%	0.0%	34.8%	3.1%	0.7%	0.7%	3.8%	55.7%	41.8%
PCC	0.8%	0.9%	0.2%	21.4%	3.5%	2.0%	0.6%	10.3%	60.3%	32.3%
PPCC	1.4%	4.1%	0.4%	12.5%	5.0%	0.5%	1.0%	11.9%	63.2%	27.4%
RRCC	3.1%	1.1%	0.0%	16.4%	2.5%	0.7%	2.2%	5.0%	69.1%	25.6%
TSJC	0.4%	0.0%	0.0%	30.2%	0.5%	1.1%	1.3%	29.3%	37.3%	46.3%
<b>CCCS</b>	<b>3.0%</b>	<b>3.7%</b>	<b>0.3%</b>	<b>20.3%</b>	<b>4.0%</b>	<b>0.6%</b>	<b>2.3%</b>	<b>9.4%</b>	<b>56.3%</b>	<b>36.2%</b>

"Minority" includes Asian, Black/African American, Hawaiian/Pacific Islander, Hispanic, Multiple Race, and Native American/Alaska Native students.

Figure 12 details high school students by program – concurrent, ASCENT, or other.<sup>6</sup> The vast majority of students (93 percent) enrolled in CCCS colleges through the concurrent enrollment program. In fact, all of the high school students enrolled at Colorado Northwestern Community College and Otero Junior College participated 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.

**Figure 12. High School Students by Program by Institution**

College	Concurrent	ASCENT	Other	Total
ACC	3,332	16	177	3,525
CCA	3,104	95	6	3,205
CCD	1,812	30	6	1,848
CNCC	488	0	0	488
FRCC	2,444	64	91	2,599
LCC	376	10	4	390
MCC	845	3	0	848
NJC	381	1	0	382
OJC	584	0	0	584
PCC	1,190	9	13	1,212
PPCC	1,181	22	616	1,819
RRCC	1,346	33	126	1,505
TSJC	557	1	6	564
<b>CCCS</b>	<b>17,640</b>	<b>284</b>	<b>1,045</b>	<b>18,969</b>
<b>% of Total</b>	<b>93.0%</b>	<b>1.5%</b>	<b>5.5%</b>	<b>100.0%</b>

Figure 13 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. Systemwide, students carried

<sup>6</sup> The sum of the number of students by program (18,969) is greater than the number of students by college (18,885) because some students participate in multiple programs.

an average of 8.4 credit hours over the course of the academic year.<sup>7</sup> The proportion of high school credit hours to total credit hours was highest at Morgan Community College, at 32.9 percent; Lamar Community College and Colorado Northwestern Community College also had rates that exceeded 20 percent. Lamar Community College’s average credit hours per high school student of 13.8 was the highest of the thirteen colleges (Figure 14)

**Figure 13. Course Enrollment and Credit Hours by Term**

College	Summer Students	Fall Students	Spring Students	Summer Credit Hours	Fall Credit Hours	Spring Credit Hours	Total Credit Hours
ACC	70	2,023	2,666	326	8,708	11,666	20,700
CCA	57	1,956	2,557	444	9,353	12,908	22,705
CCD	32	1,015	1,411	130	4,639	6,192	10,962
CNCC	0	346	412	0	2,479	2,603	5,082
FRCC	68	1,798	2,090	295	9,083	11,110	20,488
LCC	4	344	335	12	2,650	2,684	5,346
MCC	6	798	754	31	5,351	4,825	10,207
NJC	0	323	327	0	1,529	1,949	3,478
OJC	0	326	493	0	1,830	3,492	5,322
PCC	26	827	916	125	6,702	7,033	13,860
PPCC	127	1,382	1,486	486	9,575	11,243	21,305
RRCC	47	375	1,282	227	2,272	12,287	14,785
TSJC	3	426	445	26	2,141	2,392	4,559
<b>CCCS</b>	<b>440</b>	<b>11,939</b>	<b>15,174</b>	<b>2,102</b>	<b>66,312</b>	<b>90,381</b>	<b>158,795</b>
<b>% of Total/ Avg Cr Hrs</b>	<b>1.6%</b>	<b>43.3%</b>	<b>55.1%</b>	<b>4.8</b>	<b>5.6</b>	<b>6.0</b>	<b>8.4</b>

<sup>7</sup> The number of average credit hours per student cited here is slightly lower than the number of 8.5 discussed earlier in this report because of the higher number of students when calculated by college.

