

2021: Postsecondary Access & Success for Colorado's High School Grads

Selected Findings – Data Through the HS Graduating Class of 2019

AKA: College-Going Info for Colorado's High School Grads

The Class of 2019 were in their second semester of college when the pandemic hit.

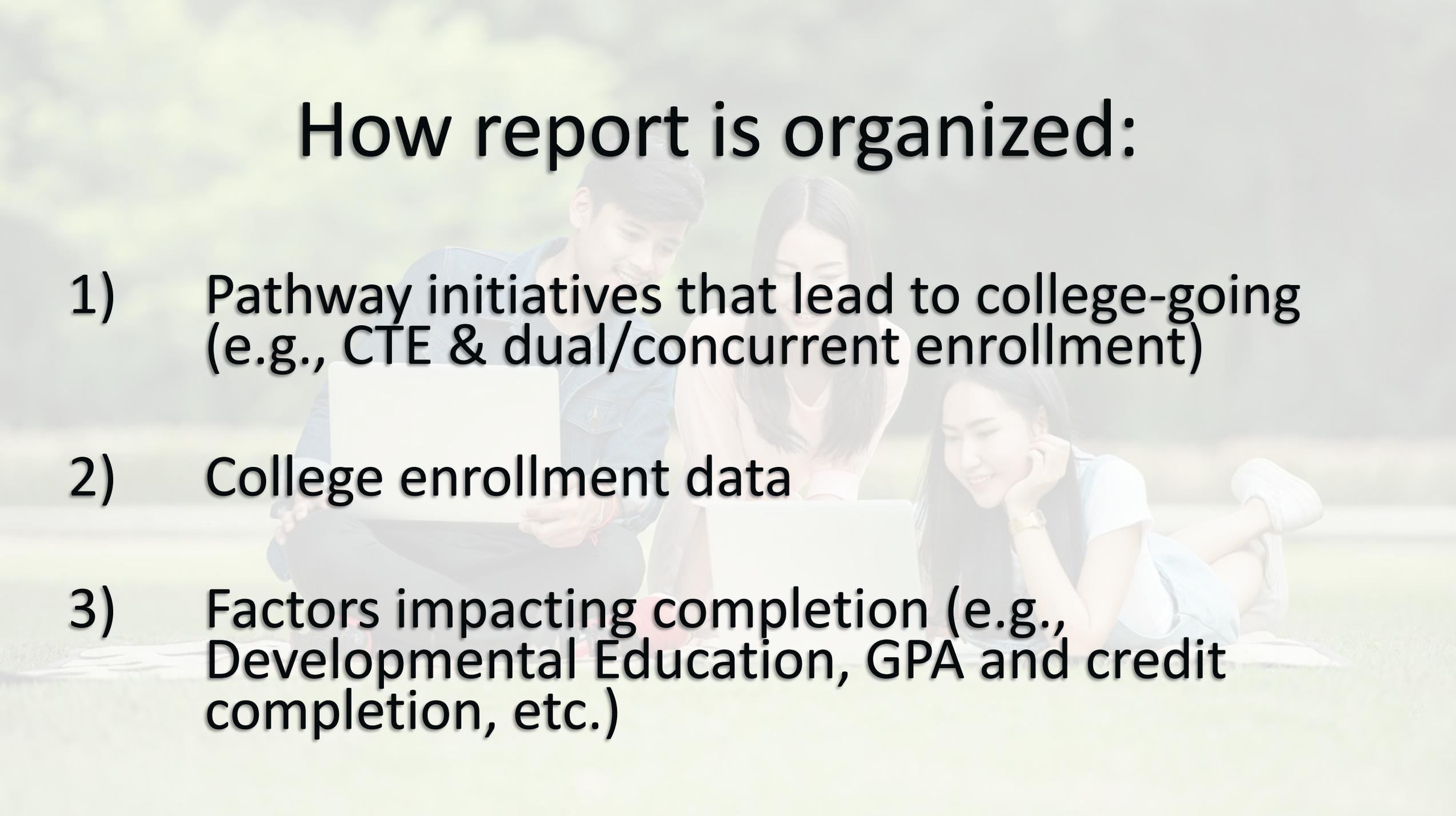
Purpose:

