

COLORADO COMMUNITY
COLLEGE SYSTEM:
STRATEGIC PLAN
METRICS

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1. COLORADO COMMUNITY COLLEGE SYSTEM

COLORADO COMMUNITY COLLEGE SYSTEM: STRATEGIC PLAN AY 18-19¹ SNAPSHOT

Table 1.1: CCCS AY 18-19 Leading Indicators

58.9% of students completed a gateway English course in their 1st year; **66.3%** of students taking a gateway English course successfully completed

32.5% of students completed a gateway Math course in their 1st year; **61.6%** of students taking a gateway math course successfully completed

Students earned an average of **13.0** credits in their first year

On average, students increased their accumulated credits from the 1st to 2nd semester by **0.37** credits

79.2% of courses attempted were successfully completed

10.8% of students enrolled at Fall census did not earn any credits for the term

3.9% of students completed a student success course; **74.6%** of students taking a student success course successfully completed

10.2% of students experienced a precipitous decline in GPA from the 1st to 2nd semester

Table 1.2: CCCS AY 18-19 Student Success Metrics

KPM	Goal	Actual
1.1 – Increase the number of certificates & degrees awarded	1% annually	-2.2%
1.2 – Exceed the national full-time fall-to-fall retention rate	62.3% national	56.8%
1.2 - Exceed the national part-time fall-to-fall retention rate	46.5% national	40.7%
1.2 – Exceed the national full-time fall-to-spring retention rate	Unknown	79.1%
1.2 – Exceed the national part-time fall-to-spring retention rate	Unknown	60.4%
1.7 – Increase online, hybrid, and interactive video course success rates to match on-campus course success rates	80.4% on-campus	74.9%
3.2 – Increase percentage of successful transfers to 4-year institutions for all students	2% annually	-1.1%

¹ Not all data was available for AY 18-19. For the snapshot, in cases where AY 18-19 data was unavailable, AY 17-18 data is used.



Table 1.3: CCCS AY 18-19 Equity Indicators

Indicator	Overall	Students of Color ²	First Generation	Pell Eligible
% of students completing a gateway English course in 1 st year	58.9%	60.7%	58.9%	61.6%
Successful course completion rate – Gateway English	66.3%	60.8%	63.9%	61.9%
% of students completing a gateway Math course in 1 st year	32.5%	33.0%	31.4%	31.8%
Successful course completion rate – Gateway Math	61.6%	57.0%	59.6%	56.9%
Average number of credits earned in first year	13.0	11.8	12.5	12.3
Average change in the number of credits taken from 1 st to 2 nd semester	0.37	0.34	0.38	0.40
Successful course completion rate – all courses	79.2%	75.5%	76.8%	73.7%
% of students enrolled at Fall census that did not earn any credits for the term	10.8%	13.2%	12.6%	14.3%
% of students completing a student success course	3.9%	5.0%	4.7%	6.1%
Successful course completion rate – student success course	74.6%	74.0%	74.1%	71.3%
% of students experiencing a precipitous decline in GPA from 1 st to 2 nd semester	10.2%	11.2%	10.9%	11.5%
# of students earning a certificate or degree	19,314	6,314	10,776	6,986
Fall-to-fall retention rate – full-time	57.5%	54.1%	55.4%	53.6%
Fall-to-fall retention rate – part-time	40.5%	38.1%	39.1%	38.8%
Fall-to-spring retention rate – full-time	79.1%	76.6%	77.0%	76.6%
Fall-to-spring retention rate – part-time	60.4%	58.1%	59.8%	59.2%
Successful course completion rate – distance & hybrid courses	74.9%	69.5%	72.1%	69.6%
% of successful transfers to 4-year institutions	17.2%	15.4%	13.2%	14.5%

Table 1.4: CCCS AY 18-19 Concurrent Enrollment Metrics

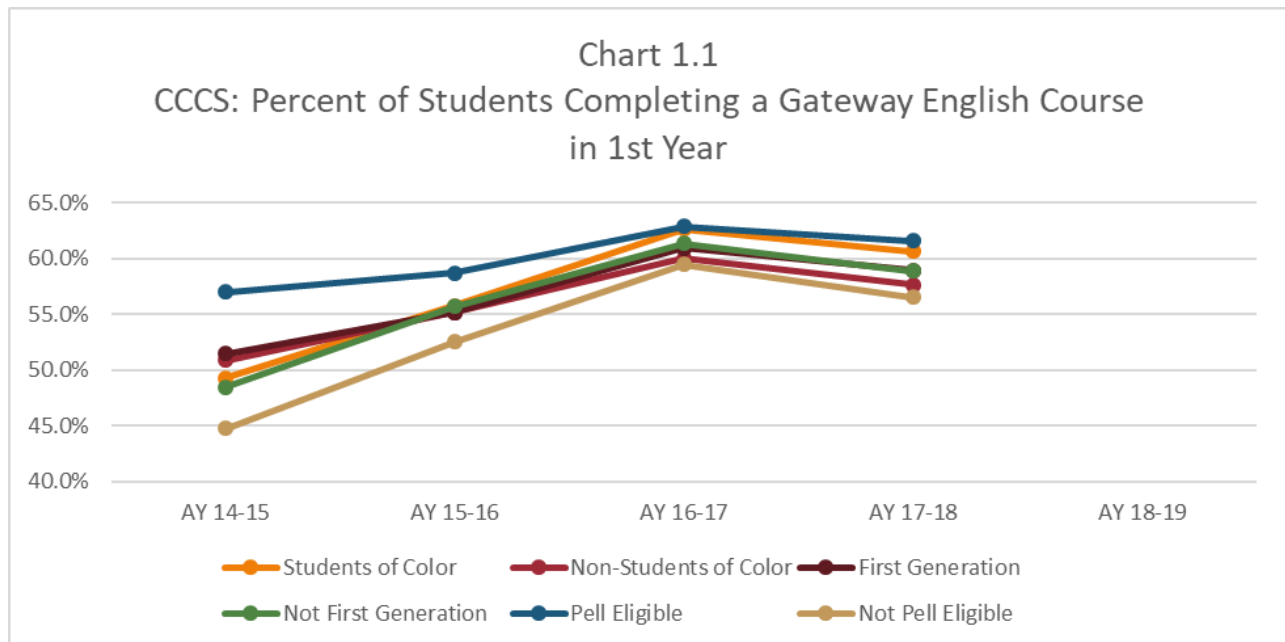
KPM	Goal	Actual
3.1 – Increase matriculation of concurrent enrollment students to a CCCS institution within 4 years of high school graduation	1% annually	-1.1%
3.1 – Increase CCCS college credentials awarded to concurrent enrollment students	1% annually	18.8%
3.1 – Increase successful credit completion through concurrent enrollment	1% annually	10.4%

² Students of color include those that reported as Asian, Black or African American, Hawaiian/Pacific Islander, Hispanic, More than One Race, or Native American/Alaskan Native.

COLORADO COMMUNITY COLLEGE SYSTEM: LEADING INDICATORS

Table 1.5: CCCS Completion of Gateway English Courses in 1st Year

Equity Group	AY 14-15	AY 15-16	AY 16-17	AY 17-18	AY 18-19 ³	1-Year Change	4-Year Change
Race/Ethnicity:							
Students of Color	49.3%	55.8%	62.7%	60.7%		-2.0%	11.4%
Non-Students of Color	50.9%	55.2%	60.0%	57.7%		-2.3%	6.8%
First Generation Status:							
First Generation	51.4%	55.2%	61.0%	58.9%		-2.0%	7.5%
Not First Generation	48.4%	55.7%	61.4%	58.9%		-2.5%	10.5%
Pell Eligibility:							
Pell Eligible	57.0%	58.7%	62.9%	61.6%		-1.3%	4.6%
Not Pell Eligible	44.7%	52.5%	59.5%	56.5%		-3.0%	11.8%
CCCS Total	50.3%	55.4%	61.1%	58.9%		-2.2%	8.7%



³ Fall AY 19-20 semester not complete - cannot yet calculate first year completions for AY 18-19.



Table 1.6: CCCS Successful Course Completion Rate for Gateway English Courses

Equity Group	AY 14-15	AY 15-16	AY 16-17	AY 17-18	AY 18-19	1-Year Change	5-Year Change
Race/Ethnicity:							
Students of Color	62.7%	64.4%	62.5%	62.7%	60.8%	-1.9%	-1.9%
Non-Students of Color	70.7%	71.9%	71.7%	72.3%	70.9%	-1.4%	0.2%
First Generation Status:							
First Generation	66.4%	67.2%	66.3%	66.7%	63.9%	-2.8%	-2.5%
Not First Generation	70.3%	72.2%	70.1%	70.6%	70.2%	-0.4%	-0.1%
Pell Eligibility:							
Pell Eligible	64.2%	64.7%	64.8%	64.7%	61.9%	-2.8%	-2.3%
Not Pell Eligible	71.7%	72.7%	70.5%	71.6%	70.6%	-1.0%	-1.1%
CCCS Total	67.9%	69.1%	67.7%	68.2%	66.3%	-1.9%	-1.6%

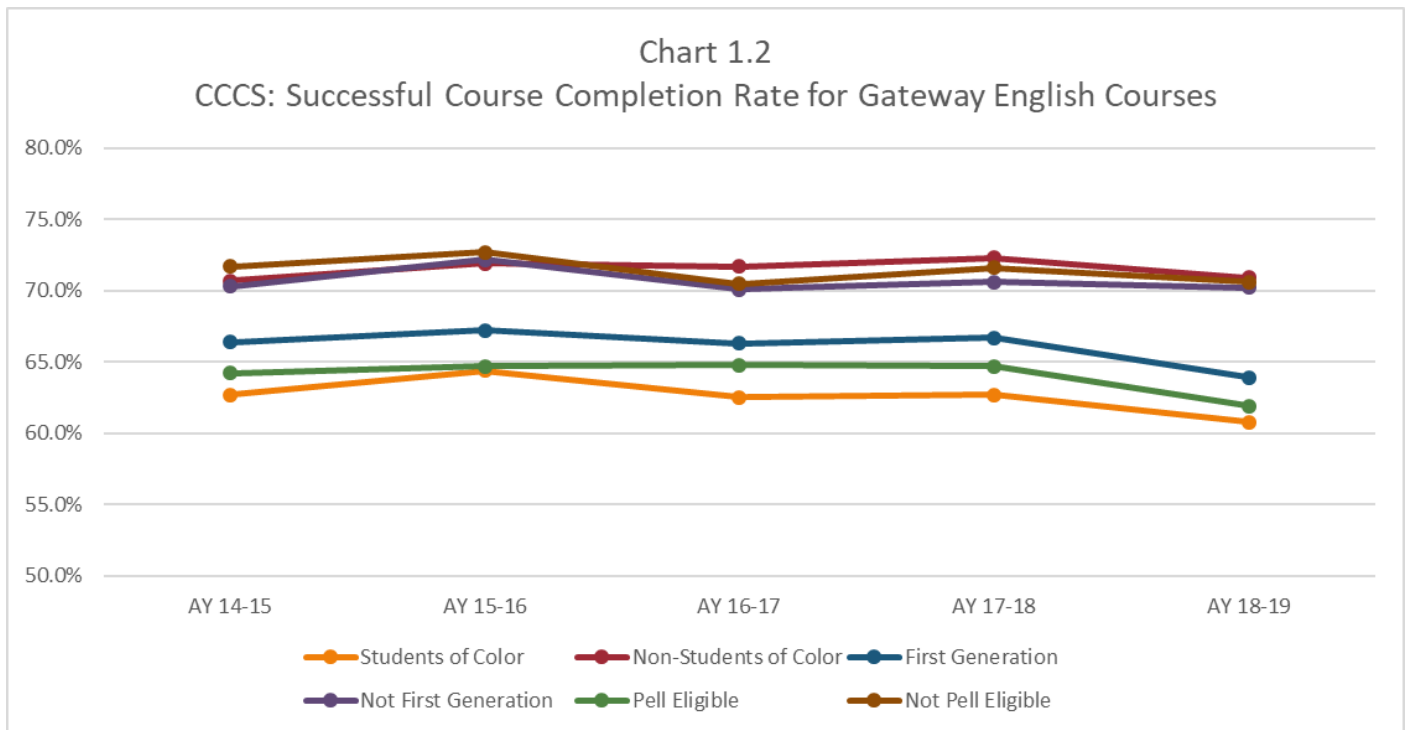
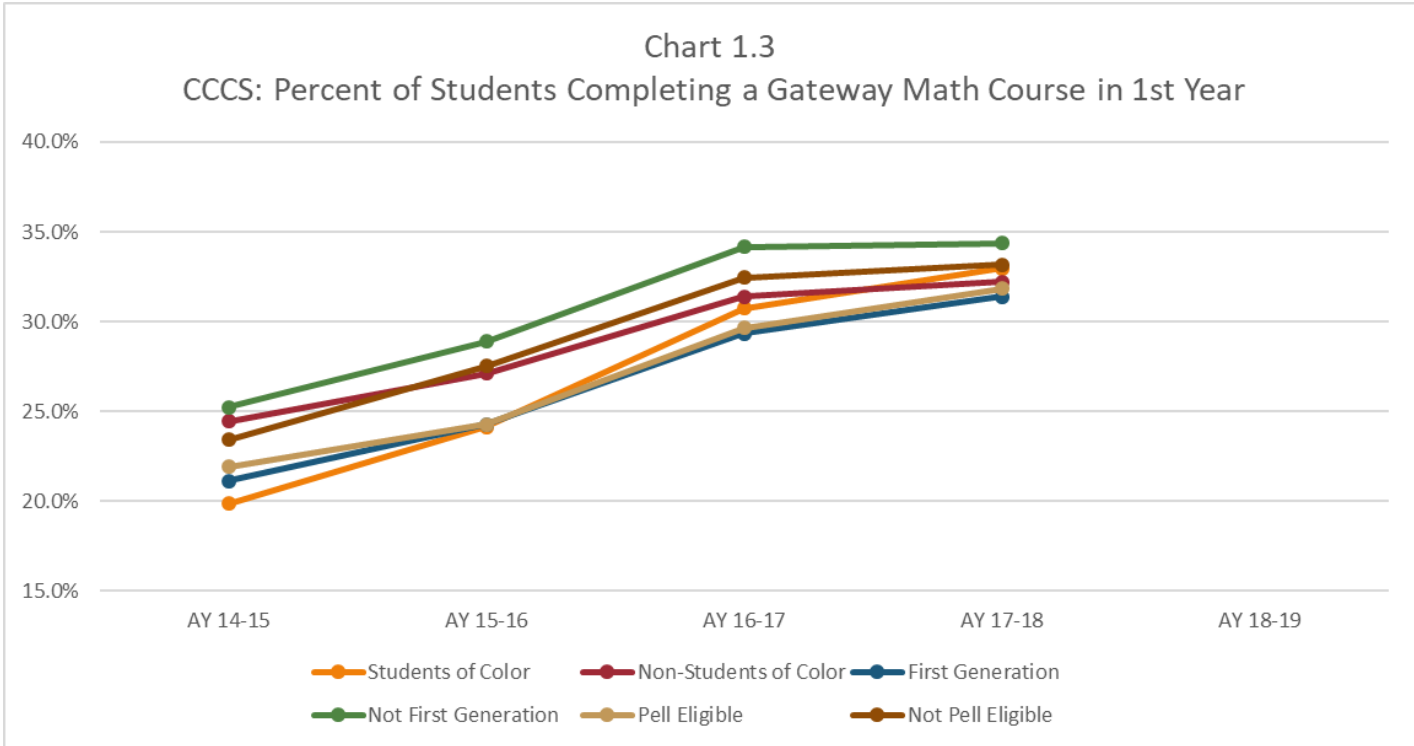




