

COMMUNITY COLLEGE  
OF AURORA: STRATEGIC  
PLAN METRICS

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### 3. COMMUNITY COLLEGE OF AURORA

## COMMUNITY COLLEGE OF AURORA: STRATEGIC PLAN AY 18-19<sup>1</sup> SNAPSHOT

### Table 3.1: CCA AY 18-19 Leading Indicators

**61%** of students completed a gateway English course in their 1<sup>st</sup> year; **70.6%** of students taking a gateway English course successfully completed

**40.8%** of students completed a gateway Math course in their 1<sup>st</sup> year; **77.2%** of students taking a gateway math course successfully completed

Students earned an average of **13.1** credits in their first year

On average, students increased their accumulated credits from the 1<sup>st</sup> to 2<sup>nd</sup> semester by **.96** credits

**81.2%** of courses attempted were successfully completed

**9.8%** of students enrolled at Fall census did not earn any credits for the term

**2.7%** of students completed a student success course; **81.9%** of students taking a student success course successfully completed

**7.3%** of students experienced a precipitous decline in GPA from the 1<sup>st</sup> to 2<sup>nd</sup> semester

### Table 3.2: CCA AY 18-19 Student Success Metrics

KPM	Goal	Actual
1.1 – Increase the number of certificates & degrees awarded	1% annually	-12.6%
1.2 – Exceed the national <b>full-time</b> fall-to-fall retention rate	62.3% national	60.0%
1.2 - Exceed the national <b>part-time</b> fall-to-fall retention rate	46.5% national	42.1%
1.2 – Exceed the national <b>full-time</b> fall-to-spring retention rate	Unknown	77.7%
1.2 – Exceed the national <b>part-time</b> fall-to-spring retention rate	Unknown	64.2%
1.7 – Increase online, hybrid, and interactive video course success rates to match on-campus course success rates	83.3% on-campus	71.1%
3.2 – Increase percentage of successful transfers to 4-year institutions for all students	2% annually	-5.3%

<sup>1</sup> 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 3.3: CCA AY 18-19 Equity Indicators**

Indicator	Overall	Students of Color <sup>2</sup>	First Generation	Pell Eligible
% of students completing a gateway English course in 1 <sup>st</sup> year	61.0%	60.6%	59.1%	61.5%
Successful course completion rate – Gateway English	70.6%	69.0%	67.1%	68.7%
% of students completing a gateway Math course in 1 <sup>st</sup> year	40.8%	40.0%	38.9%	38.4%
Successful course completion rate – Gateway Math	77.2%	75.0%	76.4%	72.4%
Average number of credits earned in first year	13.1	12.5	12.6	12.6
Average change in the number of credits taken from 1 <sup>st</sup> to 2 <sup>nd</sup> semester	0.96	0.83	0.85	0.55
Successful course completion rate – all courses	81.2%	79.8%	79.8%	77.6%
% of students enrolled at Fall census that did not earn any credits for the term	9.8%	10.6%	11.6%	11.7%
% of students completing a student success course	2.7%	3.9%	3.4%	4.7%
Successful course completion rate – student success course	81.9%	82.2%	81.3%	84.7%
% of students experiencing a precipitous decline in GPA from 1 <sup>st</sup> to 2 <sup>nd</sup> semester	7.3%	8.4%	9.1%	9.0%
# of students earning a certificate or degree	839	468	564	319
Fall-to-fall retention rate – full-time	60.0%	57.8%	58.6%	54.4%
Fall-to-fall retention rate – part-time	42.1%	42.9%	41.0%	41.1%
Fall-to-spring retention rate – full-time	77.7%	76.1%	75.5%	74.6%
Fall-to-spring retention rate – part-time	64.2%	64.6%	65.0%	66.2%
Successful course completion rate – distance & hybrid courses	71.1%	69.0%	70.0%	68.0%
% of successful transfers to 4-year institutions	13.1%	13.1%	9.7%	11.0%

**Table 3.4: CCA AY 18-19 Concurrent Enrollment Metrics**

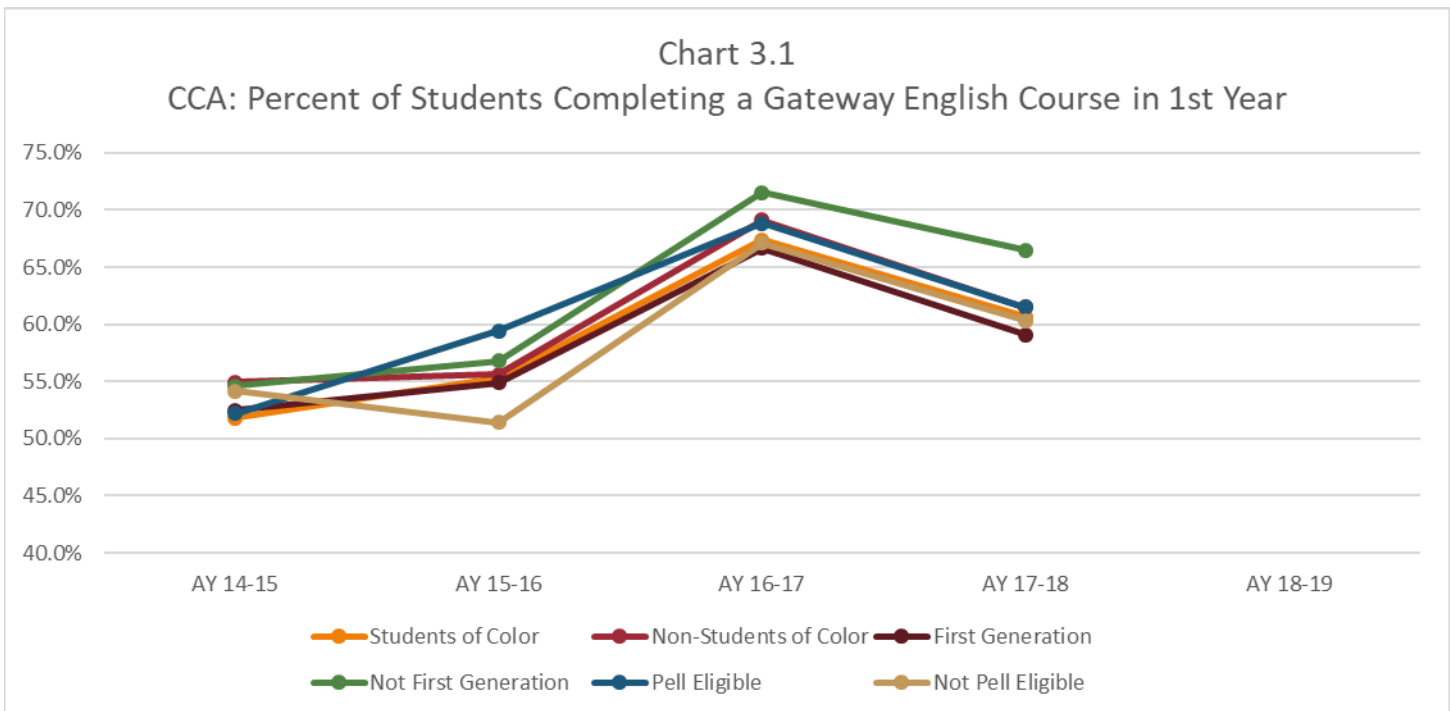
KPM	Goal	Actual
3.1 – Increase matriculation of concurrent enrollment students to a CCCS institution within 4 years of high school graduation	1% annually	-0.5%
3.1 – Increase CCCS college credentials awarded to concurrent enrollment students	1% annually	-30.8%
3.1 – Increase successful credit completion through concurrent enrollment	1% annually	6.6%

<sup>2</sup> 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.

## COMMUNITY COLLEGE OF AURORA: LEADING INDICATORS

### Table 3.5: CCA Completion of Gateway English Courses in 1<sup>st</sup> Year

Equity Group	AY 14-15	AY 15-16	AY 16-17	AY 17-18	AY 18-19 <sup>3</sup>	1-Year Change	4-Year Change
<b>Race/Ethnicity:</b>							
Students of Color	51.8%	55.3%	67.4%	60.6%		-6.7%	8.9%
Non-Students of Color	54.9%	55.6%	69.1%	61.5%		-7.6%	6.6%
<b>First Generation Status:</b>							
First Generation	52.5%	54.9%	66.6%	59.1%		-7.6%	6.6%
Not First Generation	54.6%	56.8%	71.5%	66.5%		-5.1%	11.9%
<b>Pell Eligibility:</b>							
Pell Eligible	52.2%	59.4%	68.9%	61.5%		-7.4%	9.3%
Not Pell Eligible	54.1%	51.4%	67.1%	60.3%		-6.8%	6.2%
<b>CCA Total</b>	<b>53.0%</b>	<b>55.4%</b>	<b>68.1%</b>	<b>61.0%</b>		<b>-7.1%</b>	<b>7.9%</b>