- Required by statute by April 15th each year: C.R.S. 23-1-113
- Provide data on college-going trends for at least the preceding six years
- Supports needed and success in gateway courses in math & English
- First year college grades
- Disaggregated data by district & high school ([online](#) – “district at a glance”)
- Provide recommendations

Importance of Report:

- Provides critical information on status of reaching higher ed goals
- Highlight's areas of strength and opportunities for improvement, particularly surrounding equity
- Can help prioritize initiatives

How report is organized:

- 1) Pathway initiatives that lead to college-going (e.g., CTE & dual/concurrent enrollment)
 - 2) College enrollment data
 - 3) Factors impacting completion (e.g., Developmental Education, GPA and credit completion, etc.)
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- A background image showing three young adults (two women and one man) sitting on the grass outdoors, looking at a laptop. The man is on the left, one woman is in the middle leaning over the laptop, and another woman is on the right lying on her side. They appear to be students in a study session.

Key Findings

- At **56.3%** enrolled in a college/university fall after HS graduation (slight decrease).
- **40%** enrolled in college courses while in high school (slight increase).
- **25%** enrolled in an out-of-state institution (increase).
- First-year GPA (2.91) and course credits (32.5) completed continues to rise.

Developmental Education Needs Continue to Decrease

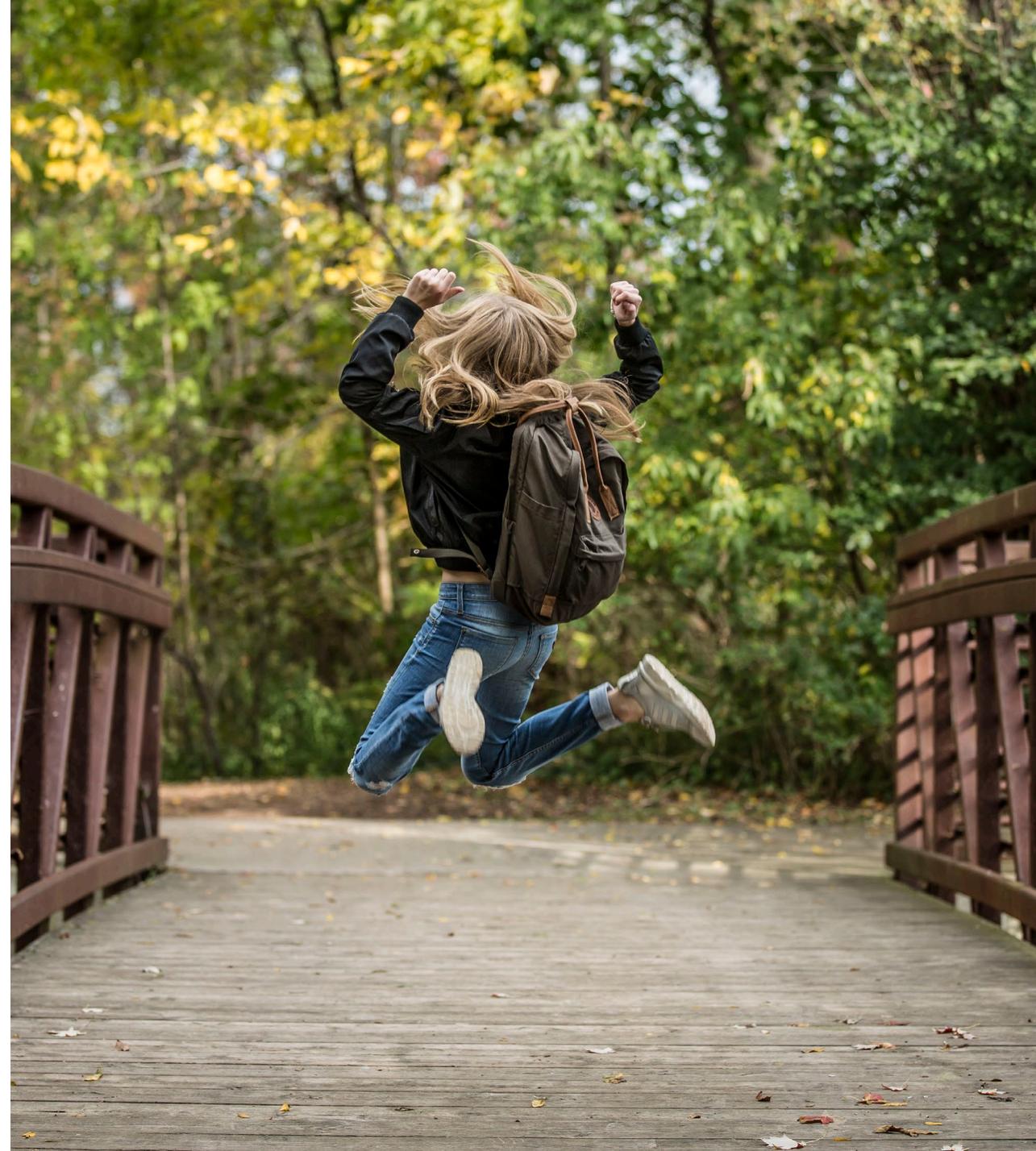
Between 2017-2018, there was an almost 10% drop in need – attributed to dev ed reform!