**Figure 14. 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 per High School Student
ACC	20,700	191,572	10.8%	3,553	5.8
CCA	22,705	136,011	16.7%	3,185	7.1
CCD	10,962	182,043	6.0%	1,851	5.9
CNCC	5,082	22,575	22.5%	488	10.4
FRCC	20,488	381,218	5.4%	2,583	7.9
LCC	5,346	19,812	27.0%	387	13.8
MCC	10,207	31,014	32.9%	856	11.9
NJC	3,478	39,807	8.7%	388	9.0
OJC	5,322	33,247	16.0%	584	9.1
PCC	13,860	147,952	9.4%	1,210	11.5
PPCC	21,305	301,475	7.1%	1,749	12.2
RRCC	14,785	179,066	8.3%	1,491	9.9
TSJC	4,559	40,793	11.2%	560	8.1
<b>CCCS</b>	<b>158,795</b>	<b>1,706,584</b>	<b>9.3%</b>	<b>18,885</b>	<b>8.4</b>

## 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 15). Of those completions, passing grades were awarded in 92.7 percent of the cases. ASCENT course enrollments had the lowest pass rate, at 87.4 percent. The “other” category of high school course enrollments had the highest pass rate, at 93.2 percent, but it also had the highest proportion of course enrollments for which a completing grade was not recorded.

**Figure 15. 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	47,009	89.7%	42,362	1,793	2,854
Fail	3,712	7.1%	3,244	259	209
Audit	12	0.0%	12	0	0
Incomplete	108	0.2%	101	2	5
Withdrawn	869	1.7%	693	92	84
Course in Progress or Ungraded Course	683	1.3%	177	0	506
<b>Total</b>	<b>52,393</b>	<b>100.0%</b>	<b>46,589</b>	<b>2,146</b>	<b>3,658</b>
<b>% Completing with Pass or Fail Grade</b>	<b>96.8%</b>	<b>N/A</b>	<b>97.9%</b>	<b>95.6%</b>	<b>83.7%</b>
<b>% of Completions with Passing Grade</b>	<b>92.7%</b>	<b>N/A</b>	<b>92.9%</b>	<b>87.4%</b>	<b>93.2%</b>

**Course completion.** Overall, the system average course completion rate for high school students was 92.7 percent in academic year 2013-14, compared to 92.6 percent in academic year 2012-13 (Figure 16).<sup>8</sup> Five colleges – all of them rural – had overall course completion rates of greater than 95 percent. At 97.6 percent, Northeastern Junior College had the highest overall completion rate. Pikes Peak Community College had the greatest percentage increase in its completion rate, followed by the Community College of Denver (Figure 17). 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.

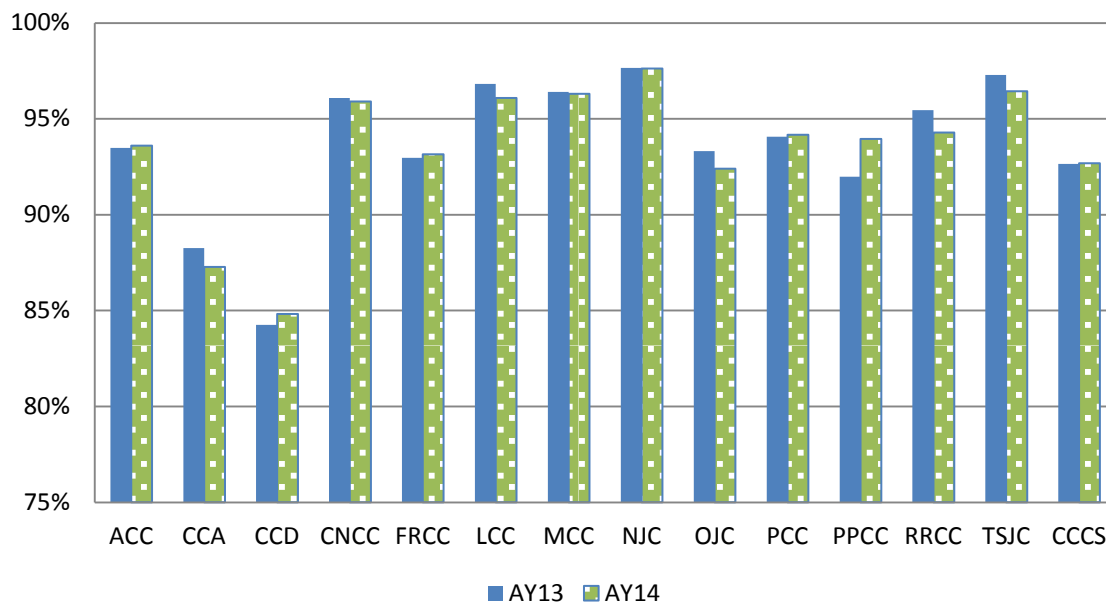
<sup>8</sup> Course completion rates are measured by dividing the number of passing grades by the sum of the number of passing and failing grades. Thus, the cohorts for course completion rates may be different from the number of course enrollments.