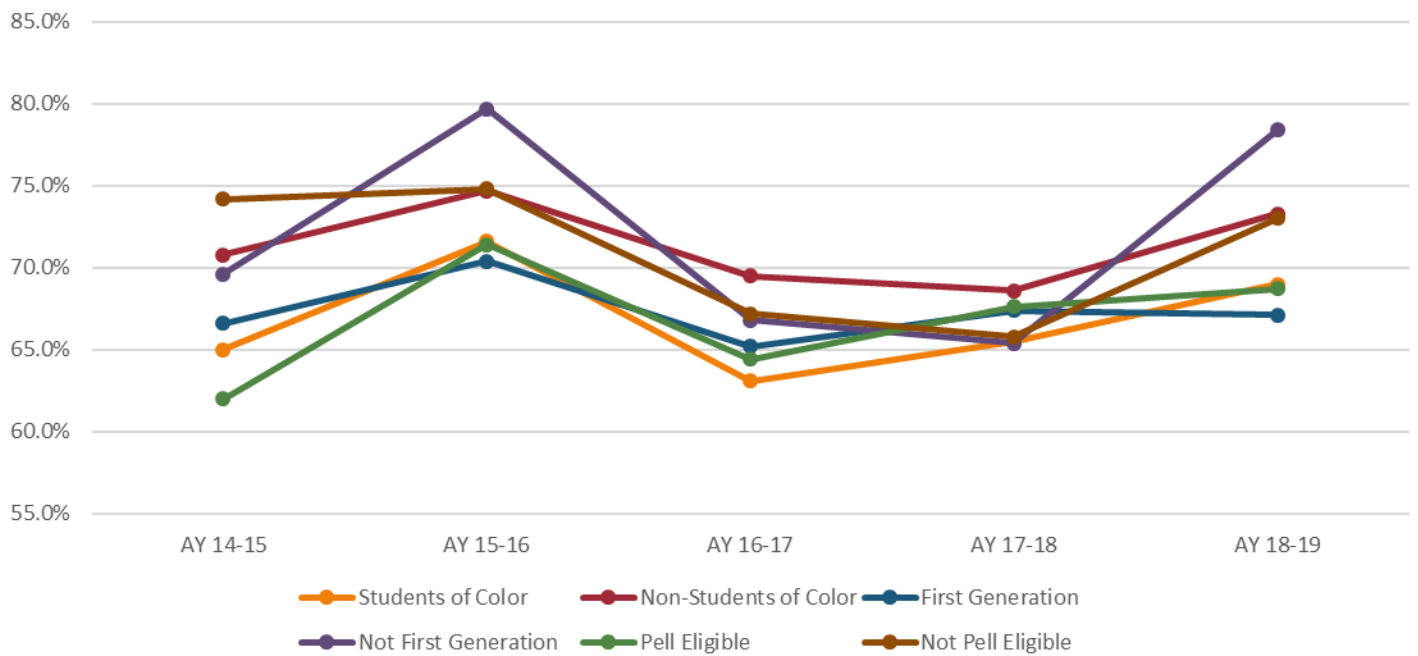
<sup>3</sup> Fall AY 19-20 semester not complete - cannot yet calculate first year completions for AY 18-19.



**Table 3.6: CCA 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
<b>Race/Ethnicity:</b>							
Students of Color	65.0%	71.6%	63.1%	65.5%	69.0%	3.5%	4.0%
Non-Students of Color	70.8%	74.7%	69.5%	68.6%	73.3%	4.7%	2.5%
<b>First Generation Status:</b>							
First Generation	66.6%	70.4%	65.2%	67.4%	67.1%	-0.3%	0.5%
Not First Generation	69.6%	79.7%	66.8%	65.4%	78.4%	13.0%	8.8%
<b>Pell Eligibility:</b>							
Pell Eligible	62.0%	71.4%	64.4%	67.6%	68.7%	1.1%	6.7%
Not Pell Eligible	74.2%	74.8%	67.2%	65.8%	73.0%	7.2%	-1.2%
<b>CCA Total</b>	<b>67.5%</b>	<b>73.0%</b>	<b>65.7%</b>	<b>66.8%</b>	<b>70.6%</b>	<b>3.8%</b>	<b>3.1%</b>

**Chart 3.2**  
CCA: Successful Course Completion Rate for Gateway English Courses

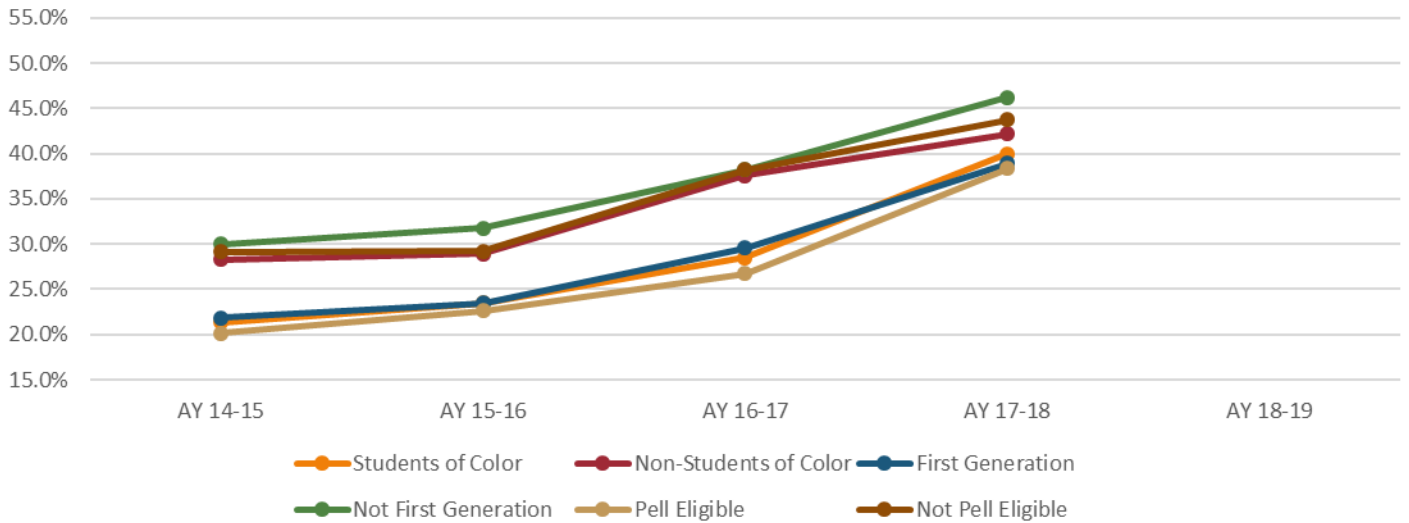




**Table 3.7: CCA Completion of Gateway Math Courses in 1<sup>st</sup> Year**

Equity Group	AY 14-15	AY 15-16	AY 16-17	AY 17-18	AY 18-19 <sup>4</sup>	1-Year Change	4-Year Change
<b>Race/Ethnicity:</b>							
Students of Color	21.3%	23.5%	28.5%	40.0%		11.5%	18.7%
Non-Students of Color	28.3%	29.0%	37.6%	42.2%		4.6%	13.9%
<b>First Generation Status:</b>							
First Generation	21.9%	23.5%	29.5%	38.9%		9.4%	17.1%
Not First Generation	30.0%	31.8%	38.2%	46.3%		8.1%	16.2%
<b>Pell Eligibility:</b>							
Pell Eligible	20.1%	22.6%	26.8%	38.4%		11.6%	18.3%
Not Pell Eligible	29.1%	29.2%	38.2%	43.7%		5.5%	14.6%
<b>CCA Total</b>	<b>24.1%</b>	<b>25.9%</b>	<b>32.1%</b>	<b>40.8%</b>		<b>8.7%</b>	<b>16.7%</b>

**Chart 3.3**  
CCA: Percent of Students Completing a Gateway Math Course in 1st Year



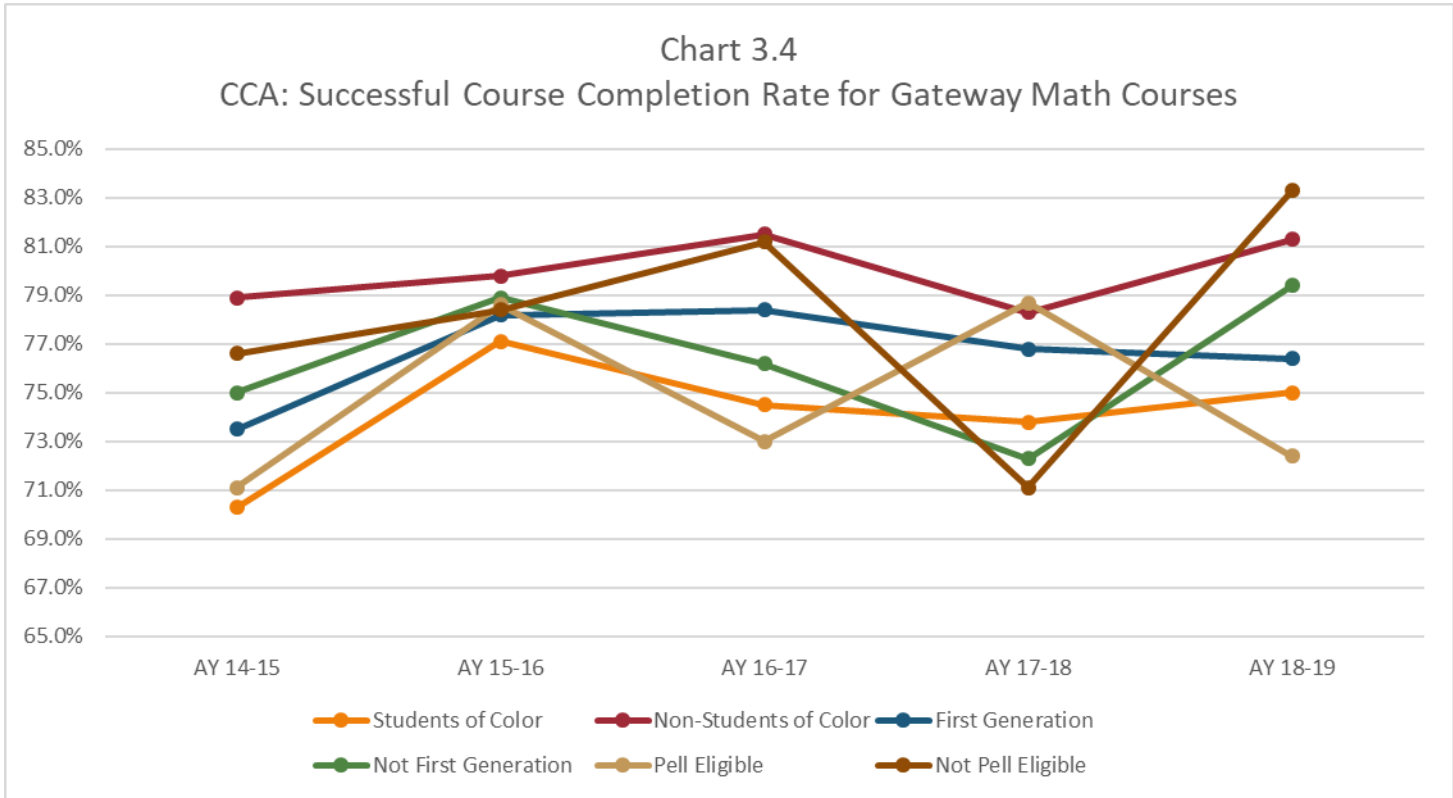
<sup>4</sup> Fall AY 19-20 semester not complete - cannot yet calculate first year completions for AY 18-19.