Table 1.7: CCCS Completion of Gateway Math Courses in 1st Year

Equity Group	AY 14-15	AY 15-16	AY 16-17	AY 17-18	AY 18-19 ⁴	1-Year Change	4-Year Change
Race/Ethnicity:							
Students of Color	19.9%	24.1%	30.7%	33.0%		2.2%	13.1%
Non-Students of Color	24.4%	27.1%	31.4%	32.2%		0.8%	7.8%
First Generation Status:							
First Generation	21.1%	24.3%	29.3%	31.4%		2.1%	10.2%
Not First Generation	25.2%	28.9%	34.2%	34.4%		0.2%	9.1%
Pell Eligibility:							
Pell Eligible	21.9%	24.3%	29.6%	31.8%		2.2%	9.9%
Not Pell Eligible	23.4%	27.5%	32.4%	33.2%		0.7%	9.7%
CCCS Total	22.7%	26.0%	31.1%	32.5%		1.4%	9.8%



⁴ Fall AY 19-20 semester not complete - cannot yet calculate first year completions for AY 18-19.



Table 1.8: CCCS Successful Course Completion Rate for Gateway Math Courses

Equity Group	AY 14-15	AY 15-16	AY 16-17	AY 17-18	AY 18-19	1-Year Change	5-Year Change
Race/Ethnicity:							
Students of Color	59.1%	59.7%	57.3%	54.2%	57.0%	2.8%	-2.1%
Non-Students of Color	65.7%	66.0%	65.0%	65.0%	65.5%	0.5%	-0.2%
First Generation Status:							
First Generation	63.9%	62.7%	59.8%	58.8%	59.6%	0.8%	-4.3%
Not First Generation	63.2%	65.1%	64.3%	62.5%	64.7%	2.2%	1.5%
Pell Eligibility:							
Pell Eligible	61.1%	59.1%	57.1%	57.8%	56.9%	-0.9%	-4.2%
Not Pell Eligible	65.4%	66.3%	65.4%	62.6%	65.7%	3.1%	0.3%
CCCS Total	63.6%	63.7%	61.7%	60.2%	61.6%	1.4%	-2.0%

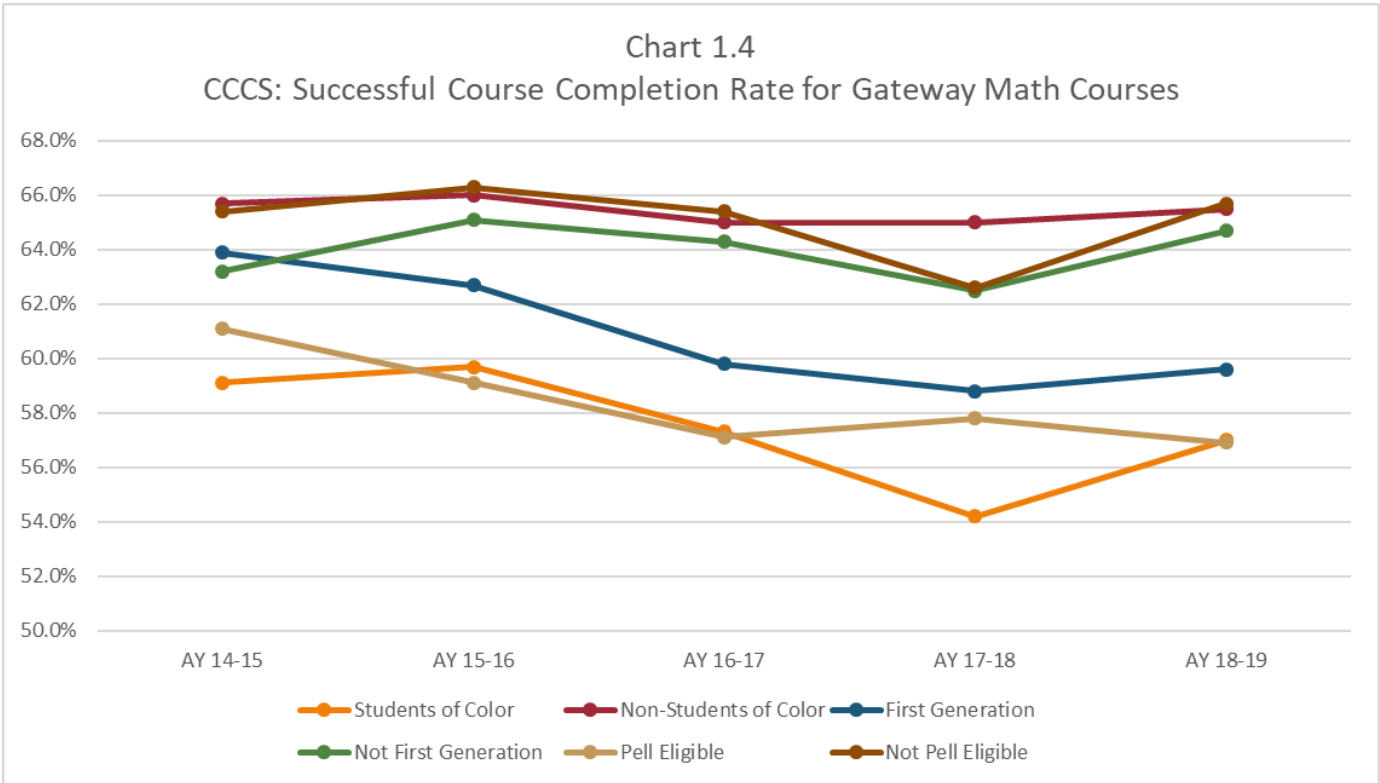
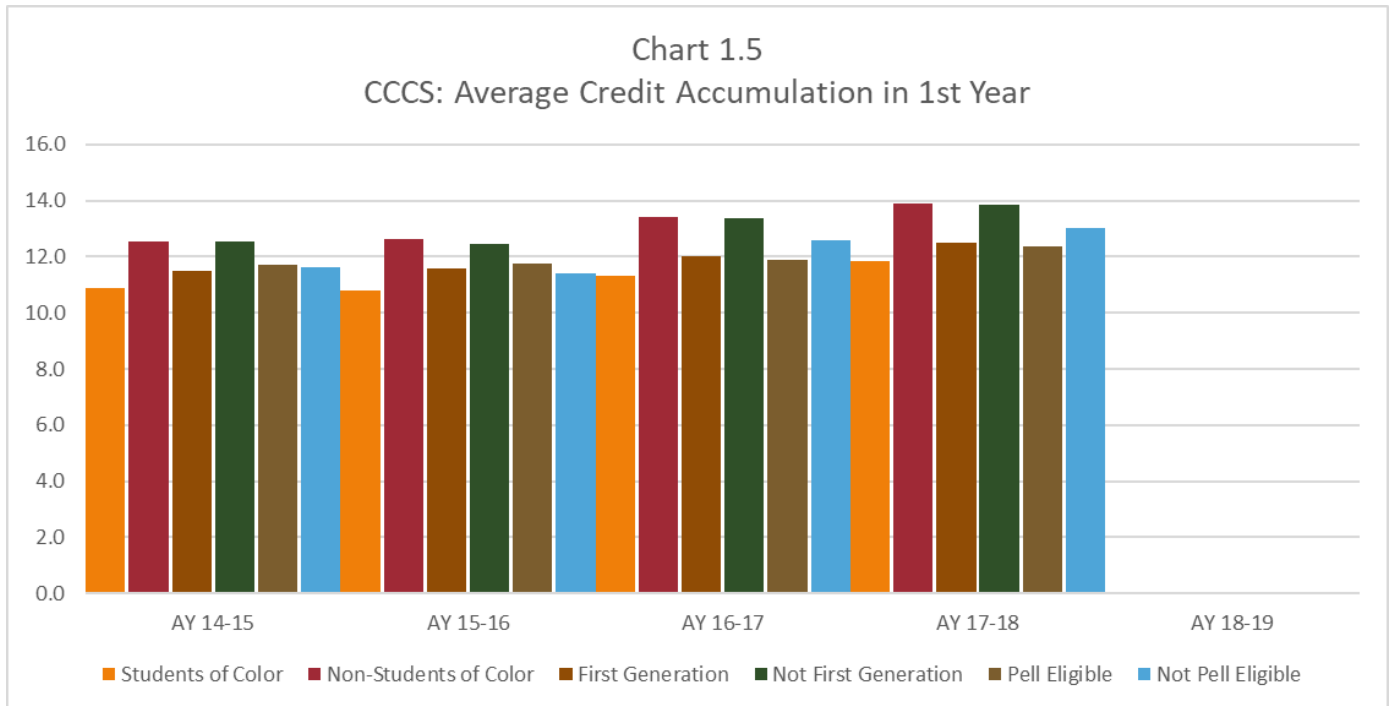




Table 1.9: CCCS Average Credit Accumulation in 1st Year

Equity Group	AY 14-15	AY 15-16	AY 16-17	AY 17-18	AY 18-19 ⁵	1-Year Change	4-Year Change
Race/Ethnicity:							
Students of Color	10.9	10.8	11.3	11.8		4.5%	8.4%
Non-Students of Color	12.6	12.6	13.4	13.9		3.7%	10.7%
First Generation Status:							
First Generation	11.5	11.6	12.0	12.5		3.9%	8.4%
Not First Generation	12.5	12.5	13.4	13.9		3.8%	10.5%
Pell Eligibility:							
Pell Eligible	11.7	11.8	11.9	12.3		3.7%	5.6%
Not Pell Eligible	11.6	11.4	12.6	13.0		3.5%	12.0%
CCCS Total	11.9	11.9	12.5	13.0		4.0%	9.2%



⁵ Fall AY 19-20 semester not complete - cannot yet calculate first year completions for AY 18-19.



Table 1.10: CCCS Acceleration, Deceleration of Credits from 1st to 2nd Semester

Equity Group	AY 14-15	AY 15-16	AY 16-17	AY 17-18	AY 18-19	1-Year Change	5-Year Change
Race/Ethnicity:							
Students of Color	-0.50	-0.95	-0.20	0.09	0.34	0.25	0.84
Non-Students of Color	-0.43	-0.78	-0.03	0.32	0.39	0.07	0.82
First Generation Status:							
First Generation	-0.48	-0.88	-0.22	0.19	0.38	0.18	0.86
Not First Generation	-0.42	-0.78	0.10	0.27	0.35	0.09	0.77
Pell Eligibility:							
Pell Eligible	-0.47	-0.70	-0.19	0.23	0.40	0.17	0.88
Not Pell Eligible	-0.44	-0.96	-0.02	0.21	0.34	0.12	0.78
CCCS Total	-0.46	-0.84	-0.10	0.22	0.37	0.15	0.83