**Figure 16. Course Completion Rates by College and Term**

College	Summer	Fall	Spring	Overall Completion Rate
ACC	92.2%	92.6%	94.3%	93.6%
CCA	90.6%	86.1%	88.0%	87.3%
CCD	83.3%	88.5%	81.7%	84.8%
CNCC	N/A	96.4%	95.5%	95.9%
FRCC	91.8%	93.3%	93.0%	93.1%
LCC	75.0%	95.6%	96.7%	96.1%
MCC	100.0%	96.0%	96.6%	96.3%
NJC	N/A	97.7%	97.6%	97.6%
OJC	N/A	91.6%	92.9%	92.4%
PCC	92.1%	93.0%	95.3%	94.2%
PPCC	91.8%	94.0%	94.1%	93.9%
RRCC	95.5%	92.4%	94.6%	94.3%
TSJC	100.0%	94.9%	97.7%	96.4%
<b>CCCS</b>	<b>91.8%</b>	<b>92.4%</b>	<b>92.9%</b>	<b>92.7%</b>

**Figure 17. Comparison of Course Completion Rates by College  
AY 2013 and AY 2014**



**Subject areas.** The 52,393 high school course enrollments covered 1,153 distinct courses, 80.1 percent of which were 100 series courses and 16.4 percent of which were 200 series courses. The remaining course enrollments were in courses with course numbers less than 100. Figure 18 shows the course completion rates, by college, for the ten courses with the greatest number of course enrollments systemwide. These ten courses accounted for 30.8 percent of high school course enrollments. The system completion rate for these ten courses was 91.4 percent. Colorado Northwestern Community College had the highest completion rate at 98.4 percent.

**Figure 18. Completion Rate by College for Top Ten Courses Systemwide\*<sup>9</sup>**

College	Top Ten Course Enrollments as % of Total Enrollments	Completion Rate
ACC	34.3%	94.7%
CCA	40.3%	84.1%
CCD	37.9%	81.3%
CNCC	32.4%	98.4%
FRCC	31.7%	93.5%
LCC	43.6%	96.3%
MCC	42.4%	96.2%
NJC	47.8%	96.7%
OJC	41.4%	95.4%
PCC	21.3%	92.4%
PPCC	23.1%	91.4%
RRCC	8.9%	90.4%
TSJC	34.4%	95.7%
<b>CCCS</b>	<b>30.8%</b>	<b>91.4%</b>

\*ENG 121, MAT 121, ENG 122, PSY 101, COM 115, LIT 115, MAT 122, HIS 201, AAA 109, HIS 202

<sup>9</sup> The top ten courses are based on enrollments at the system level, not the individual college level.

As previously discussed, the course with the greatest number of enrollments systemwide was English 121 (with 7.3 percent of enrollments), followed by Math 121 (5.1 percent), English 122 (3.5 percent), Psychology 101 (2.8 percent), Communication 115 (2.7 percent), and Literature 115 (2.6 percent). Figure 19 shows the top course enrollment by college, along with its percentage of total high school course enrollments.

**Figure 19. Top High School Course by Enrollment by College**

College	Top Course by Enrollment	% of Total College Course Enrollments
ACC	ENG 0121	9.2%
CCA	ENG 0121	8.9%
CCD	AAA 0109	15.8%
CNCC	COM 0115	8.9%
FRCC	ENG 0121	7.9%
LCC	COM 0115	7.6%
MCC	ENG 0121	9.8%
NJC	ENG 0121	14.6%
OJC	CIS 0118	8.4%
PCC	ENG 0121	5.7%
PPCC	ENG 0121	6.4%
RRCC	ENG 0121	3.8%
TSJC	PSY 0101	7.4%
<b>CCCS</b>	<b>ENG 0121</b>	<b>7.3%</b>

**Career and technical education.** Career and technical education accounted for 35.5 percent of high school courses in academic year 2013-14. On a system basis, the top CTE course fields were business administration and management (7.3 percent), automotive mechanics technology (7.2 percent), and cosmetology (7.1 percent).<sup>10</sup> At 73.5 percent, the proportion of high school CTE courses at Red Rocks Community College was more than twice the system rate.

