

## Population Definitions

### **Rural Colorado Students - population of interest (Rural CO)**

- Fall 2020 and Spring 2021 (separate, not combined)
- Undergraduate only
- Enrolled full time (above 12 credits per semester)
- Graduated from one of these identified rural school districts *in Colorado*:  
<https://www.cde.state.co.us/cdeedserv/march2020ruraldesignationlist>

### **Non-Rural Colorado Students - population of comparison (Non-Rural CO)**

- Fall 2020 and Spring 2021 (separate, not combined)
- Undergraduate only
- Enrolled full time (above 12 credits per semester)
- Graduated from a school district *in Colorado* that is NOT listed on this rural list (i.e. any other district that is *in Colorado*, not listed here:  
<https://www.cde.state.co.us/cdeedserv/march2020ruraldesignationlist>)

In combination, the two data sets should include all full-time, undergraduate, CU students who graduated from a Colorado public school district. Thus, we can draw conclusions about the demographics of rural Colorado students in comparison to non-rural Colorado students. For example, we could determine, of those students in Arts & Sciences who graduated from a public CO school district, what percentage are from rural-designated schools, and how they may differ in other ways (first-gen, major, transfer credit, GPA...).

## Group-level data

In the following, the number of students that the rates/percentages/averages are calculated from are more likely the same for all the questions. Please mention them once in the beginning.

1. **Overall Retention rate:** Percentage of “rural CO” and “non-rural CO” students who retained (over time, semester to semester or year to year, however ODA tracks/defines) and the number of students these percentages are calculated from. Separate rural and non-rural retention percentages by residency, gender, BIPOC, Pell Grant recipients, First-Generation Students (similar to the rates provided [here](#)).

2. **6-year Graduation rate:** Percentage of “rural CO” and “non-rural CO” students who graduated in spring, summer, and fall 2020 and the number of students these percentages are calculated from, with similar distinctions as above.
3. **Time to degree:** Time to graduate for rural and non-rural CO students, with similar distinctions as above.
4. **Admission:** Percentage of “rural CO” and “non-rural CO” students who entered CU in Fall 2020 as transfers and first-years, and the number of students these percentages are calculated from, with similar distinctions as above.
5. **Financial information:**
  - a. Percentage of “rural CO” and “non-rural CO” students who were Pell-eligible, and the number of students these percentages are calculated from, with similar distinctions as above.
  - b. Average household income of “rural CO” and “non-rural CO” students, and the number of students these averages are calculated from, with similar distinctions as above.
  - c. Number of “rural CO” and “non-rural CO” students who received federal financial aid, and average federal aid received by “rural CO” and “non-rural CO” students, with similar distinctions as above.
  - d. Number of “rural CO” and “non-rural CO” students who received institutional scholarships, and average institutional scholarships received by “rural CO” and “non-rural CO” students, with similar distinctions as above.
  - e. Number of “rural CO” and “non-rural CO” students who received private scholarships, and average private scholarships received by “rural CO” and “non-rural CO” students, with similar distinctions as above.
  - f. Number of “rural CO” and “non-rural CO” students who have taken loans for their study, and average loan amount taken by “rural CO” and “non-rural CO” students, with similar distinctions as above.
  - g. Average delay in paying the loans back by the “rural CO” and “non-rural CO” students, the number of students these averages are calculated from, with similar distinctions as above.
  - h. Average Expected Family Contribution (EFC) of “rural CO” and “non-rural CO” students, and the number of students these averages are calculated from, with similar distinctions as above.
  - i. Number of “rural CO” and “non-rural CO” students who filled out the FAFSA application (or CAFSA for undocumented students) and the number of students these averages are calculated from, with similar

distinctions as above.

## Student-level data

We will need individual information about all the full-time undergraduate students both for Fall 2020 and Spring 2021. We note that the Spring 2021 and Fall 2020 datasets will have a lot of students in common. However, the Spring 2021 dataset will have new students who joined in Spring 2021 (which will NOT be there in the Fall 2020 dataset) and will NOT have the students who graduated in Fall 2020. There will be certain columns that would be there in the Fall 2020 dataset, but would be absent in the Spring 2021 dataset. For example, the GPA column since the semester is still going on.

It would be best to have the data in two separate csv files (one for Fall and one for Spring) where rows represent students, and the columns as specified below.