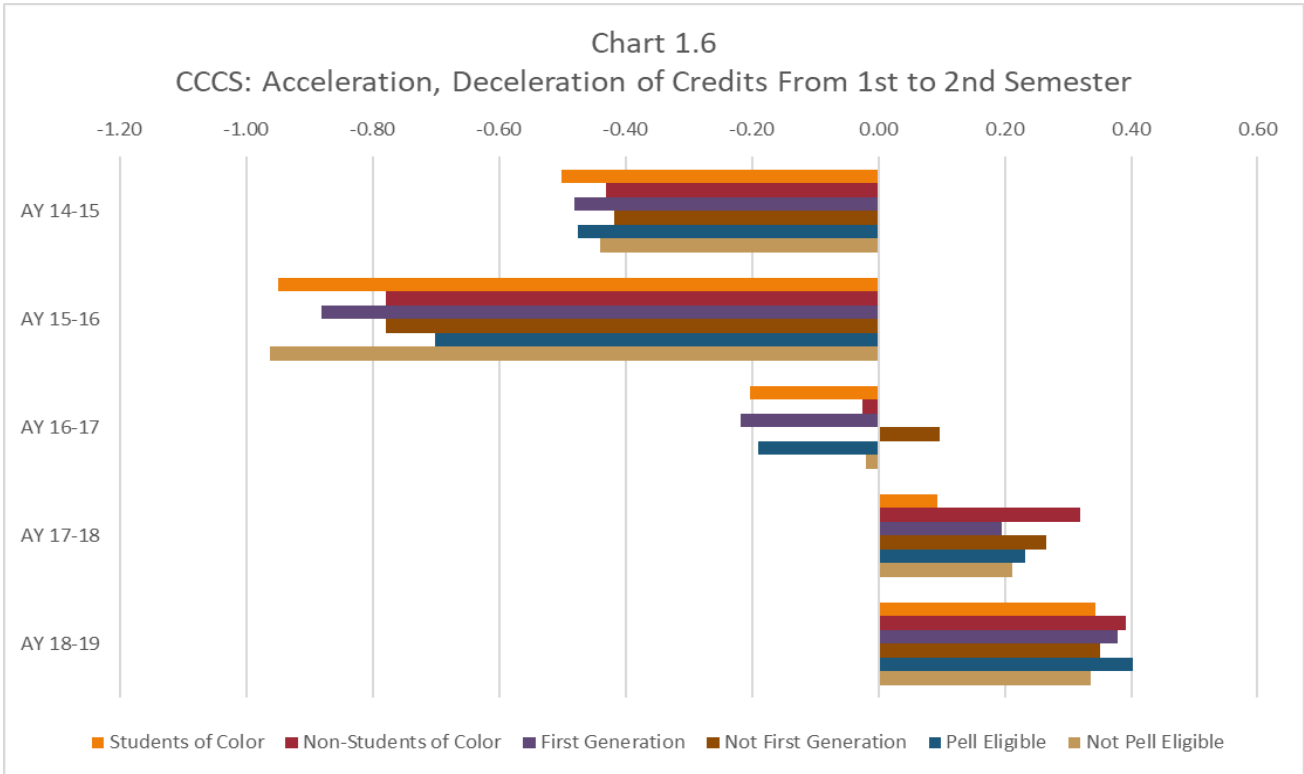




Table 1.11: CCCS Successful Course Completion Rate

Equity Group	AY 14-15	AY 15-16	AY 16-17	AY 17-18	AY 18-19	1-Year Change	5-Year Change
Race/Ethnicity:							
Students of Color	72.4%	73.8%	73.9%	75.2%	75.5%	0.3%	3.1%
Non-Students of Color	78.3%	79.1%	79.9%	81.2%	81.7%	0.5%	3.5%
First Generation Status:							
First Generation	74.0%	75.2%	75.6%	76.6%	76.8%	0.2%	2.8%
Not First Generation	78.7%	79.5%	80.2%	81.5%	81.9%	0.4%	3.2%
Pell Eligibility:							
Pell Eligible	70.5%	72.0%	72.2%	73.3%	73.7%	0.4%	3.2%
Not Pell Eligible	80.5%	80.7%	81.0%	82.1%	82.3%	0.2%	1.8%
Student Type:							
First-Time	71.1%	70.3%	68.4%	69.9%	69.5%	-0.4%	-1.6%
Continuing/Readmit	75.7%	76.8%	77.2%	78.7%	78.8%	0.1%	3.1%
Transfer	72.3%	73.8%	73.4%	73.7%	73.9%	0.2%	1.6%
Other	88.2%	89.3%	89.4%	89.1%	89.3%	0.2%	1.1%
CCCS Total	76.1%	77.1%	77.6%	78.8%	79.2%	0.4%	3.1%

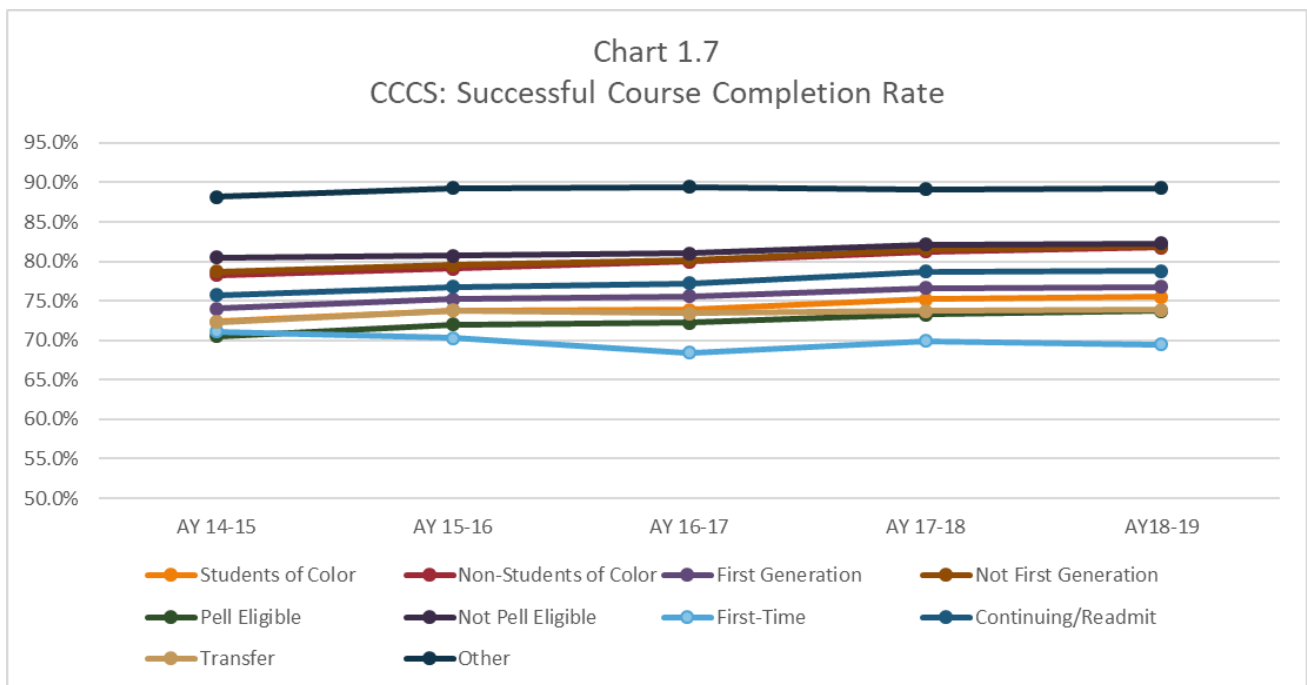




Table 1.12: CCCS Students Enrolled at Fall Census But Earned No Credits

Equity Group	Fall 14	Fall 15	Fall 16	Fall 17	Fall 18	1-Year Change	5-Year Change
Race/Ethnicity:							
Students of Color	15.3%	14.1%	14.0%	13.6%	13.2%	-0.4%	-2.2%
Non-Students of Color	11.4%	10.9%	10.5%	9.8%	9.2%	-0.6%	-2.2%
First Generation Status:							
First Generation	14.3%	13.3%	13.2%	12.9%	12.6%	-0.3%	-1.7%
Not First Generation	11.1%	10.5%	10.2%	9.5%	8.8%	-0.6%	-2.3%
Pell Eligibility:							
Pell Eligible	16.4%	15.0%	15.0%	14.7%	14.3%	-0.4%	-2.1%
Not Pell Eligible	10.5%	10.4%	10.3%	9.6%	9.2%	-0.4%	-1.3%
Student Type:							
First-Time	17.4%	18.3%	18.2%	17.5%	18.2%	0.7%	0.8%
Continuing/Readmit	12.4%	11.7%	11.4%	10.8%	10.8%	0.0%	-1.6%
Transfer	17.5%	16.1%	17.5%	17.3%	16.6%	-0.7%	-0.9%
Other	7.0%	5.2%	5.9%	5.6%	4.6%	-1.0%	-2.4%
CCCS Total	12.8%	12.0%	11.8%	11.3%	10.8%	-0.5%	-2.0%

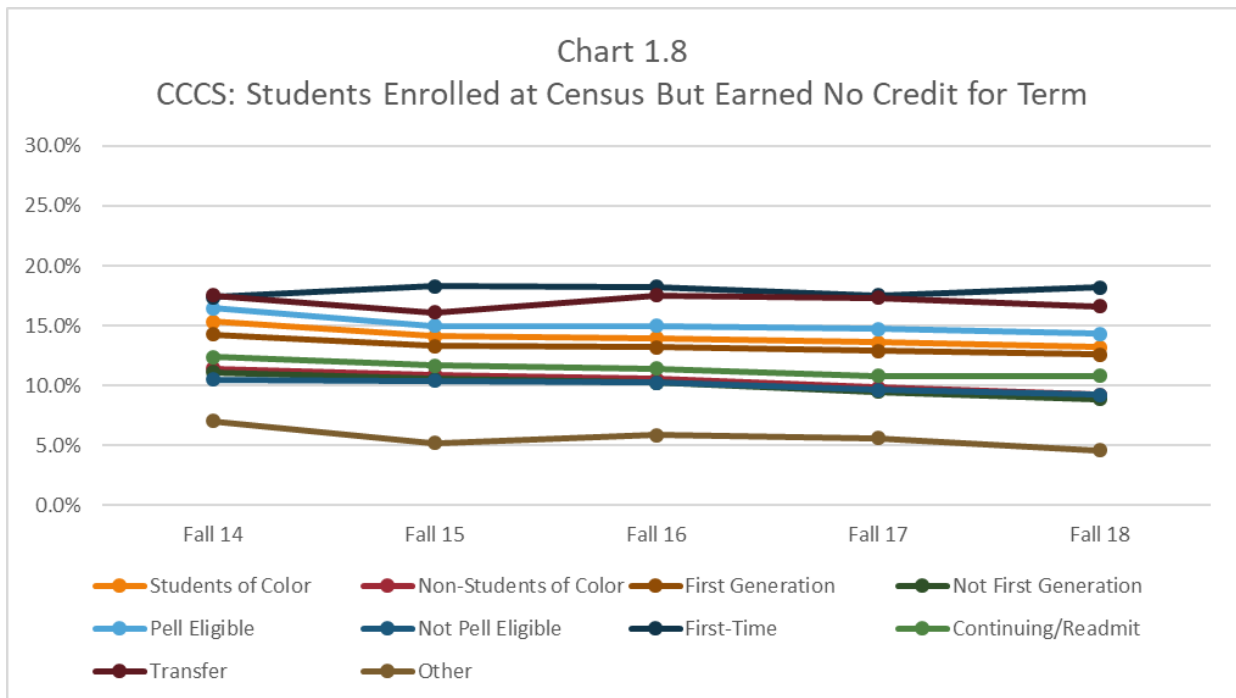




Table 1.13: CCCS Completion of a Student Success Course

Equity Group	AY 14-15	AY 15-16	AY 16-17	AY 17-18	AY 18-19	1-Year Change	5-Year Change
Race/Ethnicity:							
Students of Color	2.3%	3.1%	3.3%	4.1%	5.0%	0.9%	2.7%
Non-Students of Color	1.7%	1.8%	1.9%	2.2%	3.2%	1.0%	1.5%
First Generation Status:							
First Generation	2.3%	2.9%	3.0%	3.7%	4.7%	1.0%	2.4%
Not First Generation	1.4%	1.4%	1.6%	2.0%	2.9%	1.0%	1.6%
Pell Eligibility:							
Pell Eligible	2.8%	3.7%	3.9%	4.5%	6.1%	1.6%	3.3%
Not Pell Eligible	1.2%	1.3%	1.5%	1.9%	2.6%	0.7%	1.4%
CCCS Total	1.9%	2.2%	2.4%	2.9%	3.9%	1.0%	2.0%

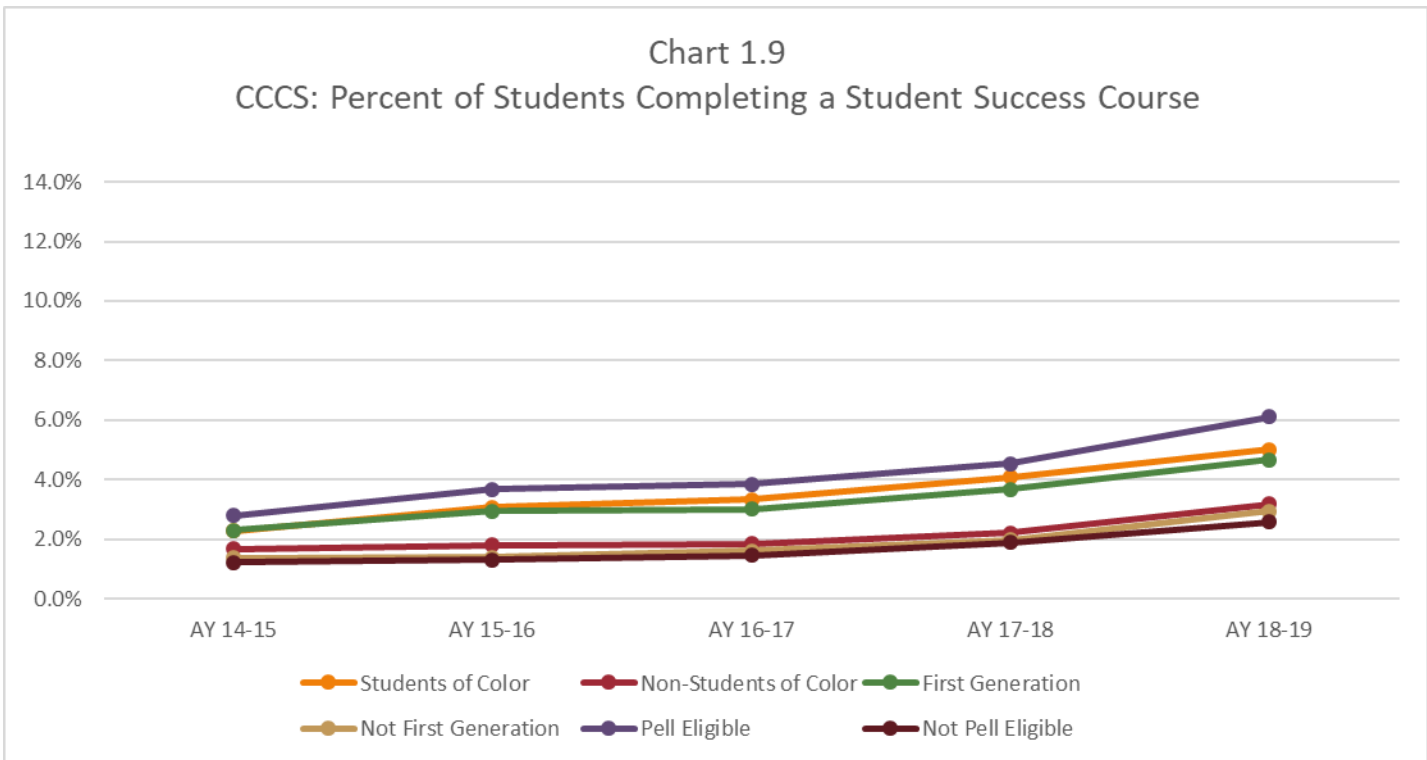




Table 1.14: CCCS Student Success Course Completion Rate

Equity Group	AY 14-15	AY 15-16	AY 16-17	AY 17-18	AY 18-19	1-Year Change	5-Year Change
Race/Ethnicity:							
Students of Color	67.4%	70.9%	71.7%	73.5%	74.0%	0.5%	6.6%
Non-Students of Color	73.9%	72.7%	71.7%	73.8%	75.3%	1.5%	1.4%
First Generation Status:							
First Generation	69.8%	72.2%	71.8%	73.9%	74.1%	0.2%	4.3%
Not First Generation	72.7%	70.8%	71.4%	73.0%	75.6%	2.6%	2.9%
Pell Eligibility:							
Pell Eligible	65.2%	69.9%	68.6%	70.1%	71.3%	1.2%	6.1%
Not Pell Eligible	76.1%	73.5%	75.0%	77.1%	77.6%	0.5%	1.5%
Student Type:							
First-Time	66.2%	68.4%	67.2%	72.0%	73.0%	1.0%	6.8%
Continuing/Readmit	66.0%	66.4%	69.9%	71.3%	71.7%	0.4%	5.7%
Transfer	70.9%	72.4%	72.4%	70.2%	70.9%	0.7%	0.0%
Other	83.9%	83.5%	85.5%	83.8%	86.0%	2.2%	2.1%
CCCS Total	70.7%	71.8%	71.7%	73.6%	74.6%	1.0%	3.9%