## Table 3.8: CCA Successful Course Completion Rate for Gateway Math Courses

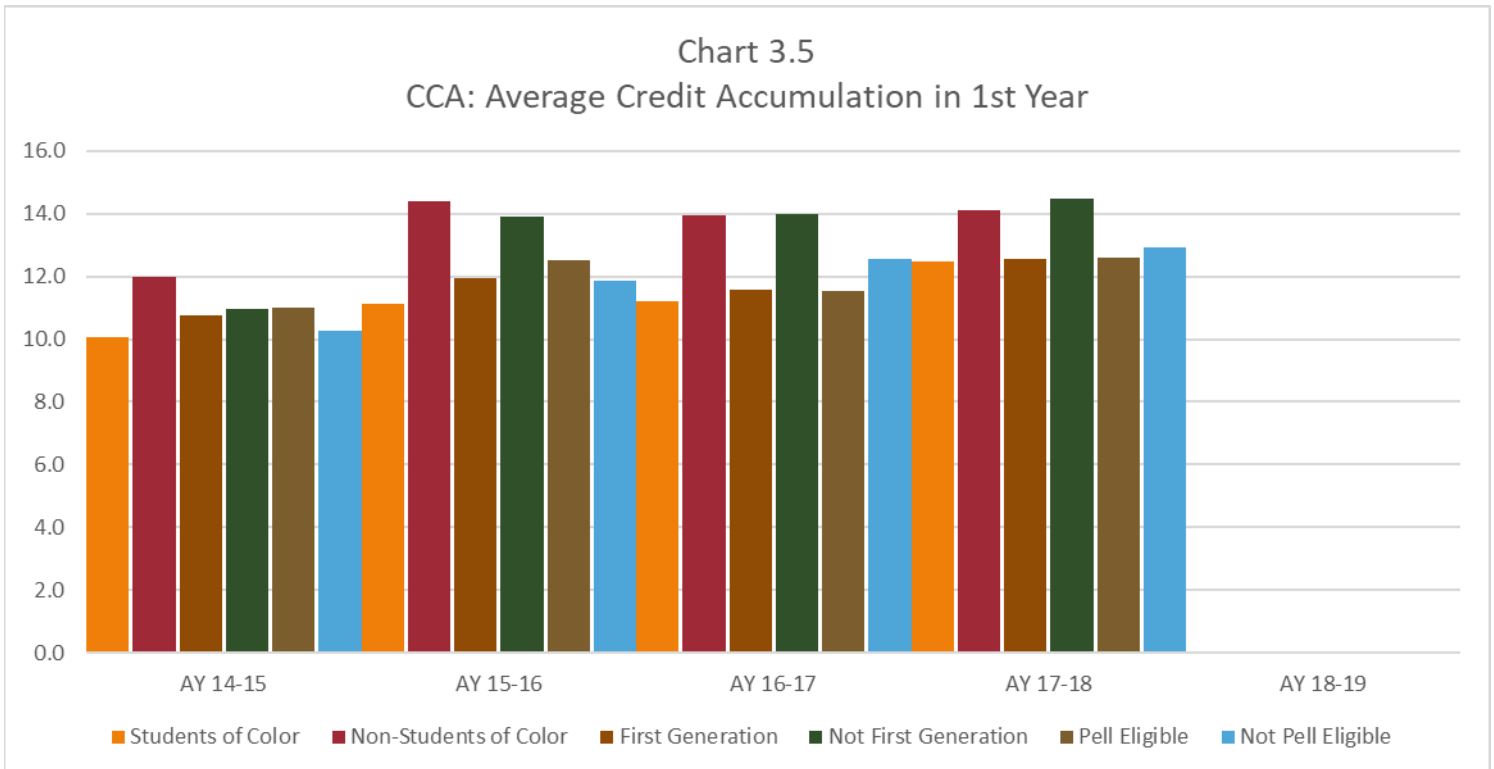
Equity Group	AY 14-15	AY 15-16	AY 16-17	AY 17-18	AY 18-19	1-Year Change	5-Year Change
<b>Race/Ethnicity:</b>							
Students of Color	70.3%	77.1%	74.5%	73.8%	75.0%	1.2%	4.7%
Non-Students of Color	78.9%	79.8%	81.5%	78.3%	81.3%	3.0%	2.4%
<b>First Generation Status:</b>							
First Generation	73.5%	78.2%	78.4%	76.8%	76.4%	-0.4%	2.9%
Not First Generation	75.0%	78.9%	76.2%	72.3%	79.4%	7.1%	4.4%
<b>Pell Eligibility:</b>							
Pell Eligible	71.1%	78.6%	73.0%	78.7%	72.4%	-6.3%	1.3%
Not Pell Eligible	76.6%	78.4%	81.2%	71.1%	83.3%	12.2%	6.7%
<b>CCA Total</b>	<b>74.0%</b>	<b>78.4%</b>	<b>77.7%</b>	<b>75.4%</b>	<b>77.2%</b>	<b>1.8%</b>	<b>3.2%</b>





**Table 3.9: CCA Average Credit Accumulation in 1<sup>st</sup> Year**

Equity Group	AY 14-15	AY 15-16	AY 16-17	AY 17-18	AY 18-19 <sup>5</sup>	1-Year Change	4-Year Change
<b>Race/Ethnicity:</b>							
Students of Color	10.1	11.1	11.2	12.5		11.4%	23.7%
Non-Students of Color	12.0	14.4	13.9	14.1		1.3%	18.0%
<b>First Generation Status:</b>							
First Generation	10.8	11.9	11.6	12.6		8.8%	16.8%
Not First Generation	11.0	13.9	14.0	14.5		3.3%	31.8%
<b>Pell Eligibility:</b>							
Pell Eligible	11.0	12.5	11.5	12.6		9.2%	14.4%
Not Pell Eligible	10.2	11.9	12.6	12.9		2.9%	26.2%
<b>CCA Total</b>	<b>10.8</b>	<b>12.5</b>	<b>12.3</b>	<b>13.1</b>		<b>6.5%</b>	<b>20.6%</b>

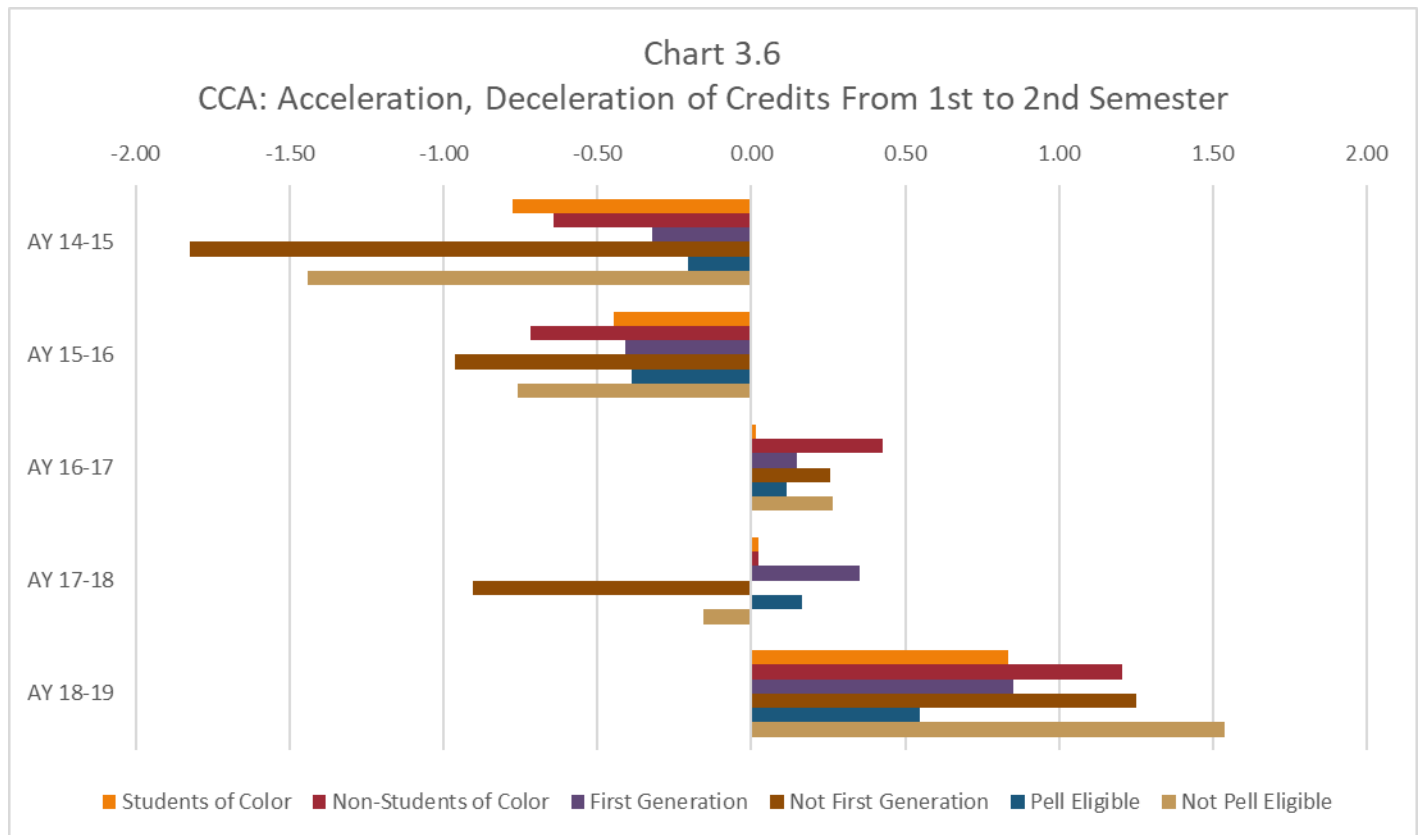


<sup>5</sup> Fall AY 19-20 semester not complete - cannot yet calculate first year completions for AY 18-19.