- Student ID (or some other identifier so that a student can be identified in both the Fall 2020 dataset and the Spring 2021 dataset) -*PERSON\_ID*
- First name - *FIRST\_NM*
- Preferred Name (if possible)
- Pronouns (if possible)
- Middle name *MIDDLE\_NM*
- Last name *LAST\_NM*
- Home address, state, zip, country -*HOME\_ADDRESS, HOME\_CITY\_NM, HOME\_STATE\_CD, HOME\_POSTAL\_CD, HOME\_CNTRY\_CD, HOME\_COUNTRY\_LD*
- Mailing address, state, zip, country - *MAIL\_ADDRESS, MAIL\_CITY, MAIL\_STATE, MAIL\_POSTAL\_CD, MAIL\_COUNTRY\_CD*
- Whether the student is a [“rural CO” student](#) (0/1)
- Admit Term - *ADMIT\_TERM\_CD*
- Whether the student participated in a Pre-Collegiate Development Program (PCDP) before entering CU Boulder.
- The semester in which the student participated in the CU LEAD Alliance or other student support program, can be 0 if the student never participated (separate binary columns for each program, including MASP, BOLD Center, Diversity Business, Diversity Music, Diversity Education, Designers w/o Borders, McNeill, federal TRiO, non-federal TRiO, First Generation Scholar, First Nations Scholar, White Antelope Scholar, LEAD Journalism)
- The semester in which the student lived on campus, can be 0 if the student never lived on campus.

- The semester in which the student participated in the Residential Academic Program, can be 0 if the student never participated.
- The semester in which the student participated in NCAA Athletics, can be 0 if the student never participated.
- The semester in which the student worked on campus, can be 0 if the student never worked on campus (if possible)
- Whether the student retained from Fall 2020 to Spring 2021 or not **[This column will only be in the Fall 2020 dataset]**
- Current College of the student - *PRI\_ACAD\_PROG\_CD*
- Current major of the student - *PRI\_MAJOR\_CD*
- Name of the student's high school in CO - *HS\_EXT\_ORG\_LD, SchoolName*
  - And School Code - *COSchoolCode*
- School district of the student's high school in CO - *DistrictName*
  - And CO District Code - *CODistrictCode*
- Town of the student's high school in CO - *HS\_CITY*
- High school code - *HS\_ACT\_CD*
- High school county
- Home county - *HomeCounty*
- High school GPA - *CC\_HSGPA*
- Type of the student's high school in CO (small-rural/rural/non-rural) - *SmallRural, Rural*
- GPA of the student this semester **[This column will only be in the Fall 2020 dataset]**
- Cumulative GPA of the student overall - *CUM\_GPA\_PTS*
- ACT/SAT score of the student - *ACT\_MATH\_HC, ACT\_SCIRE\_HC, ACT\_READ\_HC, ACT\_ENGL\_HC, SAT\_VERB\_HC, SAT\_MATH\_HC, SAT\_TOTAL\_HC, SAT2016\_REWR\_HC, SAT2016\_MATH\_HC, SAT2016\_TOTAL\_HC, act\_comp\_hc*
- Total number of credits transferred from AP exams (no need for specific scores)
- Total number of credits transferred from IB exams (no need for specific scores)
- The major in which the student entered CU - *EntryMajor*
- The college the student applied to
- The semester in which the student changed their major (relative to their starting semester, for example, Fall 2020 would be the 3rd semester for a student who started their study in Fall 2019. Can be set to 0 if a student never changed their major).
- The college in which the student entered CU - *EntryCollege*
- The semester in which the student changed their college
- Number of credits taken by the student this semester
- Total number of credits of the student - *TOT\_CUMULATIVE*

- Whether each student has fulfilled their MAPS Foreign Language requirement or not
- List of language classes the student has taken at the college level (if possible)
- Gender of the student - *GENDER\_CD*
- Citizenship of the student (including ASSET/DACA or undocumented) - *CITZ\_CNTRY\_FGN\_CD*; *CITZ\_CNTRY\_FGN\_LD*
- State of residence of the student, if possible, otherwise whether the student is an in-state or out-of-state student - *TUI\_RSDNCY\_ID*
- Ethnicity/Race of the student- *TEMP\_RPT\_ETHNIC\_GRP\_CD*
- High school graduating class size of the student - *HS\_CLASS\_SIZE*
- Class standing of the student this semester (first-year/sophomore/junior/senior) - *SCDCClass*
- Whether the student is a first-generation college student - *FirstGen*
- Whether each student has parents who also have degree(s) from CU Boulder (i.e. legacy student)
- Number of credits the student transferred as concurrent enrollment credit. - If possible, if this is separated from regular 'transfer credit'
- Semester in which the student entered CU (eg. Fall 2019) *EntryType*
- Number of credits the student transferred, can be 0 if they are not transfer students - *Net\_Trnsfr*
- Transfer GPA of the student, can be 0 if they are not transfer students - *CC\_TGPA* (*I believe*)
- Transfer school type (2 year or 4 year university) - *COLL\_LS\_SCHOOL\_TYPE*,
- Preferred phone - *PREF\_PHONE*
- CU Boulder email - *BLD\_EMAIL*

## County-level data

For each county in Colorado, we need the following information

- Average income
- College going rates
- Population of the county
- Principal cities
- Number of K-12 students
- College-going rate of high school seniors
- Percentage of residents with bachelor's degrees
- Number of CU outreach programs in the county
- Main economic drivers (ex. Agriculture, education, technology)

<https://www.youtube.com/watch?v=WjVVwMGJ9S8>