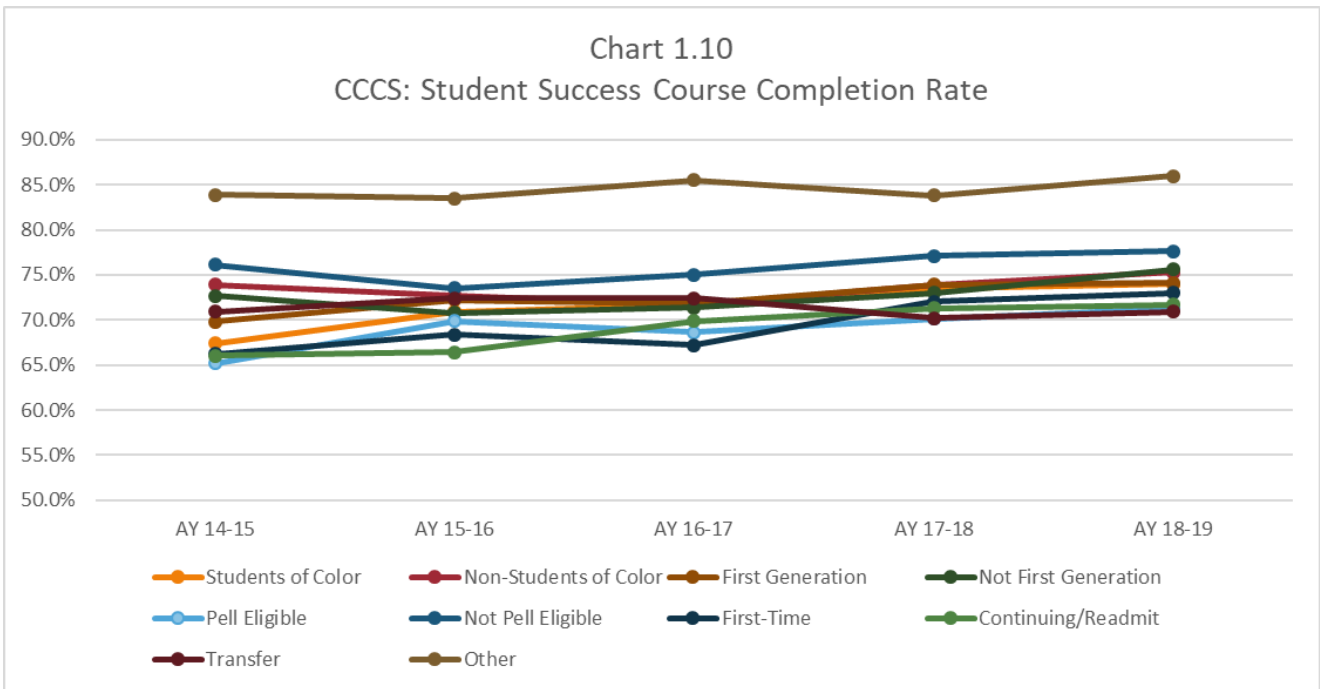
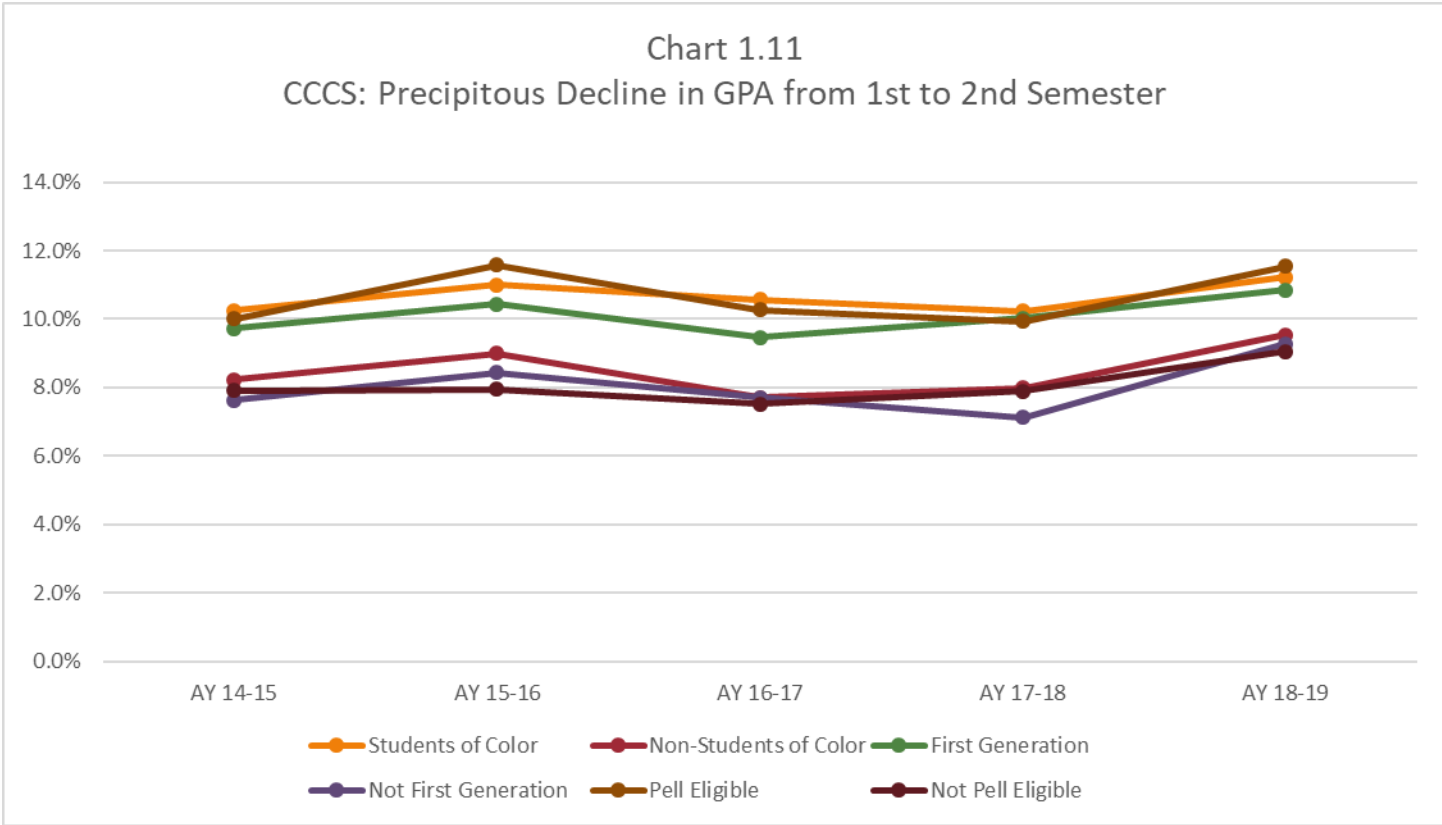




Table 1.15: CCCS Precipitous Decline in GPA from 1st to 2nd Semester

Equity Group	AY 14-15	AY 15-16	AY 16-17	AY 17-18	AY 18-19	1-Year Change	5-Year Change
Race/Ethnicity:							
Students of Color	10.2%	11.0%	10.6%	10.2%	11.2%	1.0%	1.0%
Non-Students of Color	8.2%	9.0%	7.7%	8.0%	9.5%	1.5%	1.3%
First Generation Status:							
First Generation	9.7%	10.4%	9.5%	10.0%	10.9%	0.8%	1.1%
Not First Generation	7.6%	8.4%	7.7%	7.1%	9.3%	2.2%	1.6%
Pell Eligibility:							
Pell Eligible	10.0%	11.6%	10.3%	9.9%	11.5%	1.6%	1.5%
Not Pell Eligible	7.9%	8.0%	7.5%	7.9%	9.1%	1.2%	1.2%
CCCS Total	8.9%	9.6%	8.8%	8.8%	10.2%	1.4%	1.3%



COLORADO COMMUNITY COLLEGE SYSTEM: STUDENT SUCCESS KPMS

Table 1.16: CCCS KPM 1.1 Increase the Number of Degrees & Certificates Awarded

Equity Group	AY 14-15	AY 15-16	AY 16-17	AY 17-18	AY 18-19	1-Year Change	5-Year Change
Race/Ethnicity:							
Students of Color	4,708	5,207	5,551	5,972	6,314	5.7%	34.1%
Non-Students of Color	12,253	13,205	13,506	13,767	13,000	-5.6%	6.1%
First Generation Status:							
First Generation	9,167	10,026	10,532	10,961	10,776	-1.7%	17.6%
Not First Generation	7,794	8,386	8,525	8,778	8,538	-2.7%	9.5%
Pell Eligibility:							
Pell Eligible	6,890	7,190	7,101	7,207	6,986	-3.1%	1.4%
Not Pell Eligible	10,071	11,222	11,956	12,532	12,328	-1.6%	22.4%
Student Type:							
First-Time	975	713	827	1,173	972	-17.1%	-0.3%
Continuing/Readmit	14,838	16,514	17,232	17,462	17,237	-1.3%	16.2%
Transfer	1,119	1,176	988	990	1,072	8.3%	-4.2%
Other	29	9	10	114	33	-71.1%	13.8%
CCCS Total	16,961	18,412	19,057	19,739	19,314	-2.2%	13.9%
KPM Goal						1.0%	

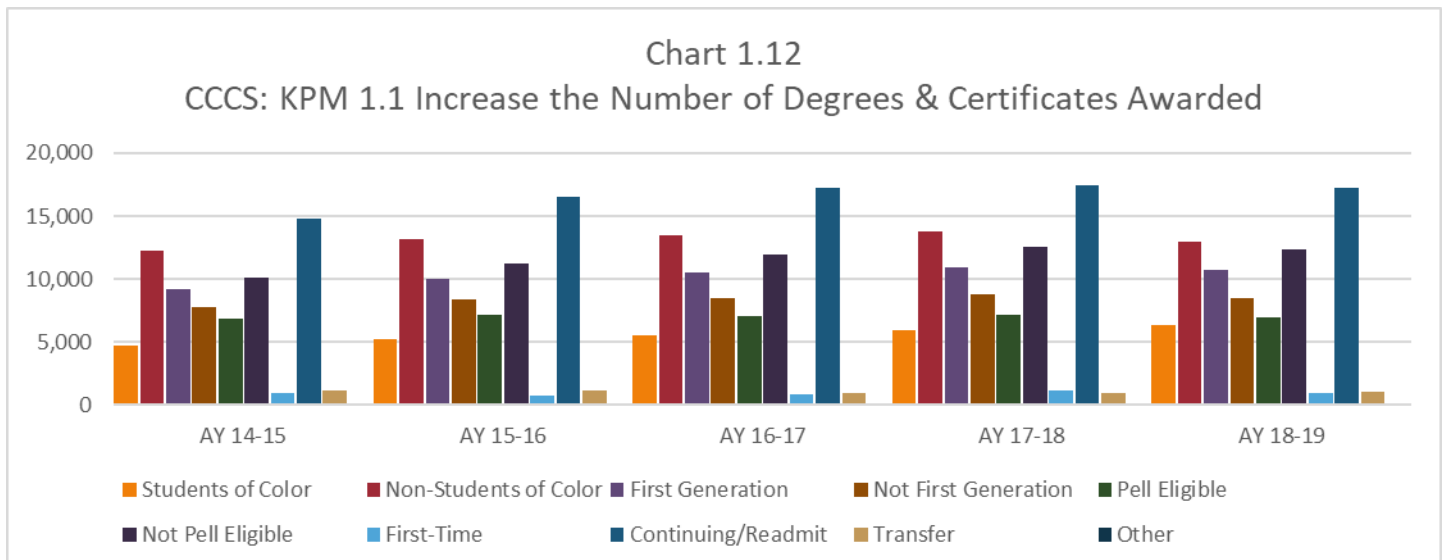




Table 1.17: CCCS KPM 1.1 Degree & Certificate Programs with Greatest 1-Year Increase in Number Awarded

CCCS Program	Change From AY 17-18 to AY 18-19	5-Year Median Wage of Our Graduates ⁶	Meets Living Wage for CCCS = \$36,566.40
131210 - Early Childhood Ed & Teaching	390	\$31,786.55	
520201 - Business Admin & Management, G	230	\$47,923.93	✓
470604 - Automobile/Automotive Mechanic	86	\$42,443.35	✓
480503 - Machine Shop Tech/Assistant	78	\$42,800.04	✓
151302 - CAD/CADD Drafting and/or Desig	68	\$46,631.05	✓
100304 - Animation, Interactive Tech, V	53	\$36,975.96	✓
520407 - Business/Office Automation/Tec	46	\$30,121.35	
510801 - Medical/Clinical Assistant	46	\$37,070.76	✓
500408 - Interior Design	41	\$40,527.67	✓
150101 - Architectural Engineering Tech	36	\$43,468.40	✓

Table 1.18: CCCS KPM 1.1 Degree & Certificate Programs with Greatest 5-Year Increase in Number Awarded

CCCS Program	Change From AY 14-15 to AY 18-19	5-Year Median Wage of Our Graduates ³	Meets Living Wage for CCCS = \$36,566.40
520201 - Business Admin & Management, G	468	\$47,923.93	✓
520407 - Business/Office Automation/Tec	463	\$30,121.35	
131210 - Early Childhood Ed & Teaching	403	\$31,786.55	
240102 - General Studies	329	\$40,150.16	✓
470604 - Automobile/Automotive Mechanic	272	\$42,443.35	✓
240101 - Liberal Arts & Sciences/Libera	240	\$40,150.16	✓
480508 - Welding Tech/Welder	159	\$42,800.04	✓
480503 - Machine Shop Tech/Assistant	154	\$42,800.04	✓
100304 - Animation, Interactive Tech, V	142	\$36,975.96	✓
240199 - Liberal Arts & Sciences, Gener	125	\$40,150.16	✓

⁶ Although wage data obtained from CDHE includes CCCS' actual graduates, the population may not include the exact same graduates included in the determination of the programs with the greatest change.