**Table 3.10: CCA Acceleration, Deceleration of Credits from 1<sup>st</sup> to 2<sup>nd</sup> Semester**

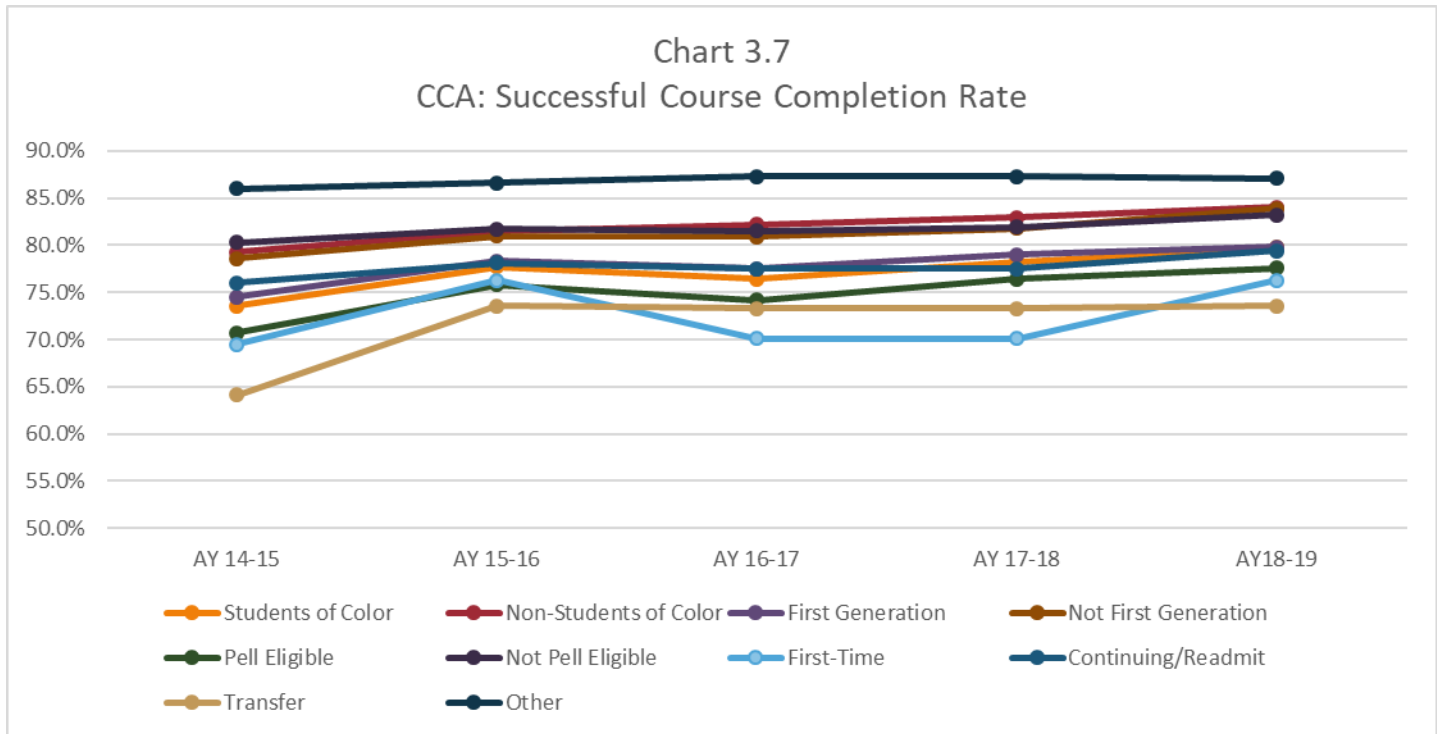
Equity Group	AY 14-15	AY 15-16	AY 16-17	AY 17-18	AY 18-19	1-Year Change	5-Year Change
<b>Race/Ethnicity:</b>							
Students of Color	-0.78	-0.45	0.01	0.02	0.83	0.81	1.61
Non-Students of Color	-0.64	-0.72	0.43	0.03	1.21	1.18	1.85
<b>First Generation Status:</b>							
First Generation	-0.32	-0.41	0.15	0.35	0.85	0.50	1.18
Not First Generation	-1.83	-0.96	0.26	-0.91	1.25	2.16	3.08
<b>Pell Eligibility:</b>							
Pell Eligible	-0.21	-0.39	0.11	0.17	0.55	0.38	0.75
Not Pell Eligible	-1.44	-0.76	0.26	-0.16	1.54	1.69	2.98
<b>CCA Total</b>	<b>-0.72</b>	<b>-0.57</b>	<b>0.18</b>	<b>0.02</b>	<b>0.96</b>	<b>0.94</b>	<b>1.69</b>





**Table 3.11: CCA Successful Course Completion Rate**

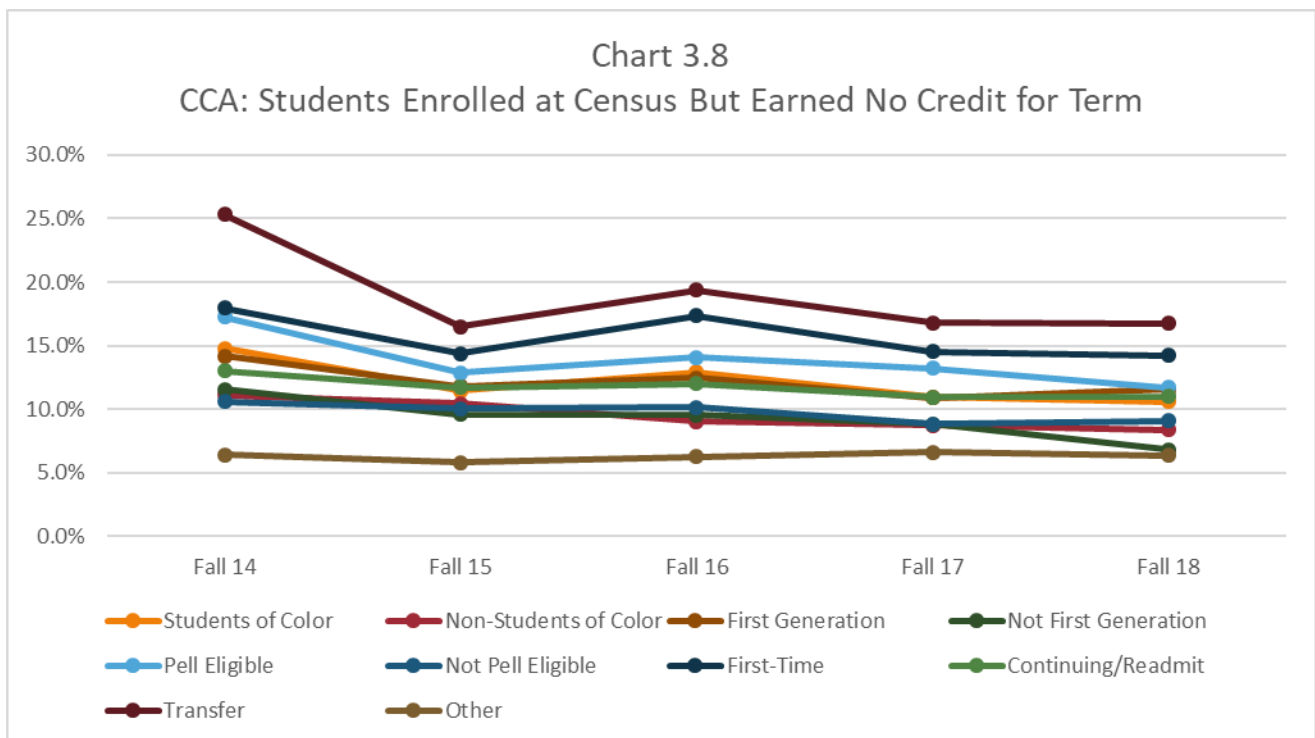
Equity Group	AY 14-15	AY 15-16	AY 16-17	AY 17-18	AY 18-19	1-Year Change	5-Year Change
<b>Race/Ethnicity:</b>							
Students of Color	73.6%	77.7%	76.4%	78.3%	79.8%	1.5%	6.2%
Non-Students of Color	79.3%	81.5%	82.2%	82.9%	84.0%	1.1%	4.8%
<b>First Generation Status:</b>							
First Generation	74.5%	78.3%	77.5%	79.0%	79.8%	0.8%	5.3%
Not First Generation	78.6%	81.0%	80.9%	81.8%	83.9%	2.1%	5.3%
<b>Pell Eligibility:</b>							
Pell Eligible	70.7%	75.8%	74.2%	76.4%	77.6%	1.2%	6.9%
Not Pell Eligible	80.3%	81.7%	81.5%	81.9%	83.2%	1.3%	2.9%
<b>Student Type:</b>							
First-Time	69.5%	76.3%	70.1%	70.1%	76.3%	6.2%	6.8%
Continuing/Readmit	76.0%	78.1%	77.5%	77.5%	79.4%	1.9%	3.4%
Transfer	64.1%	73.6%	73.3%	73.3%	73.6%	0.3%	9.5%
Other	86.0%	86.6%	87.3%	87.3%	87.1%	-0.2%	1.1%
<b>CCA Total</b>	<b>76.0%</b>	<b>79.3%</b>	<b>78.6%</b>	<b>79.9%</b>	<b>81.2%</b>	<b>1.3%</b>	<b>5.2%</b>