While statewide dev ed need slightly increased from last year, for two-year IHE's it continued to decrease (3.4% drop from 2018)

26.7%

Rural Student Data Included for First Time!

- 51.4% students from rural areas enrolled in college fall after graduation (56.3% state avg)
- In 2009, it was 54.3% - has fluctuated slightly up and down
- “Small” rural area = 53% (less than 1000 students)



Race & Ethnicity Data

Equity gaps are especially concerning as demonstrated that in 2018, 64.9% of White Coloradoans earned a college degree or certificate, while the attainment rates for American Indian or Alaska Native (27.87%) Black or African American (43.94%), and Hispanic and/ or Latino (32.16%) were much lower.

- College-going rates are increasing for:
 - American Indian or Alaska Native (44.95%);
 - Asian (78.8%);
 - Hawaiian or Pacific Islander (44.37%); and
 - Hispanic or Latinx (45.94%)
- Dual enrollment is increasing for every race/ethnicity group
- Credential earning in 4 years (2016 grads):
 - 19.8% Black or African American
 - 30% Hispanic or Latinx
 - 43% White
 - 38% overall
- Students eligible for Free and Reduced Lunch and have Dev Ed needs are least likely to graduate in 4 years (20.6% v. 45% no FRL and no Dev Ed need)

Policy Recommendations

- CDHE should work with institutions of higher education, K-12 partners, and My Colorado Journey to **encourage preparation**, enrollment and credential attainment of low-income and minority and students from rural areas.
- Create an **Academic Core Completion Certificate** that can be awarded through Concurrent Enrollment and by both two- and four-year institutions.
- CDHE, should work with college **academic advisors** to assist in training on curriculum and Statewide Articulation Agreements, identify student pain points and solutions, and connecting more with faculty
- Implement the recommendations included in CDHE's **Report on Educational Equity**.

How the Commission can Help

- Assist in connecting with partner agencies in preparing K-12 students for higher education
- If it advances, support legislation surrounding the creation of an **Academic Core Completion Certificate** that can be awarded through Concurrent Enrollment and by both two- and four-year institutions.
- Assist in implementing the recommendations included in CDHE's [Report on Educational Equity](#).

Thank You!

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