Table 1.19: CCCS KPM 1.2 Exceed the National Fall-to-Fall Retention Rate for Full-Time Students

Equity Group	AY 14-15	AY 15-16	AY 16-17	AY 17-18	AY 18-19	1-Year Change	5-Year Change
Race/Ethnicity:							
Students of Color	51.6%	49.6%	50.1%	53.4%	54.1%	0.7%	2.5%
Non-Students of Color	56.0%	57.4%	56.5%	59.2%	60.0%	0.8%	4.0%
First Generation Status:							
First Generation	53.2%	52.6%	52.5%	55.6%	55.4%	-0.2%	2.2%
Not First Generation	56.2%	57.7%	56.9%	58.9%	60.7%	1.8%	4.4%
Pell Eligibility:							
Pell Eligible	51.4%	51.6%	50.2%	52.8%	53.6%	0.8%	2.2%
Not Pell Eligible	58.4%	58.1%	58.5%	60.9%	61.5%	0.7%	3.1%
CCCS Total	54.5%	54.7%	54.3%	56.8%	57.5%	0.7%	3.0%
National Public 2-Year Schools	60.5%	61.1%	62.1%	62.3%	NA		

Chart 1.13
CCCS: KPM 1.2 Exceed the National Fall-to-Fall Retention Rate, Full-Time Students

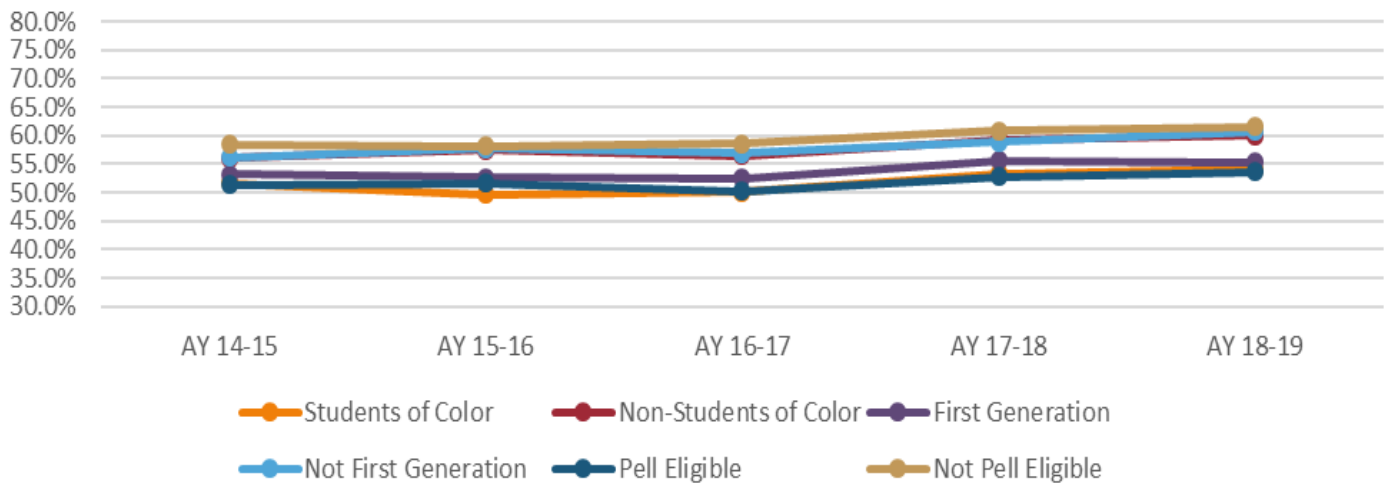




Table 1.20: CCCS KPM 1.2 Exceed the National Fall-to-Fall Retention Rate for Part-Time Students

Equity Group	AY 14-15	AY 15-16	AY 16-17	AY 17-18	AY 18-19	1-Year Change	5-Year Change
Race/Ethnicity:							
Students of Color	35.7%	36.9%	36.5%	38.6%	38.1%	-0.5%	2.4%
Non-Students of Color	40.5%	40.6%	41.9%	42.5%	42.4%	-0.1%	2.0%
First Generation Status:							
First Generation	37.3%	38.5%	38.4%	39.6%	39.1%	-0.6%	1.8%
Not First Generation	40.4%	40.3%	42.3%	42.9%	43.1%	0.2%	2.7%
Pell Eligibility:							
Pell Eligible	36.7%	36.0%	38.9%	38.2%	38.8%	0.6%	2.2%
Not Pell Eligible	40.6%	42.4%	40.4%	43.1%	42.1%	-1.1%	1.5%
CCCS Total	38.4%	39.2%	39.7%	40.7%	40.5%	-0.3%	2.0%
National Public 2-Year Schools	44.9%	44.9%	46.0%	46.5%	NA		

Chart 1.14
CCCS: KPM Exceed the National Fall-to-Fall Retention Rate for Part-Time Students

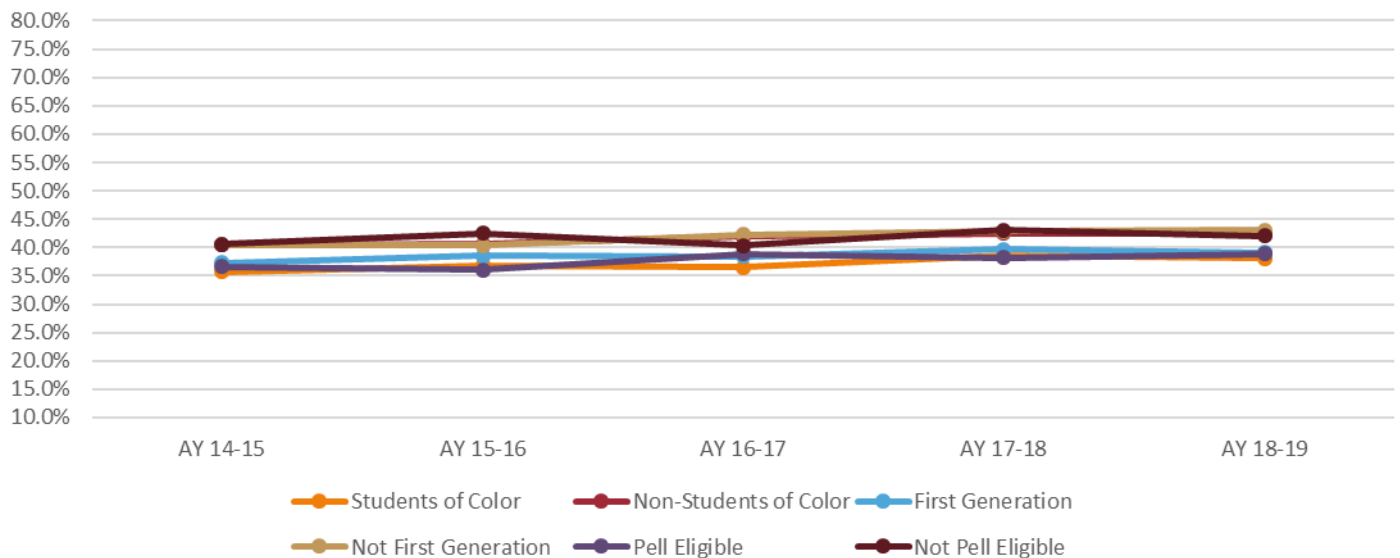




Table 1.21: CCCS KPM 1.2 Exceed the National Fall-to-Spring Retention Rate for Full-Time Students

Equity Group	AY 14-15	AY 15-16	AY 16-17	AY 17-18	AY 18-19	1-Year Change	5-Year Change
Race/Ethnicity:							
Students of Color	77.1%	77.1%	73.5%	75.6%	76.6%	1.0%	-0.5%
Non-Students of Color	80.2%	80.1%	79.2%	81.2%	81.0%	-0.3%	0.8%
First Generation Status:							
First Generation	78.5%	77.1%	75.5%	77.0%	77.0%	0.0%	-1.5%
Not First Generation	80.0%	82.0%	79.8%	82.0%	82.4%	0.3%	2.4%
Pell Eligibility:							
Pell Eligible	78.7%	77.2%	74.3%	75.5%	76.6%	1.1%	-2.1%
Not Pell Eligible	79.7%	81.2%	80.3%	82.3%	81.8%	-0.6%	2.0%
CCCS Total	79.1%	79.0%	77.2%	78.9%	79.1%	0.2%	0.0%
National Public 2-Year Schools	NA	NA	NA	NA	NA		

Chart 1.15
CCCS: KPM 1.2 Exceed the National Fall-to-Spring Retention Rate for Full-Time Students

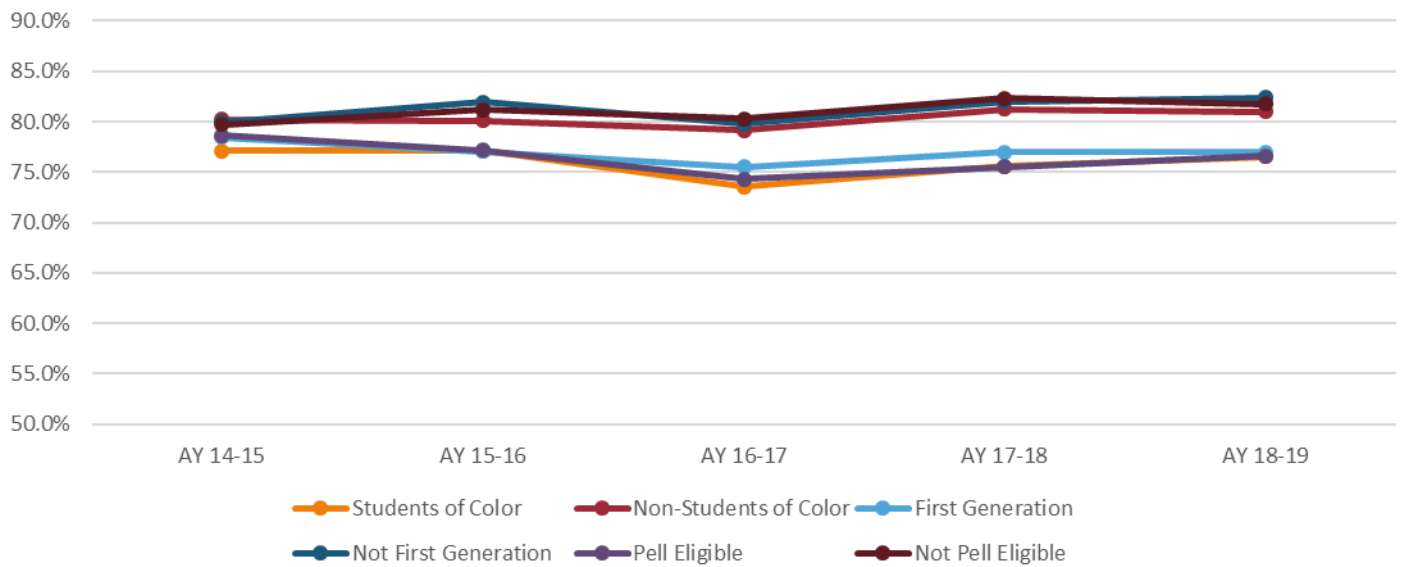


Table 1.22: CCCS KPM 1.2 Exceed the National Fall-to-Spring Retention Rate for Part-Time Students

Equity Group	AY 14-15	AY 15-16	AY 16-17	AY 17-18	AY 18-19	1-Year Change	5-Year Change
Race/Ethnicity:							
Students of Color	61.0%	56.1%	58.0%	58.0%	58.1%	0.1%	-2.9%
Non-Students of Color	62.2%	62.1%	60.4%	61.5%	62.4%	0.9%	0.2%
First Generation Status:							
First Generation	61.8%	59.0%	58.2%	59.1%	59.8%	0.6%	-2.0%
Not First Generation	61.5%	61.4%	61.8%	61.5%	61.7%	0.2%	0.2%
Pell Eligibility:							
Pell Eligible	62.8%	57.8%	58.5%	59.1%	59.2%	0.2%	-3.6%
Not Pell Eligible	60.3%	61.9%	60.2%	60.8%	61.6%	0.8%	1.3%
CCCS Total	61.7%	59.8%	59.4%	59.9%	60.4%	0.5%	-1.3%
National Public 2-Year Schools	NA	NA	NA	NA	NA		

Chart 1.16
 CCCS: KPM 1.2 Exceed the National Fall-to-Spring Retention Rate for Part-Time Students