**Table 3.12: CCA 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
<b>Race/Ethnicity:</b>							
Students of Color	14.8%	11.5%	12.9%	11.0%	10.6%	-0.4%	-4.2%
Non-Students of Color	11.1%	10.4%	9.0%	8.7%	8.4%	-0.4%	-2.7%
<b>First Generation Status:</b>							
First Generation	14.2%	11.8%	12.5%	10.9%	11.6%	0.7%	-2.6%
Not First Generation	11.6%	9.6%	9.5%	8.8%	6.8%	-2.0%	-4.8%
<b>Pell Eligibility:</b>							
Pell Eligible	17.2%	12.8%	14.1%	13.2%	11.7%	-1.5%	-5.5%
Not Pell Eligible	10.6%	10.0%	10.1%	8.9%	9.1%	0.2%	-1.5%
<b>Student Type:</b>							
First-Time	18.0%	14.4%	17.4%	14.5%	14.2%	-0.3%	-3.8%
Continuing/Readmit	13.0%	11.7%	12.0%	11.0%	11.0%	0.0%	-2.0%
Transfer	25.3%	16.5%	19.3%	16.8%	16.7%	-0.1%	-8.6%
Other	6.4%	5.8%	6.2%	6.6%	6.4%	-0.2%	0.0%
<b>CCA Total</b>	<b>13.1%</b>	<b>11.0%</b>	<b>11.4%</b>	<b>10.2%</b>	<b>9.8%</b>	<b>-0.4%</b>	<b>-3.3%</b>

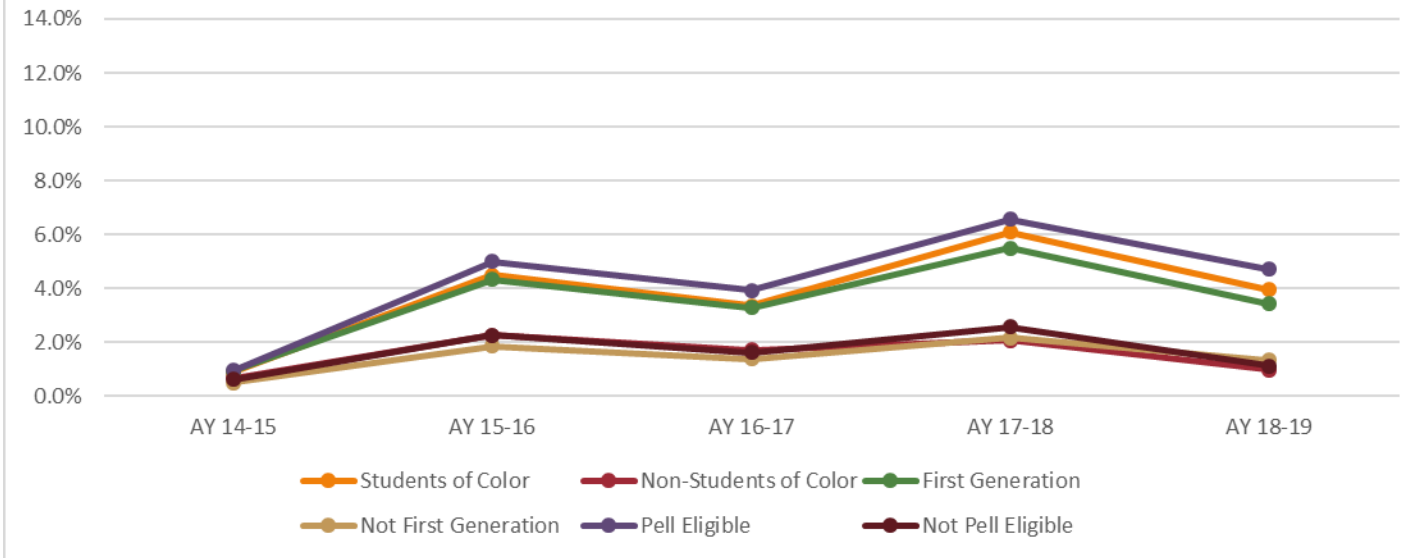




**Table 3.13: CCA Completion of a Student Success Course**

Equity Group	AY 14-15	AY 15-16	AY 16-17	AY 17-18	AY 18-19	1-Year Change	5-Year Change
<b>Race/Ethnicity:</b>							
Students of Color	0.9%	4.5%	3.4%	6.1%	3.9%	-2.1%	3.1%
Non-Students of Color	0.7%	2.3%	1.7%	2.1%	1.0%	-1.1%	0.3%
<b>First Generation Status:</b>							
First Generation	0.9%	4.3%	3.3%	5.5%	3.4%	-2.1%	2.5%
Not First Generation	0.5%	1.9%	1.4%	2.2%	1.3%	-0.8%	0.8%
<b>Pell Eligibility:</b>							
Pell Eligible	1.0%	5.0%	3.9%	6.6%	4.7%	-1.9%	3.7%
Not Pell Eligible	0.6%	2.3%	1.6%	2.6%	1.1%	-1.5%	0.5%
<b>CCA Total</b>	<b>0.8%</b>	<b>3.5%</b>	<b>2.6%</b>	<b>4.4%</b>	<b>2.7%</b>	<b>-1.7%</b>	<b>1.9%</b>

**Chart 3.9**  
CCA: Percent of Students Completing a Student Success Course

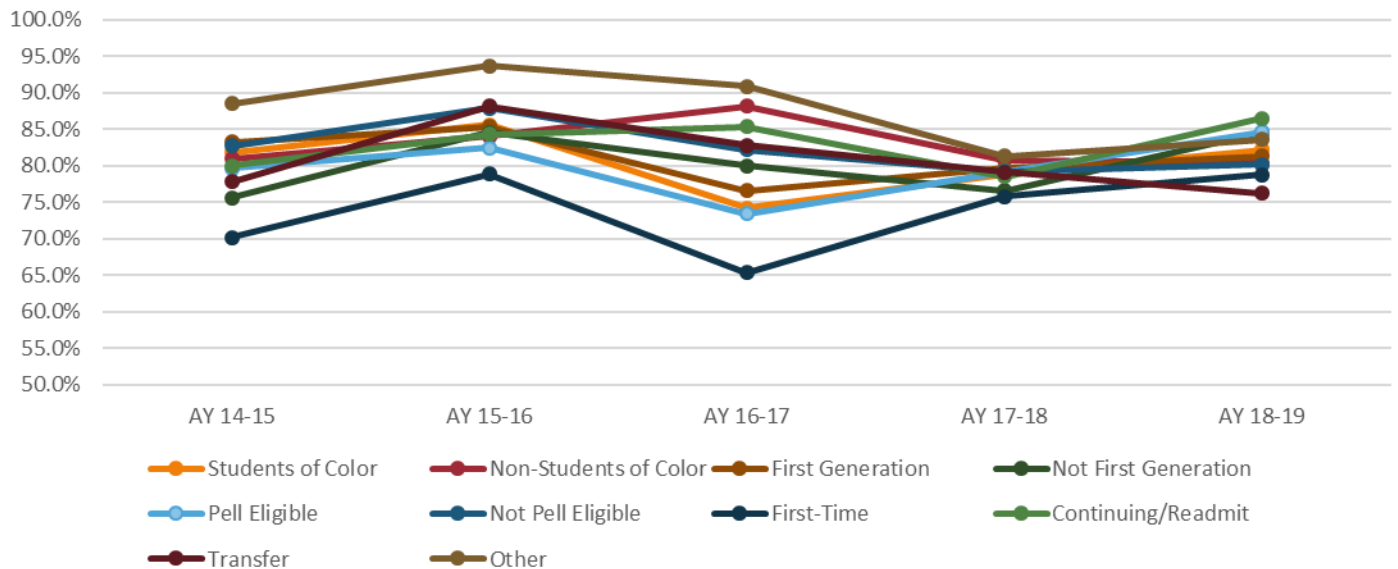




**Table 3.14: CCA Student Success Course Completion Rate**

Equity Group	AY 14-15	AY 15-16	AY 16-17	AY 17-18	AY 18-19	1-Year Change	5-Year Change
<b>Race/Ethnicity:</b>							
Students of Color	81.8%	85.6%	74.3%	78.9%	82.2%	3.3%	0.4%
Non-Students of Color	81.0%	84.0%	88.2%	80.8%	80.4%	-0.5%	-0.6%
<b>First Generation Status:</b>							
First Generation	83.3%	85.4%	76.6%	79.7%	81.3%	1.6%	-2.0%
Not First Generation	75.6%	84.6%	80.0%	76.6%	84.6%	8.0%	9.0%
<b>Pell Eligibility:</b>							
Pell Eligible	79.7%	82.5%	73.4%	79.2%	84.7%	5.5%	5.0%
Not Pell Eligible	82.7%	87.9%	82.2%	79.2%	80.2%	1.0%	-2.5%
<b>Student Type:</b>							
First-Time	70.2%	78.9%	65.4%	75.8%	78.8%	3.0%	8.6%
Continuing/Readmit	80.0%	84.3%	85.4%	78.5%	86.5%	8.0%	6.5%
Transfer	77.8%	88.2%	82.8%	79.1%	76.2%	-2.9%	-1.6%
Other	88.5%	93.7%	90.9%	81.3%	83.6%	2.3%	-4.9%
<b>CCA Total</b>	<b>81.5%</b>	<b>85.2%</b>	<b>77.3%</b>	<b>79.2%</b>	<b>81.9%</b>	<b>2.7%</b>	<b>0.4%</b>