<sup>10</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.



The CCCS completion rate for CTE courses of 95.2 percent was higher than the overall completion rate of 92.7 percent. At the Community College of Denver and Community College of Aurora, the difference was significant: 9.8 and 7.3 percentage points, respectively. Northeastern Junior College achieved a 100 percent completion rate in its CTE high school courses. CTE course completion rates by college are displayed in Figure 20.

**Figure 20. CTE Course Completion Rates by College**

College	CTE Course Enrollments as % of Total Enrollments	Completion Rate
ACC	37.2%	94.5%
CCA	22.2%	94.6%
CCD	29.1%	94.6%
CNCC	20.2%	95.4%
FRCC	32.3%	92.9%
LCC	13.9%	97.1%
MCC	18.9%	96.1%
NJC	11.7%	100.0%
OJC	27.5%	89.2%
PCC	41.8%	97.3%
PPCC	39.4%	96.7%
RRCC	73.5%	95.2%
TSJC	39.7%	98.3%
<b>CCCS</b>	<b>35.5%</b>	<b>95.2%</b>

**Developmental education.** Remedial and supplemental academic instruction courses represented a very small portion – 3.4 percent – of high school course enrollments (Figure 19). 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 12<sup>th</sup> graders and the ASCENT program is geared to students who are not in need of basic skills. Sixty-one percent of developmental education course enrollments were in math, with the remaining 39 percent

in English.<sup>11</sup> English courses had the higher completion rate, 78.7 percent compared to 77 percent for math. The overall system completion rate was 77.6 percent. The system course completion rate is significantly influenced by the Community College of Denver, which enrolled 42.6 percent of the high school developmental education completers. Three-quarters of the completers are in three colleges: Community College of Denver, Arapahoe Community College, and Community College of Aurora.

**Figure 21. High School Developmental Education Enrollments and Completion Rates by College**

College	English Remedial as % of Total HS Course Enroll.	Math Remedial as % of Total HS Course Enroll.	Total Remedial as % of Total HS Course Enroll.	English Completion Rate	Math Completion Rate	Total Completion Rate
ACC	2.7%	2.0%	4.7%	81.4%	74.0%	78.2%
CCA	0.4%	3.1%	3.4%	28.0%	81.9%	76.2%
CCD	7.8%	11.4%	19.2%	78.6%	70.3%	73.7%
CNCC	3.3%	4.1%	7.4%	88.6%	94.8%	92.5%
FRCC	0.5%	0.8%	1.3%	77.1%	79.6%	78.6%
LCC	0.0%	0.5%	0.5%	N/A	100.0%	100.0%
MCC	0.1%	0.1%	0.2%	0.0%	66.7%	40.0%
NJC	0.8%	2.4%	3.2%	100.0%	96.2%	97.1%
OJC	0.7%	0.1%	0.8%	100.0%	100.0%	100.0%
PCC	0.9%	0.7%	1.7%	81.3%	84.6%	82.8%
PPCC	0.5%	0.9%	1.4%	87.5%	70.0%	76.1%
RRCC	0.2%	0.3%	0.5%	57.1%	85.7%	76.2%
TSJC	0.3%	1.5%	1.8%	100.0%	95.2%	96.0%
<b>CCCS</b>	<b>1.3%</b>	<b>2.0%</b>	<b>3.4%</b>	<b>78.7%</b>	<b>77.0%</b>	<b>77.6%</b>

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

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

<sup>11</sup> English is used as an umbrella term to cover courses in English, Reading, and College Composition and Reading.



Math 99 accounted for the greatest number of high school developmental education enrollments, with 28.4 percent of the total, followed by English 90 (24.2 percent) and Math 90 (15 percent).

## **Conclusion**

High school enrollment at CCCS institutions has grown steadily in recent years and accounted for 14.1 percent of student enrollment in 2013-14. 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.<sup>12</sup>

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. 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>12</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.