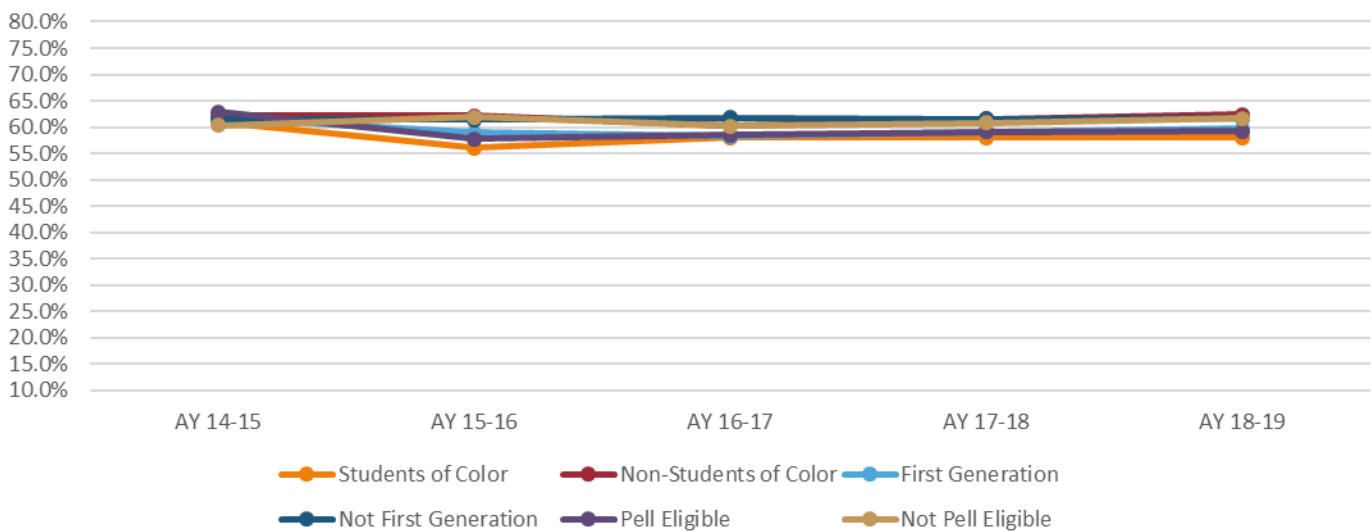




Table 1.23: CCCS KPM 1.7 Increase Distance & Hybrid Success Rates to Match On-Campus Success Rates

Equity Group	AY 14-15	AY 15-16	AY 16-17	AY 17-18	AY 18-19	1-Year Change	5-Year Change
Race/Ethnicity:							
Students of Color	64.9%	67.1%	67.4%	69.2%	69.5%	0.3%	4.6%
Non-Students of Color	72.5%	74.1%	75.0%	77.5%	77.9%	0.4%	5.4%
First Generation Status:							
First Generation	67.5%	69.3%	70.1%	71.8%	72.1%	0.3%	4.7%
Not First Generation	73.2%	74.9%	75.3%	78.0%	78.0%	0.1%	4.8%
Pell Eligibility:							
Pell Eligible	63.8%	66.2%	67.1%	68.7%	69.6%	0.9%	5.9%
Not Pell Eligible	76.4%	76.8%	76.8%	79.2%	78.8%	-0.4%	2.4%
Student Type:							
First-Time	60.6%	60.3%	60.3%	61.1%	60.8%	-0.2%	0.2%
Continuing/Readmit	71.1%	72.9%	73.5%	76.2%	76.6%	0.4%	5.5%
Transfer	66.3%	69.1%	69.5%	70.6%	70.7%	0.1%	4.4%
Other	86.9%	85.8%	86.6%	88.9%	84.9%	-3.9%	-1.9%
CCCS Total	70.0%	71.7%	72.4%	74.6%	74.9%	0.2%	4.9%
On-Campus Success Rate	78.0%	78.7%	79.0%	79.8%	80.4%	0.6%	2.4%

Chart 1.17
CCCS: KPM 1.7 Increase Distance & Hybrid Course Success Rates to Match On-Campus Success Rates

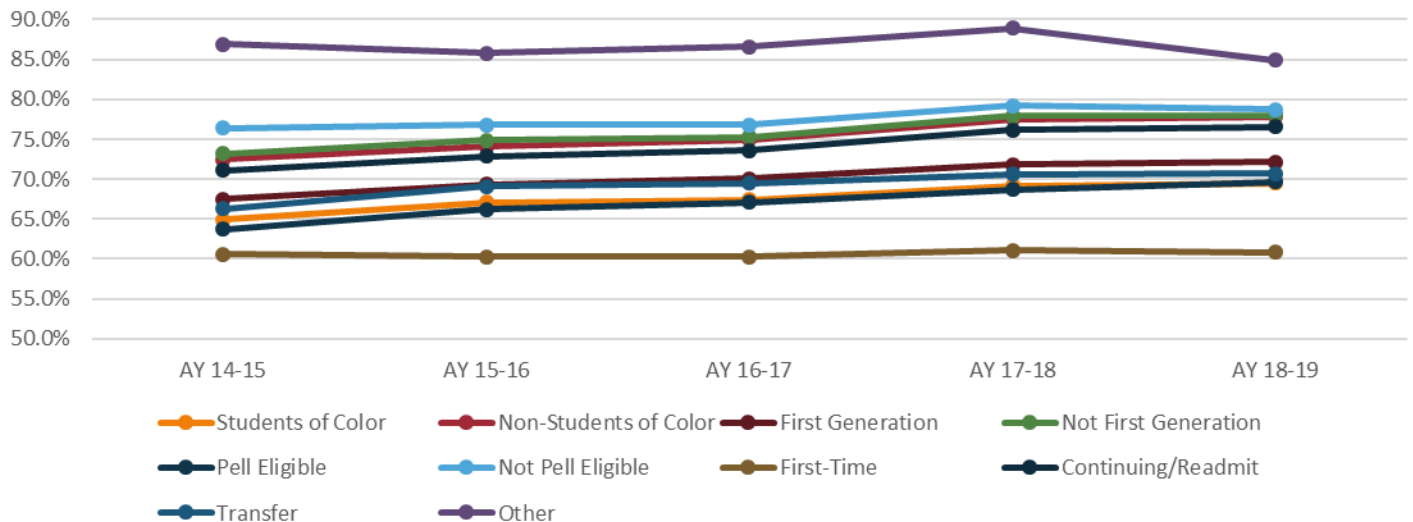
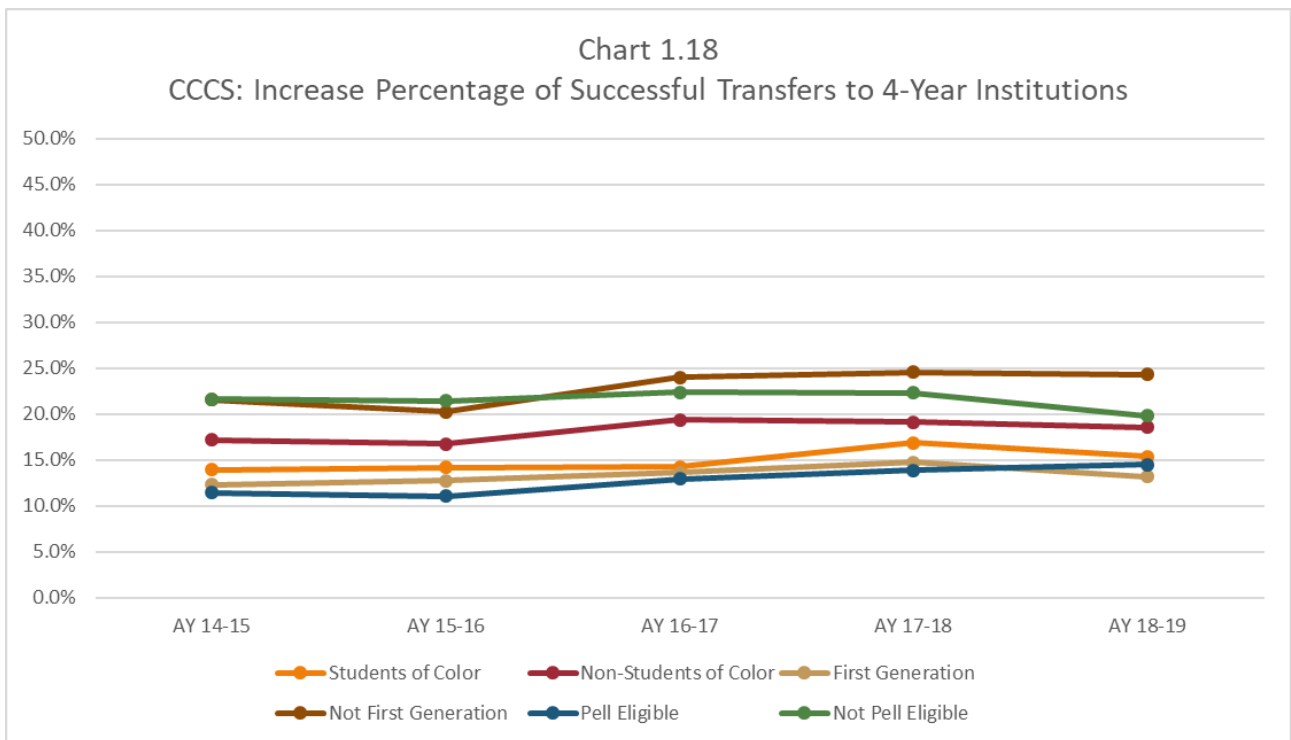




Table 1.24: CCCS KPM 3.2 Increase Percentage of Successful Transfers to 4-Year Institutions

Equity Group	AY 14-15	AY 15-16	AY 16-17	AY 17-18	AY 18-19	1-Year Change	5-Year Change
Race/Ethnicity:							
Students of Color	13.9%	14.2%	14.2%	16.9%	15.4%	-1.5%	1.5%
Non-Students of Color	17.2%	16.7%	19.3%	19.1%	18.6%	-0.6%	1.4%
First Generation Status:							
First Generation	12.3%	12.8%	13.6%	14.7%	13.2%	-1.6%	0.9%
Not First Generation	21.6%	20.2%	24.0%	24.6%	24.3%	-0.3%	2.7%
Pell Eligibility:							
Pell Eligible	11.4%	11.1%	12.9%	13.9%	14.5%	0.6%	3.1%
Not Pell Eligible	21.6%	21.4%	22.4%	22.3%	19.8%	-2.5%	-1.8%
CCCS Total	15.9%	15.7%	17.5%	18.3%	17.2%	-1.1%	1.3%
KPM Goal						2.0%	



COLORADO COMMUNITY COLLEGE SYSTEM: CONCURRENT ENROLLMENT KPMS

Table 1.25: CCCS KPM 3.1 Increase Matriculation of Concurrent Enrollment Students to a CCCS Institution Within 4 Years of High School Graduation

Equity Group	AY 14-15	AY 15-16	AY 16-17	AY 17-18	AY 18-19	1-Year Change	5-Year Change
Race/Ethnicity:							
Students of Color	44.5%	39.6%	37.1%	34.8%	34.3%	-0.6%	-10.2%
Non-Students of Color	40.7%	36.9%	34.3%	33.0%	31.5%	-1.5%	-9.2%
First Generation Status:							
First Generation	45.2%	43.6%	39.4%	38.3%	35.2%	-3.1%	-10.0%
Not First Generation	39.3%	33.6%	31.9%	29.6%	29.9%	0.3%	-9.5%
Pell Eligibility:							
Pell Eligible	77.0%	67.3%	68.3%	69.3%	61.0%	-8.3%	-15.9%
Not Pell Eligible	41.2%	37.3%	34.7%	32.9%	32.1%	-0.8%	-9.1%
CCCS Total	41.9%	37.7%	35.2%	33.6%	32.4%	-1.1%	-9.4%
KPM Goal						1.0%	

Chart 1.19

CCCS: KPM 3.1 Increase Matriculation of Concurrent Enrollment Students to a CCCS Institution Within 4 Years of High School Graduation

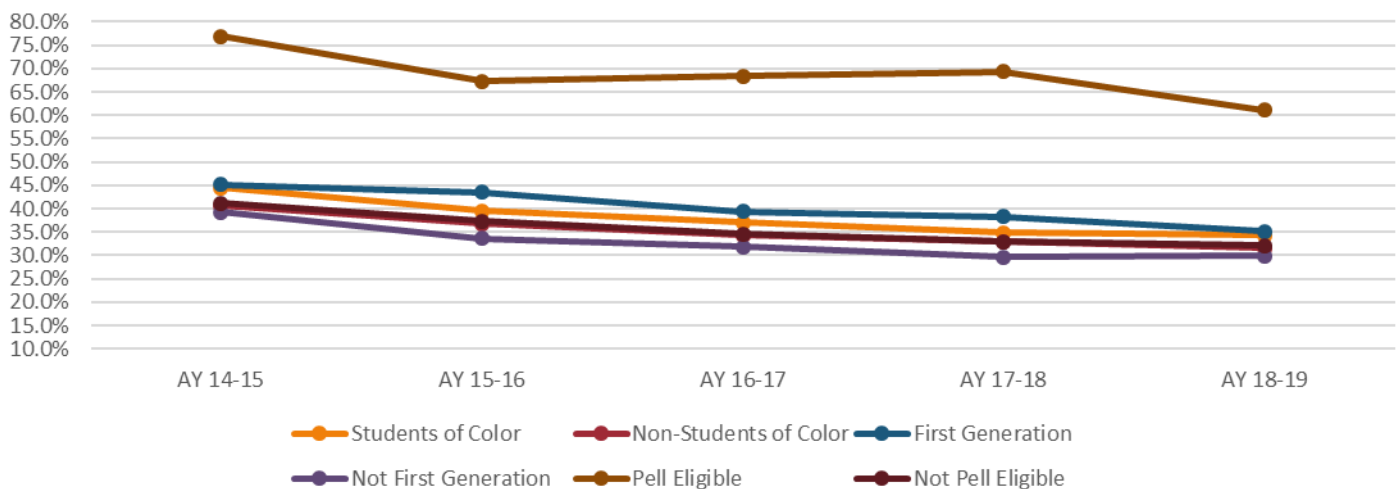




Table 1.26: CCCS KPM 3.1 Increase CCCS College Credentials Awarded to Concurrent Enrollment Students