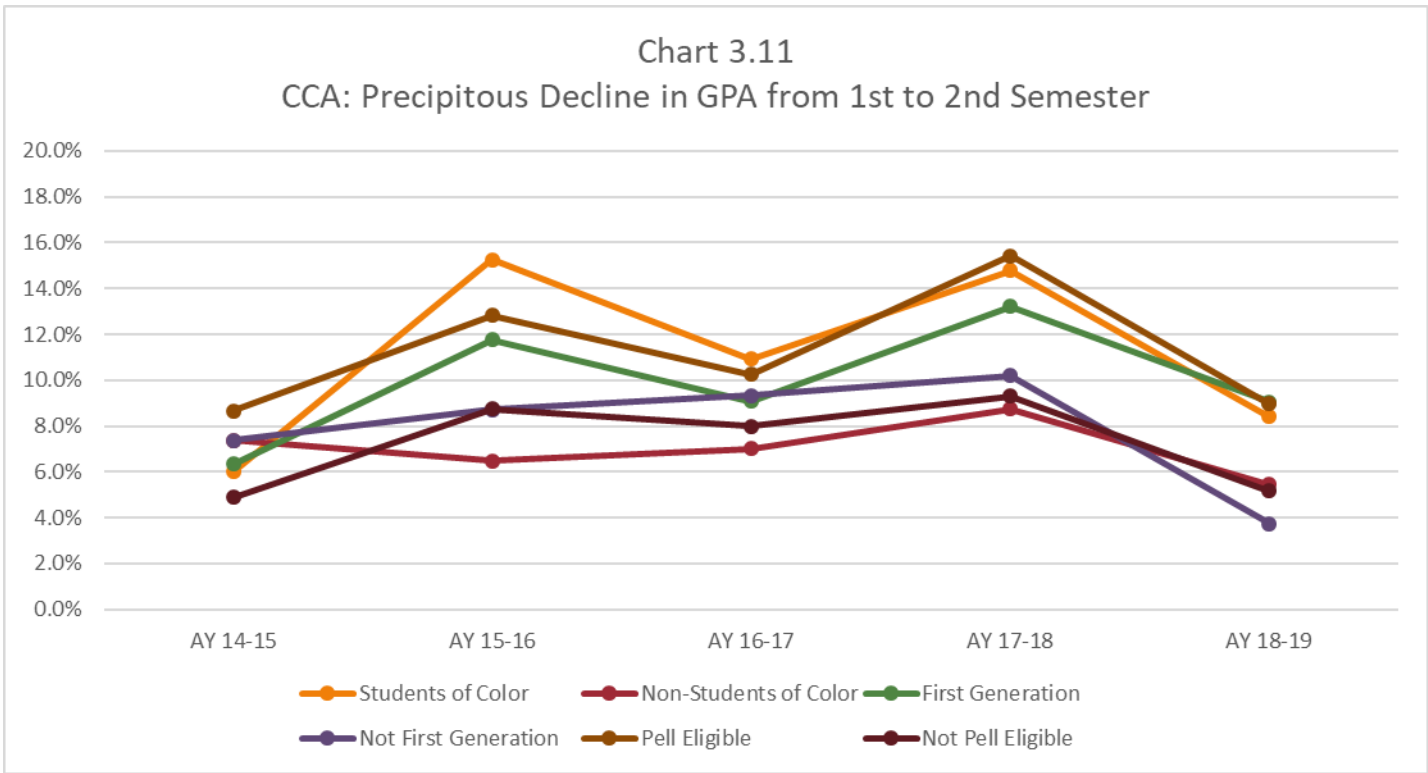
Chart 3.10  
CCA: Student Success Course Completion Rate





**Table 3.15: CCA Precipitous Decline in GPA from 1<sup>st</sup> to 2<sup>nd</sup> Semester**

Equity Group	AY 14-15	AY 15-16	AY 16-17	AY 17-18	AY 18-19	1-Year Change	5-Year Change
<b>Race/Ethnicity:</b>							
Students of Color	6.0%	15.2%	10.9%	14.8%	8.4%	-6.4%	2.4%
Non-Students of Color	7.4%	6.5%	7.0%	8.8%	5.4%	-3.3%	-1.9%
<b>First Generation Status:</b>							
First Generation	6.3%	11.8%	9.1%	13.2%	9.1%	-4.2%	2.7%
Not First Generation	7.4%	8.7%	9.3%	10.2%	3.7%	-6.5%	-3.7%
<b>Pell Eligibility:</b>							
Pell Eligible	8.6%	12.8%	10.3%	15.4%	9.0%	-6.5%	0.3%
Not Pell Eligible	4.9%	8.7%	8.0%	9.3%	5.2%	-4.1%	0.3%
<b>CCA Total</b>	<b>6.7%</b>	<b>10.8%</b>	<b>9.2%</b>	<b>12.3%</b>	<b>7.3%</b>	<b>-5.1%</b>	<b>0.6%</b>

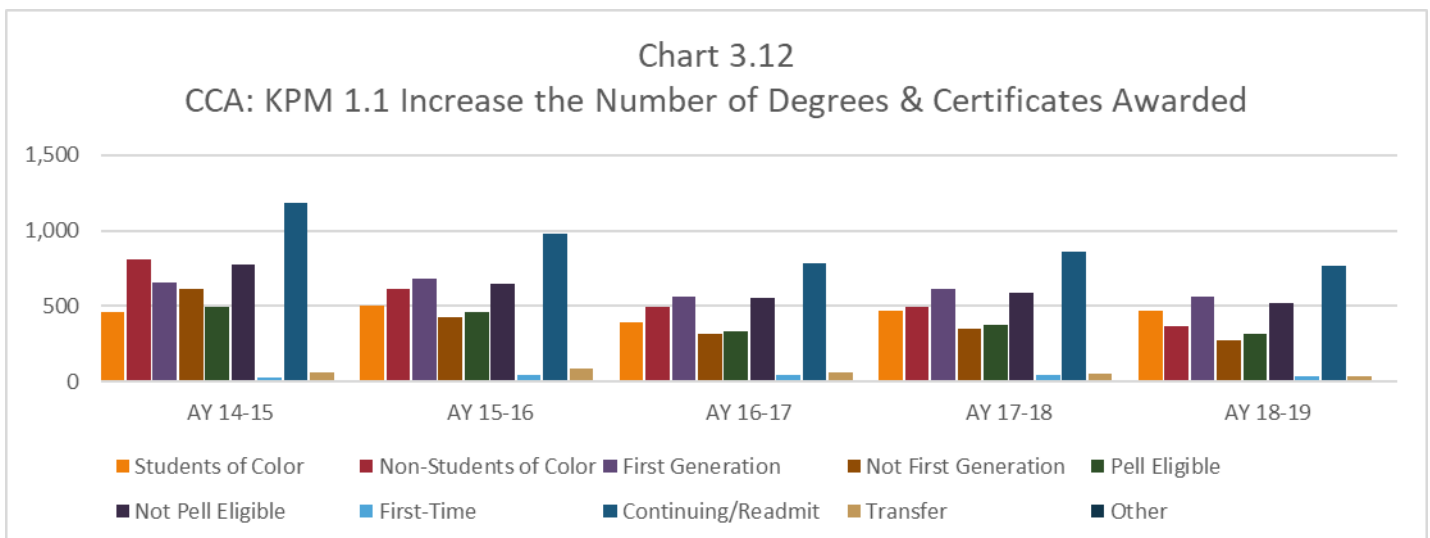




## COMMUNITY COLLEGE OF AURORA: STUDENT SUCCESS KPMS

**Table 3.16: CCA 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	
<b>Race/Ethnicity:</b>								
Students of Color	463	500	390	466	468	0.4%	1.1%	
Non-Students of Color	806	612	494	494	371	-24.9%	-54.0%	
<b>First Generation Status:</b>								
First Generation	655	684	565	613	564	-8.0%	-13.9%	
Not First Generation	614	428	319	347	275	-20.7%	-55.2%	
<b>Pell Eligibility:</b>								
Pell Eligible	496	463	332	374	319	-14.7%	-35.7%	
Not Pell Eligible	773	649	552	586	520	-11.3%	-32.7%	
<b>Student Type:</b>								
First-Time	28	42	44	46	35	-23.9%	25.0%	
Continuing/Readmit	1,183	983	782	858	767	-10.6%	-35.2%	
Transfer	58	85	58	55	37	-32.7%	-36.2%	
Other	0	2	0	1	0	-100.0%	----	
<b>CCA Total</b>	<b>1,269</b>	<b>1,112</b>	<b>884</b>	<b>960</b>	<b>839</b>	<b>-12.6%</b>	<b>-33.9%</b>	
<b>KPM Goal</b>							<b>1.0%</b>	





**Table 3.17: CCA KPM 1.1 Degree & Certificate Programs with Greatest 1-Year Increase in Number Awarded**

CCA Program	Change From AY 17-18 to AY 18-19	5-Year Median Wage of Our Graduates <sup>6</sup>	Meets Living Wage for Service Area = \$37,835.20
513902 - Nursing Assistant/Aide	14	NA	
240199 - Liberal Arts & Sciences, Gener	7	\$45,586.69	✓
460412 - Building/Construction Site Man	3	NA	
510716 - Medical Administrative/Executi	3	NA	
520201 - Business Admin & Management, G	3	\$50,232.34	✓
090702 - Digital Communication & Media/	0	NA	
190706 - Child Development	0	\$29,019.60	
410101 - Biology Techn/BioTech Laborato	0	\$47,503.08	✓
419999 - Science Technologies/Techns, O	0	\$51,611.04	✓
430302 - Crisis/Emergency/Disater Mgmt	0	NA	

**Table 3.18: CCA KPM 1.1 Degree & Certificate Programs with Greatest 5-Year Increase in Number Awarded**

CCA Program	Change From AY 14-15 to AY 18-19	5-Year Median Wage of Our Graduates <sup>9</sup>	Meets Living Wage for Service Area = \$37,835.20
240101 - Liberal Arts & Sciences/Libera	46	\$45,586.69	✓
513902 - Nursing Assistant/Aide	43	NA	
511009 - Phlebotomy/Phlebotomist	40	NA	
240199 - Liberal Arts & Sciences, Gener	28	\$45,586.69	✓
470605 - Diesel Mechanics Tech/Techn	22	\$56,526.00	✓
240102 - General Studies	17	\$45,586.69	✓
460412 - Building/Construction Site Man	3	NA	
510716 - Medical Administrative/Executi	3	NA	
520201 - Business Admin & Management, G	3	\$50,232.34	
510908 - Respiratory Care Therapy/Thera	2	\$52,754.44	