Equity Group	AY 14-15	AY 15-16	AY 16-17	AY 17-18	AY 18-19	1-Year Change	5-Year Change
Race/Ethnicity:							
Students of Color	312	383	487	598	746	24.7%	139.1%
Non-Students of Color	801	952	1,229	1,565	1,824	16.5%	127.7%
First Generation Status:							
First Generation	582	661	855	1,058	1,232	16.4%	111.7%
Not First Generation	531	674	861	1,105	1,338	21.1%	152.0%
Pell Eligibility:							
Pell Eligible	20	32	30	39	52	33.3%	160.0%
Not Pell Eligible	1,093	1,303	1,686	2,124	2,518	18.5%	130.4%
CCCS Total	1,113	1,335	1,716	2,163	2,570	18.8%	130.9%
KPM Goal						1.0%	

Chart 1.20
CCCS: KPM 3.1 Increase the Number of CCCS Credentials Awarded to Concurrent Enrollment Students

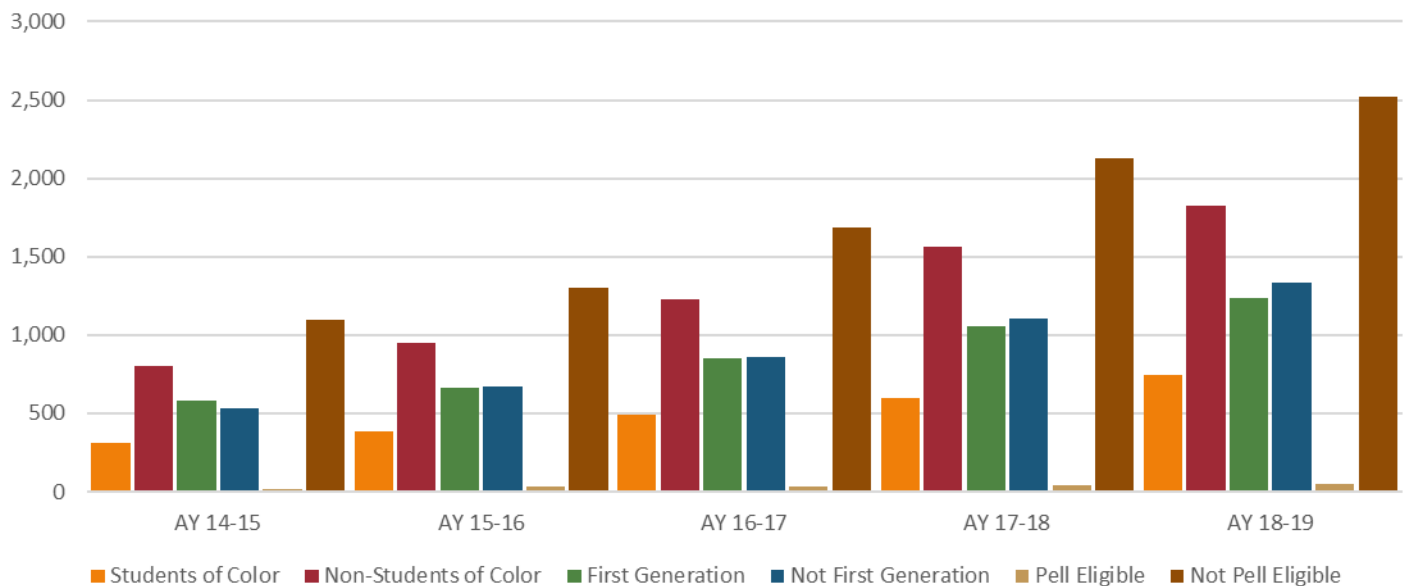
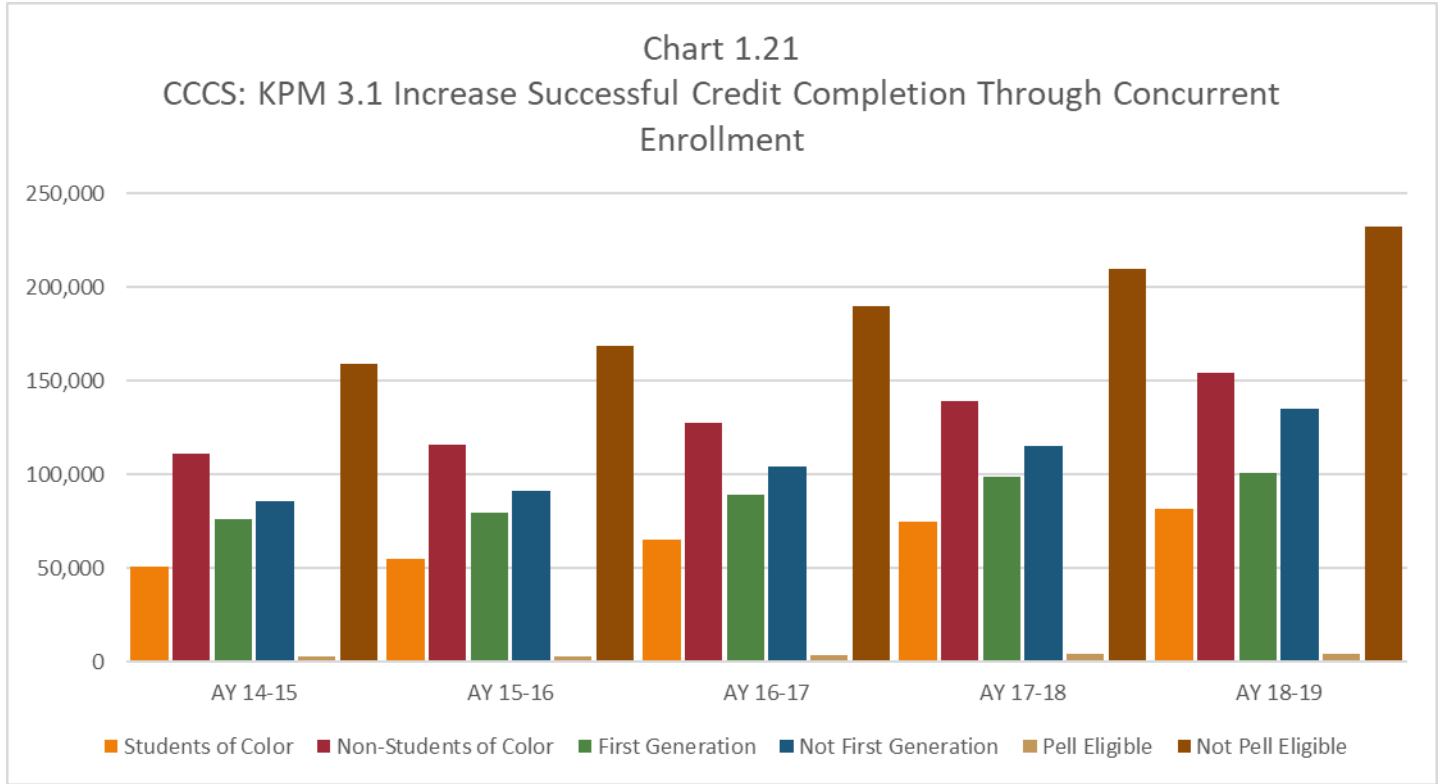




Table 1.27: CCCS KPM 3.1 Increase Successful Credit Completion Through Concurrent Enrollment

Equity Group	AY 14-15	AY 15-16	AY 16-17	AY 17-18	AY 18-19	1-Year Change	5-Year Change
Race/Ethnicity:							
Students of Color	51,233	55,151	65,658	75,219	82,018	9.0%	60.1%
Non-Students of Color	110,980	116,369	128,029	139,037	154,436	11.1%	39.2%
First Generation Status:							
First Generation	76,276	79,932	89,540	98,755	101,090	2.4%	32.5%
Not First Generation	85,937	91,587	104,147	115,501	135,364	17.2%	57.5%
Pell Eligibility:							
Pell Eligible	2,863	3,037	3,460	4,100	4,195	2.3%	46.5%
Not Pell Eligible	159,350	168,483	190,227	210,156	232,259	10.5%	45.8%
CCCS Total	162,213	171,519	193,687	214,256	236,454	10.4%	45.8%
KPM Goal						1.0%	



COLORADO COMMUNITY COLLEGE SYSTEM: SKILLS BUILDERS & OVERALL SUCCESS

Table 1.28: CCCS Skills Builders

Equity Group	AY 14-15	AY 15-16	AY 16-17	AY 17-18	AY 18-19	1-Year Change	5-Year Change
Race/Ethnicity:							
Students of Color	3.1%	2.2%	2.6%	3.1%	3.4%	0.3%	0.3%
Non-Students of Color	4.3%	4.5%	4.9%	4.3%	4.3%	0.0%	0.1%
First Generation Status:							
First Generation	3.7%	3.7%	3.7%	4.0%	4.1%	0.1%	0.4%
Not First Generation	4.0%	3.5%	4.6%	3.7%	3.6%	-0.1%	-0.4%
Pell Eligibility:							
Pell Eligible	2.1%	2.1%	2.3%	2.4%	2.7%	0.3%	0.6%
Not Pell Eligible	5.9%	5.4%	6.0%	5.2%	5.1%	-0.1%	-0.8%
CCCS Total	3.8%	3.6%	4.1%	3.9%	3.9%	0.1%	0.1%

Chart 1.22
CCCS: Skills Builders

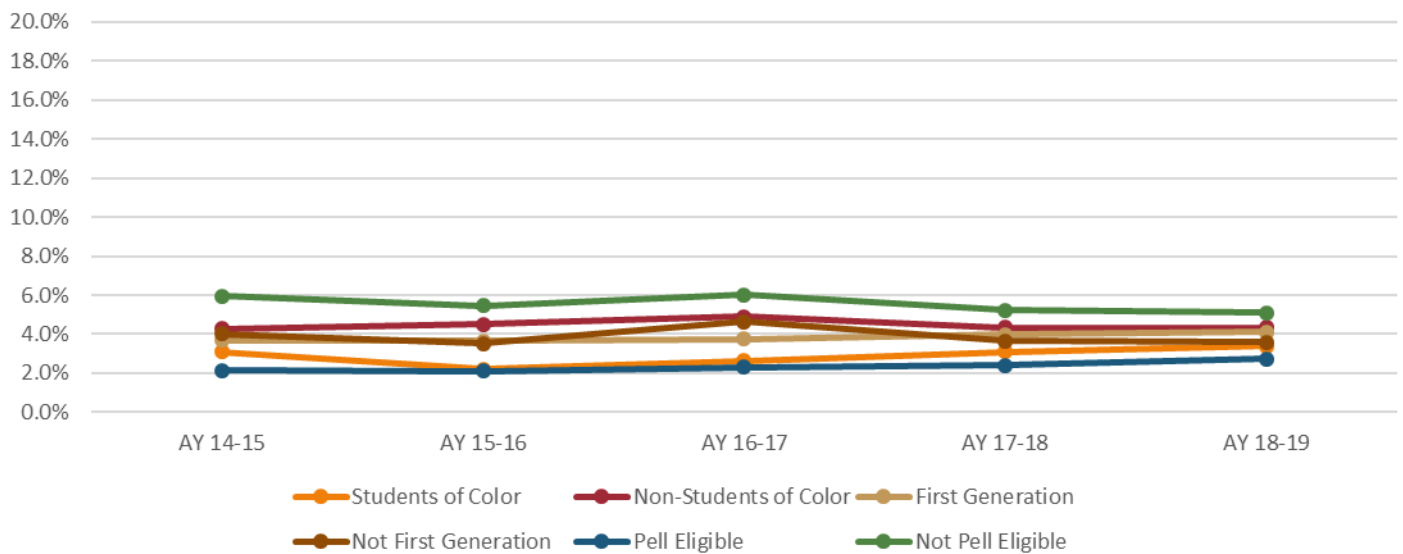
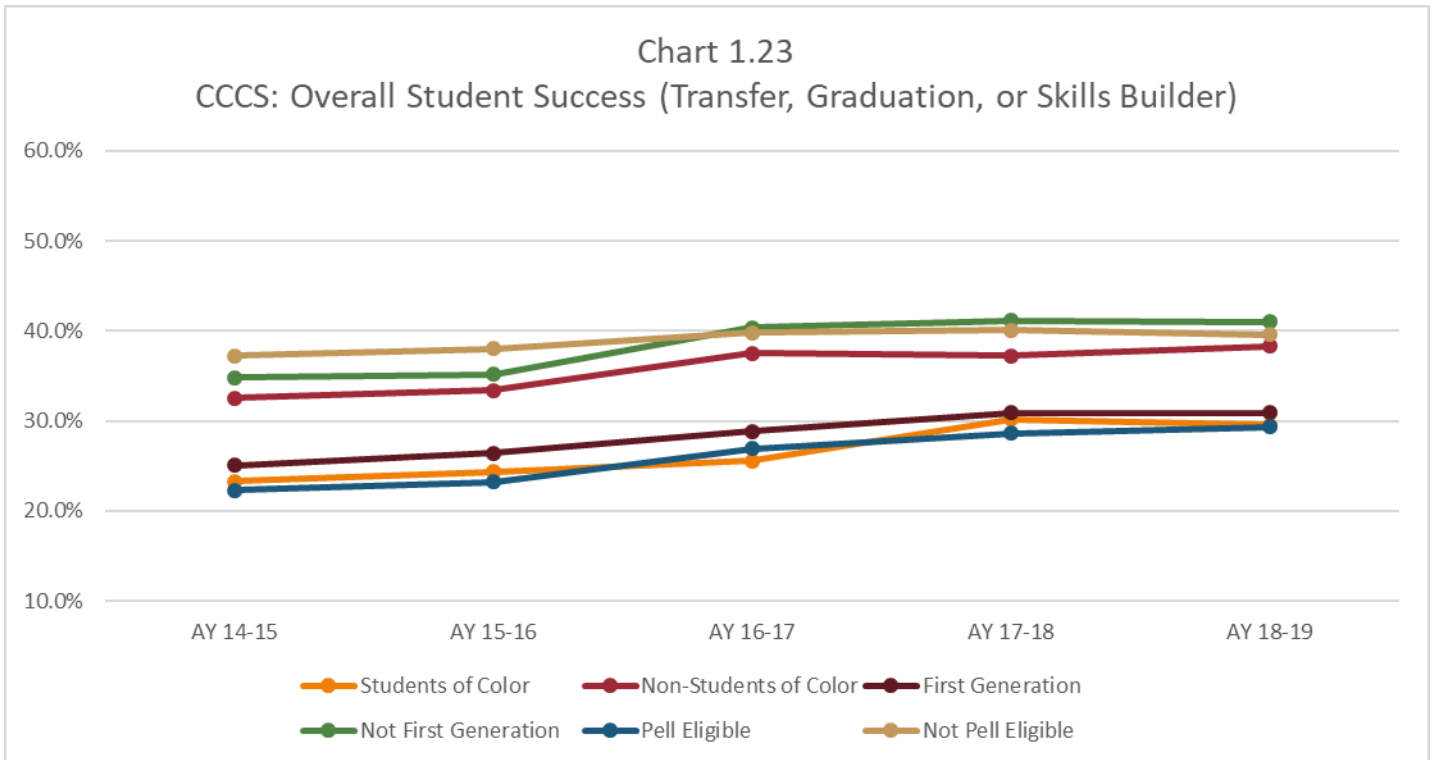