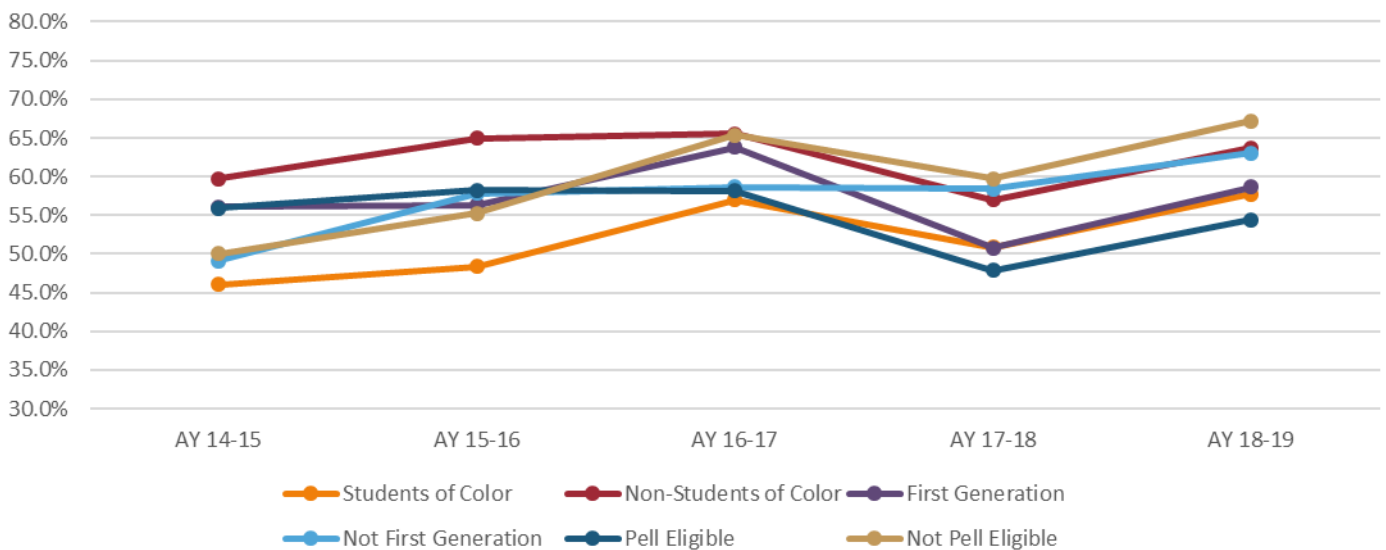
<sup>6</sup> Although wage data obtained from CDHE includes CCA's actual graduates, the population may not include the exact same graduates included in the determination of the programs with the greatest change.



**Table 3.19: CCA 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
<b>Race/Ethnicity:</b>							
Students of Color	46.0%	48.4%	57.0%	50.8%	57.8%	6.9%	11.7%
Non-Students of Color	59.7%	64.9%	65.5%	57.0%	63.7%	6.7%	3.9%
<b>First Generation Status:</b>							
First Generation	56.1%	56.3%	63.8%	50.7%	58.6%	7.9%	2.5%
Not First Generation	49.2%	57.8%	58.7%	58.4%	63.1%	4.7%	13.9%
<b>Pell Eligibility:</b>							
Pell Eligible	56.0%	58.2%	58.1%	47.9%	54.4%	6.5%	-1.6%
Not Pell Eligible	50.0%	55.3%	65.4%	59.7%	67.2%	7.5%	17.2%
<b>CCA Total</b>	<b>53.4%</b>	<b>56.9%</b>	<b>61.7%</b>	<b>53.5%</b>	<b>60.0%</b>	<b>6.6%</b>	<b>6.7%</b>
<b>National Public 2-Year Schools</b>	<b>60.5%</b>	<b>61.1%</b>	<b>62.1%</b>	<b>62.3%</b>	<b>NA</b>		

Chart 3.13  
CCA: KPM 1.2 Exceed the National Fall-to-Fall Retention Rate, Full-Time Students

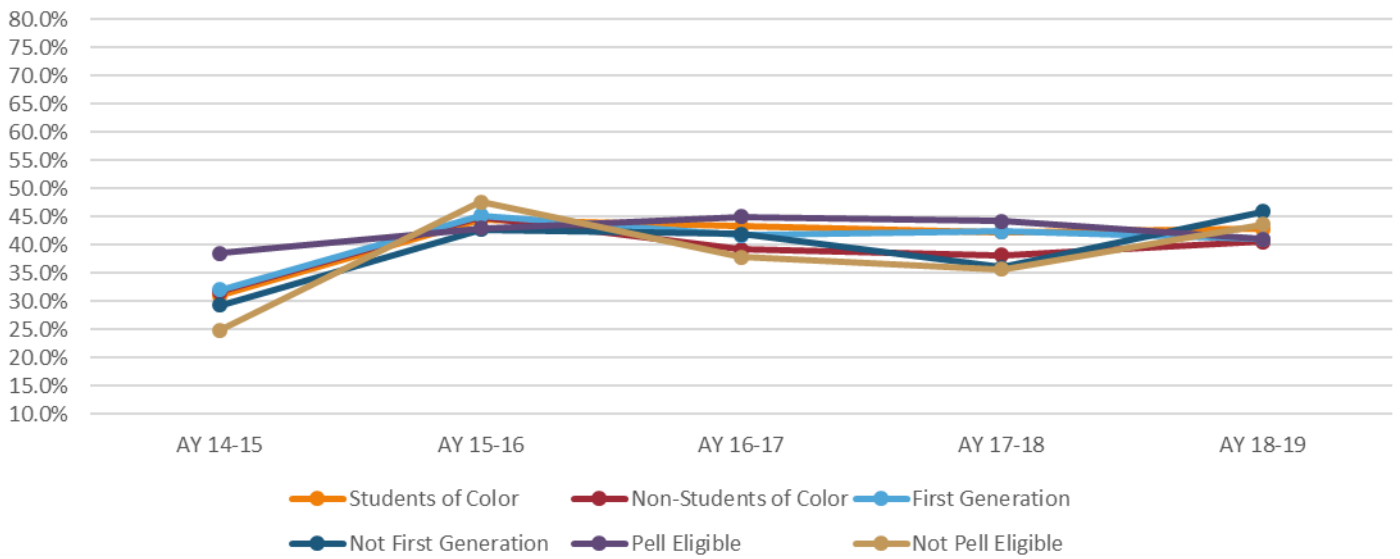




**Table 3.20: CCA KPM 1.2 Exceed the National Fall-to-Fall Retention Rate for Part-Time Students**

Equity Group	AY 14-15	AY 15-16	AY 16-17	AY 17-18	AY 18-19	1-Year Change	5-Year Change
<b>Race/Ethnicity:</b>							
Students of Color	31.0%	44.6%	43.3%	42.3%	42.9%	0.6%	11.8%
Non-Students of Color	31.7%	45.0%	39.2%	38.2%	40.6%	2.4%	8.9%
<b>First Generation Status:</b>							
First Generation	32.1%	45.3%	41.7%	42.4%	41.0%	-1.4%	8.9%
Not First Generation	29.3%	42.8%	42.0%	36.1%	45.9%	9.9%	16.6%
<b>Pell Eligibility:</b>							
Pell Eligible	38.5%	43.0%	45.0%	44.3%	41.1%	-3.2%	2.5%
Not Pell Eligible	24.9%	47.6%	37.9%	35.7%	43.6%	7.9%	18.7%
<b>CCA Total</b>	<b>31.3%</b>	<b>44.7%</b>	<b>41.8%</b>	<b>40.8%</b>	<b>42.1%</b>	<b>1.3%</b>	<b>10.8%</b>
<b>National Public 2-Year Schools</b>	<b>44.9%</b>	<b>44.9%</b>	<b>46.0%</b>	<b>46.5%</b>	<b>NA</b>		

Chart 3.14  
CCA: KPM Exceed the National Fall-to-Fall Retention Rate for Part-Time Students