Table 1.29: CCCS Overall Student Success (Transfer, Graduation, or Skills Builder)

Equity Group	AY 14-15	AY 15-16	AY 16-17	AY 17-18	AY 18-19	1-Year Change	5-Year Change
Race/Ethnicity:							
Students of Color	23.3%	24.4%	25.6%	30.2%	29.6%	-0.7%	6.3%
Non-Students of Color	32.6%	33.4%	37.5%	37.2%	38.3%	1.1%	5.8%
First Generation Status:							
First Generation	25.1%	26.4%	28.8%	30.9%	30.9%	0.0%	5.8%
Not First Generation	34.8%	35.2%	40.4%	41.1%	41.0%	-0.1%	6.2%
Pell Eligibility:							
Pell Eligible	22.3%	23.2%	26.9%	28.7%	29.4%	0.7%	7.1%
Not Pell Eligible	37.3%	38.0%	39.8%	40.1%	39.6%	-0.5%	2.3%
CCCS Total	28.9%	29.9%	33.1%	34.6%	34.6%	0.0%	5.7%



APPENDIX A: METHODOLOGY

The following describes how each leading indicator and performance metric was calculated as well as the source of the underlying data. Methods included do not provide technical detail such as exact coding or fields and tables used. For IR professionals seeking this kind of technical detail, please reach out to CCCS Institutional Research.

DATA SOURCE

All Key Performance Metric (KPM) data was pulled from the operational data store (ODS) at the Colorado Community College System office. Populations used in calculating KPMs were pulled from freeze tables for consistency, and are reflective of the end-of-term freeze for a given academic term. The end-of-term freeze dates allow time for data entry and cleanup after the actual end of the semester. End-of-term freeze dates are as follows:

- Summer – October 10
- Fall – February 10
- Spring – July 10

LEADING INDICATOR I – COMPLETION OF GATEWAY ENGLISH AND MATH IN FIRST YEAR

Two measures are provided for leading indicator I, a successful completion rate in gateway courses and the proportion of students that have completed a gateway course by the end of their first year.

Gateway courses include English 121, and Math courses with the following course numbers: 103, 107, 108, 109, 112, 120, 121, 123, and 135.

Successful completion entails receiving a grade of C or better, or a satisfactory grade. Grades of D, F, and W (withdrawn) are considered unsuccessful courses, and dropped or incomplete courses are not included in the calculation.

A student's "first year" is considered to be the first three academic terms of eligibility, beginning with the semester in which a student registers as a new first-time student. For example: the first year for a student registering in spring ends in the following fall. Likewise, a student starting in the summer would end their first year the following spring.

Headcounts are based on the academic year in which the student registered as new first-time.

Success rate percentages are total successful course completions divided by total registered courses as of the end of term. Headcount percentages are all unique first-time students completing a gateway course in their first year divided by all unique students registered for at least one course.

Headcounts are based on the academic year in which the student registered as new first-time.

Success rate percentages are total successful course completions divided by total registered courses as of the end of term. Headcount percentages are all unique first-time students completing a gateway course in their first year divided by all unique students registered for at least one course.

LEADING INDICATOR II – CREDIT ACCUMULATION IN FIRST YEAR

Totals reflect the average number of cumulative credits earned by students through the end of their first year. Credits earned are inclusive of any concurrent enrollment activity and all CCCS schools attended.

“First year” is considered to be the first three academic terms of eligibility, beginning with the semester in which a student registers as a new first-time student at a CCCS institution.

Credits earned are summed from student course data in the ODS, and are based on grading rules established at the students’ specific institution.

LEADING INDICATOR III – ACCELERATION, DECELERATION OF CREDITS FROM 1ST TO 2ND SEMESTER

Average change in number of registered credits from a student’s first semester to their second semester. Changes are measured from the semester in which a student registers as a new first-time student (non-high school) to the following semester. This metric focuses on term credits, not cumulative, to measure enrollment intensity and course load.

The population for this metric only includes students who enrolled in both semesters.

LEADING INDICATOR VI – SUCCESSFUL COURSE COMPLETION RATE

Measures the percentage of all registered courses that were completed successfully, as of end of term.

Successful completion entails receiving a grade of C or better, or a satisfactory grade. Grades of D, F, and W (withdrawn) are considered unsuccessful courses. Dropped courses or courses with a grade of “I” (incomplete) are not included in the calculation.

LEADING INDICATOR VII – STUDENTS ENROLLED AT FALL CENSUS BUT EARNED NO CREDIT FOR TERM

Percentages represent the proportion of students registered in for-credit courses as of census in a given fall term, but had earned no credits at the end of that same term.

Credits earned are summed from student course data in the ODS, and are based on grading rules established at the students' specific institution.

LEADING INDICATOR VIII – COMPLETION OF A STUDENT SUCCESS COURSE

Two measures are provided for leading indicator VIII, a successful completion rate in student success courses and the proportion of students that completed a student success course in a given academic year. High School students are not included in the population.

Student success courses include AAA courses with a course number of 100 or higher.

Successful completion entails receiving a grade of "C" or better, or a satisfactory grade. Grades of D, F, and W (withdrawn) are considered unsuccessful courses. Dropped courses or courses with a grade of "I" (incomplete) are not included in the calculation.

LEADING INDICATOR XI – PRECIPITOUS DECLINE IN GPA FROM FIRST TO SECOND SEMESTER

Term GPA is compared between first and second term for students registering as new first-time. Percentages reflect the proportion of students whose second term GPA was at least 1.3 points below their first term GPA.

The population for this metric only includes students who were registered in both terms. In addition, only students with a cumulative GPA at or above 2.0 in both semesters are included in the population.

The 1.3 decline threshold was used as an initial exploratory effort into this metric, as it was developed at Colorado State University by Dr. Paul Thayer. Methods are subject to review and revision for future iterations to account for differences in the CCCS and CSU populations.

KPM 1.1 – INCREASE THE NUMBER OF CERTIFICATES AND DEGREES AWARDED BY ONE PERCENTAGE POINT (PARTICULAR EMPHASIS ON CREDENTIALS THAT LEAD TO A LIVING WAGE)

Measures the percent change in total credentials (degrees and certificates) awarded over time. High school students are not included in the population.

A subset of these credentials is used to assess those that lead to a living wage. The top ten degrees are displayed by growth, as measured through the absolute change in number of credentials in a given subject. Credentials are grouped according to their Classification of Instructional Program (CIP) code and matched to the corresponding wage data for that CIP code to ascertain whether the highest growth credentials lead to a living wage.

Data supporting living wage, and median salary thresholds was pulled using the following online calculators and data files:

- [MIT Living Wage Calculator](#)
- [CDHE Postsecondary Degree Earnings Outcomes](#)

Wage thresholds used in this document represent calculations using two working adults and two children.

KPM 1.2 – EXCEED THE NATIONAL FALL-TO-FALL AND FALL-TO-SPRING RETENTION RATE FOR FULL AND PART-TIME COMMUNITY COLLEGE STUDENTS BY 2025

The CDHE and IPEDS method of measuring retention is used. Retention cohorts include students enrolled as new first-time students in the fall term, or registered in the fall and new first-time in the summer directly preceding the fall term.

Only degree-seeking students (declared in any academic program) are included in the cohort, and separate rates are calculated for full and part-time students.

Students are considered retained if they registered in the following fall term, or are awarded a credential between the fall term of entry and the following summer term. For example: for the fall 2017 cohort, students registered in fall 2018 or attaining a credential by the end of summer 2018 are considered retained.

Fall-to-spring retention is calculated based on enrollment in the spring term directly following the fall cohort, or receiving a credential in fall or spring.

National rates are sourced from the [IPEDS Trend Generator](#). IPEDS only provides national benchmarks for fall-to-fall retention, so fall-to-spring retention benchmarks are not provided in this document.

KPM 1.3 – ASSURE EQUITY FOR STUDENTS FROM UNDERREPRESENTED GROUPS, AS COMPARED TO OVERALL STUDENT OUTCOMES

All KPM data is broken down by student demographics to assess equity – including populations such as students of color, first generation students, and Pell eligible students.

An overall success rate is also provided that includes graduation, transfer (to four-year institutions) and Skills Builder outcomes over the traditional three-year graduation rate period. The success rate is the percentage of students in a given graduation cohort that achieve any one of these outcomes within three years after registering as a new first-time student.

Fall graduation cohorts were used for the overall success rate, and include the same students as mentioned in KPM 1.2: degree-seeking students registered as new-first time in the fall term, or registered in the fall and new first-time in the summer directly preceding fall term. Full and part-time students are both included in the overall success calculations for purposes of this document.

A student is counted as having transferred or graduated if they attended a four-year school or received a CCCS credential within three academic years, plus a trailing summer. For example: students in the fall 2016 cohort that obtain a credential or transfer by summer 2019 are included as successful outcomes. Skills Builder outcomes are also assessed using the same span of time for purposes of this document.

A “Skills Builder” student is one that meets the following criteria, according to research conducted by Dr. Peter Bahr of the University of Michigan in coordination with the CCCS Institutional Research office:

- Number of terms enrolled in community college ≤ 2
- Percentage of community college course credits completed successfully = 100%
- Total number of community college credits attempted ≤ 26
- Percentage of attempted community college credits in CTE fields $\geq 50\%$
- Did not attend a four-year institution in the one year prior to enrolling in community college

Four-year transfer data was obtained through the National Student Clearinghouse Student Tracker.

KPM 1.7 – INCREASE DISTANCE & HYBRID COURSE SUCCESS RATE TO MATCH ON-CAMPUS COURSE SUCCESS RATE BY 2025

Compares courses taught exclusively on campus with those utilizing some sort of distance learning or online component. These include online courses, hybrid courses that are taught partially on campus as well as online, and interactive video courses.

Success rates are computed using the same method previously mentioned in leading indicators: a grade of C or better, or a satisfactory grade is considered a successful course. Grades of D, F, and W (withdrawn) are considered unsuccessful courses. Dropped or incomplete courses are not included in the calculation.

Course delivery methods are categorized using a combination of instruction method and schedule type in the student course ODS tables.

KPM 3.1 - INCREASE MATRICULATION OF CONCURRENT ENROLLMENT STUDENTS TO A CCCS INSTITUTION WITHIN FOUR YEARS OF HIGH SCHOOL GRADUATION BY 1% EACH YEAR THROUGH 2025

Measures the rate at which students attending a CCCS institution while still in high school later register at a CCCS institution after high school graduation.

A student is counted as having matriculated if they register as a non-high school student after previously registering as a high school student. Matriculation to any CCCS institution is measured in this document.

The period of time over which matriculation is assessed is four academic years after the year of high school participation. For example: for all high school students registered in the 2015 academic year, matriculation rates are calculated up through academic year 2019.

KPM 3.1 - INCREASE CCCS COLLEGE CREDENTIALS AWARDED TO CONCURRENT ENROLLMENT STUDENTS BY 1% EACH YEAR THROUGH 2025

Similar to KPM 1.1, measures the percent change in total credentials (degrees and certificates) awarded over time, specific only to high school students. All credentials (degrees and certificates) awarded to high school students are totaled for the academic year and percent change over time is displayed.

KPM 3.1 - INCREASE SUCCESSFUL CREDIT COMPLETION THROUGH CONCURRENT ENROLLMENT BY 1% EACH YEAR THROUGH 2025

Measures total credits completed successfully by high school students within an academic year. Percentage change in the total number of successful credits is displayed.

Course successes are measured as previously mentioned in leading indicators and KPM 1.7: a grade of C or better, or a satisfactory grade is considered a successful course. Grades of D, F, and W (withdrawn) are considered unsuccessful courses. Dropped or incomplete courses are not included in the calculation.

KPM 3.2 – INCREASE PERCENTAGE OF SUCCESSFUL TRANSFERS TO FOUR-YEAR INSTITUTIONS

Transfer rates use graduation and retention cohorts as mentioned in KPM 1.2 and 1.3: degree-seeking students enrolled as new first-time in the fall term, or registered in the fall and new first-time in the summer directly preceding the fall term. Both full and part-time students are included for purposes of this metric.

The span of time over which transfer rates are calculated is consistent with graduation rates and the overall success rate mentioned in KPM 1.3. Students are counted as transferred if they attend a four-year institution at any point within three academic years, plus a trailing summer. For example: students in the fall 2016 cohort that attend a four-year institution by summer 2019 are counted in transfer outcomes.

Four-year transfer data was obtained through the National Student Clearinghouse Student Tracker.