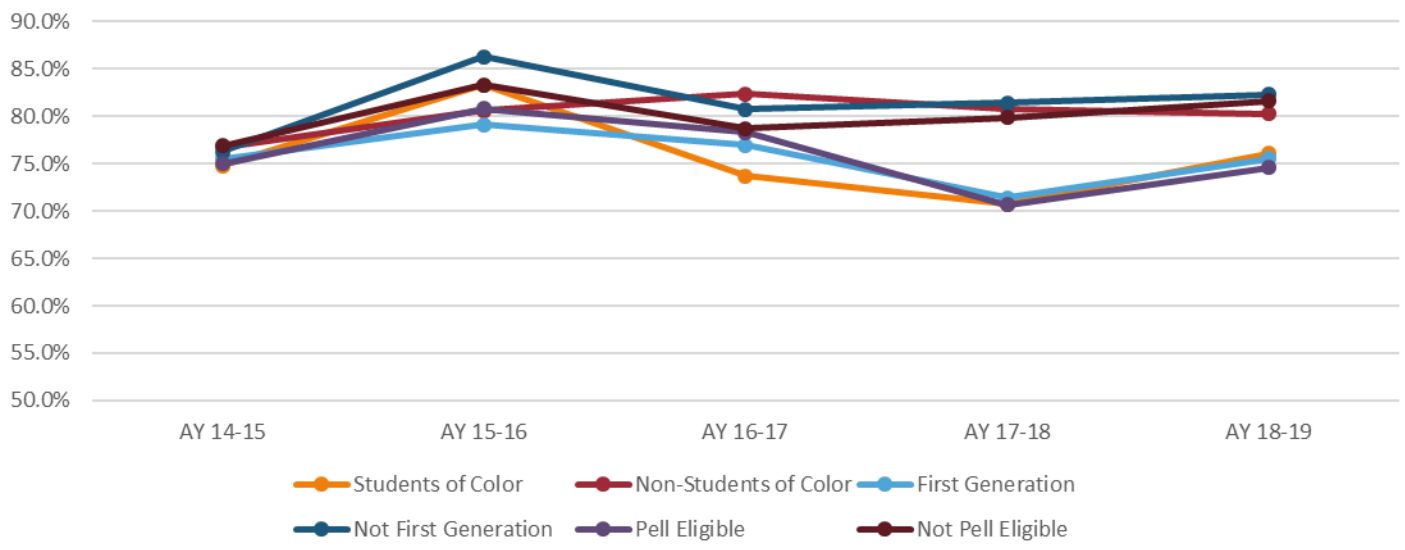




**Table 3.21: CCA KPM 1.2 Exceed the National Fall-to-Spring Retention Rate for Full-Time Students**

Equity Group	AY 14-15	AY 15-16	AY 16-17	AY 17-18	AY 18-19	1-Year Change	5-Year Change
<b>Race/Ethnicity:</b>							
Students of Color	74.8%	83.3%	73.7%	70.7%	76.1%	5.4%	1.3%
Non-Students of Color	76.7%	80.6%	82.4%	80.7%	80.3%	-0.5%	3.5%
<b>First Generation Status:</b>							
First Generation	75.6%	79.1%	77.0%	71.4%	75.5%	4.1%	0.0%
Not First Generation	76.3%	86.3%	80.8%	81.4%	82.3%	0.9%	6.0%
<b>Pell Eligibility:</b>							
Pell Eligible	75.0%	80.8%	78.3%	70.7%	74.6%	3.9%	-0.4%
Not Pell Eligible	76.9%	83.3%	78.7%	79.9%	81.7%	1.8%	4.7%
<b>CCA Total</b>	<b>75.8%</b>	<b>81.9%</b>	<b>78.5%</b>	<b>75.0%</b>	<b>77.7%</b>	<b>2.7%</b>	<b>1.9%</b>
<b>National Public 2-Year Schools</b>	<b>NA</b>	<b>NA</b>	<b>NA</b>	<b>NA</b>	<b>NA</b>		

**Chart 3.15**  
CCA: KPM 1.2 Exceed the National Fall-to-Spring Retention Rate for Full-Time Students

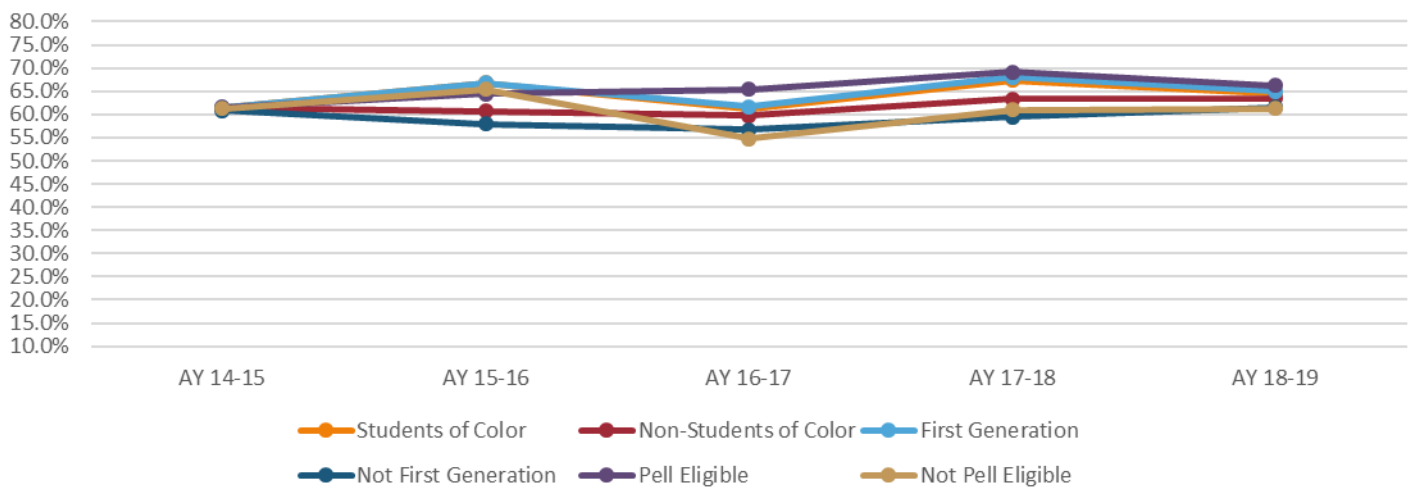




**Table 3.22: CCA KPM 1.2 Exceed the National Fall-to-Spring Retention Rate for Part-Time Students**

Equity Group	AY 14-15	AY 15-16	AY 16-17	AY 17-18	AY 18-19	1-Year Change	5-Year Change
<b>Race/Ethnicity:</b>							
Students of Color	61.4%	66.8%	61.1%	67.3%	64.6%	-2.7%	3.2%
Non-Students of Color	61.3%	60.8%	59.7%	63.4%	63.5%	0.2%	2.2%
<b>First Generation Status:</b>							
First Generation	61.6%	66.7%	61.7%	68.1%	65.0%	-3.1%	3.4%
Not First Generation	60.8%	58.0%	56.8%	59.4%	61.6%	2.2%	0.8%
<b>Pell Eligibility:</b>							
Pell Eligible	61.5%	64.4%	65.4%	69.2%	66.2%	-3.0%	4.7%
Not Pell Eligible	61.2%	65.4%	54.8%	61.0%	61.3%	0.3%	0.0%
<b>CCA Total</b>	<b>61.4%</b>	<b>64.8%</b>	<b>60.5%</b>	<b>65.8%</b>	<b>64.2%</b>	<b>-1.6%</b>	<b>2.9%</b>
<b>National Public 2-Year Schools</b>	<b>NA</b>	<b>NA</b>	<b>NA</b>	<b>NA</b>	<b>NA</b>		

**Chart 3.16**  
CCA: KPM 1.2 Exceed the National Fall-to-Spring Retention Rate for Part-Time Students

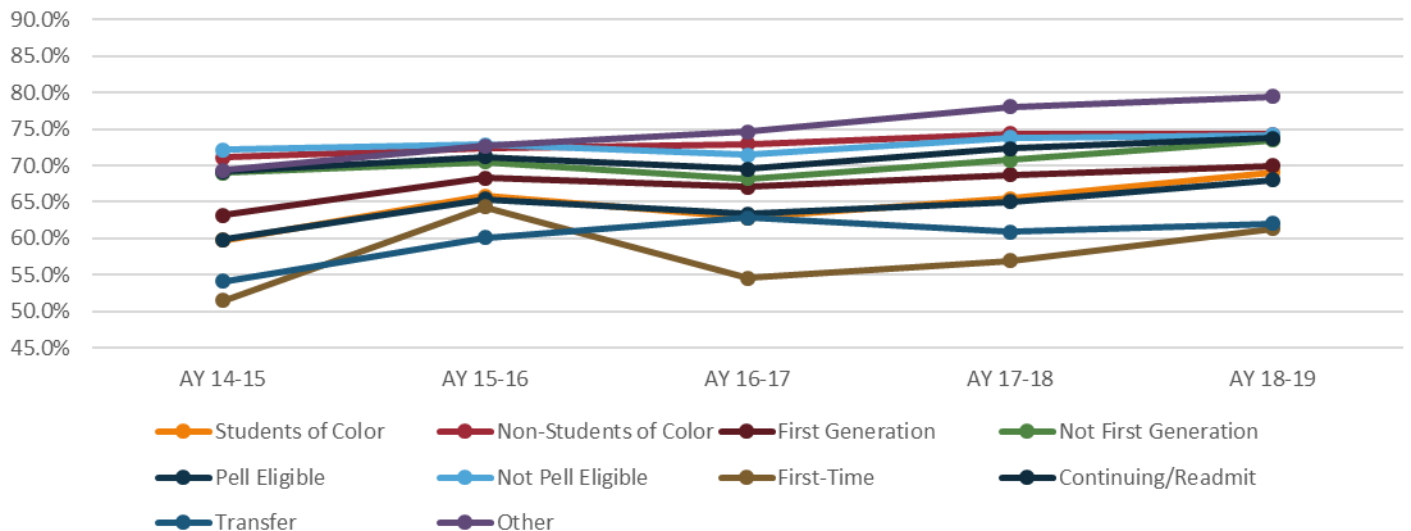




**Table 3.23: CCA KPM 1.7 Increase Distance & Hybrid Success Rates to Match On-Campus Success Rates**

Equity Group	AY 14-15	AY 15-16	AY 16-17	AY 17-18	AY 18-19	1-Year Change	5-Year Change
<b>Race/Ethnicity:</b>							
Students of Color	59.8%	65.8%	62.8%	65.5%	69.0%	3.6%	9.3%
Non-Students of Color	71.1%	72.4%	73.0%	74.4%	74.2%	-0.1%	3.1%
<b>First Generation Status:</b>							
First Generation	63.2%	68.3%	67.0%	68.7%	70.0%	1.2%	6.8%
Not First Generation	69.0%	70.5%	68.2%	70.8%	73.5%	2.7%	4.5%
<b>Pell Eligibility:</b>							
Pell Eligible	59.9%	65.4%	63.3%	65.1%	68.0%	2.9%	8.1%
Not Pell Eligible	72.2%	72.9%	71.5%	73.8%	74.2%	0.4%	2.0%
<b>Student Type:</b>							
First-Time	51.5%	64.3%	54.6%	57.0%	61.3%	4.4%	9.8%
Continuing/Readmit	69.1%	71.2%	69.6%	72.4%	73.7%	1.3%	4.6%
Transfer	54.1%	60.1%	62.8%	60.9%	62.0%	1.2%	8.0%
Other	69.4%	72.7%	74.6%	78.0%	79.5%	1.4%	10.1%
<b>CCA Total</b>	<b>65.2%</b>	<b>69.1%</b>	<b>67.4%</b>	<b>69.4%</b>	<b>71.1%</b>	<b>1.7%</b>	<b>6.0%</b>
<b>On-Campus Success Rate</b>	<b>78.9%</b>	<b>81.9%</b>	<b>81.2%</b>	<b>81.9%</b>	<b>83.3%</b>	<b>1.4%</b>	<b>4.4%</b>

**Chart 3.17**  
CCA: KPM 1.7 Increase Distance & Hybrid Course Success Rates to Match On-Campus Success Rates

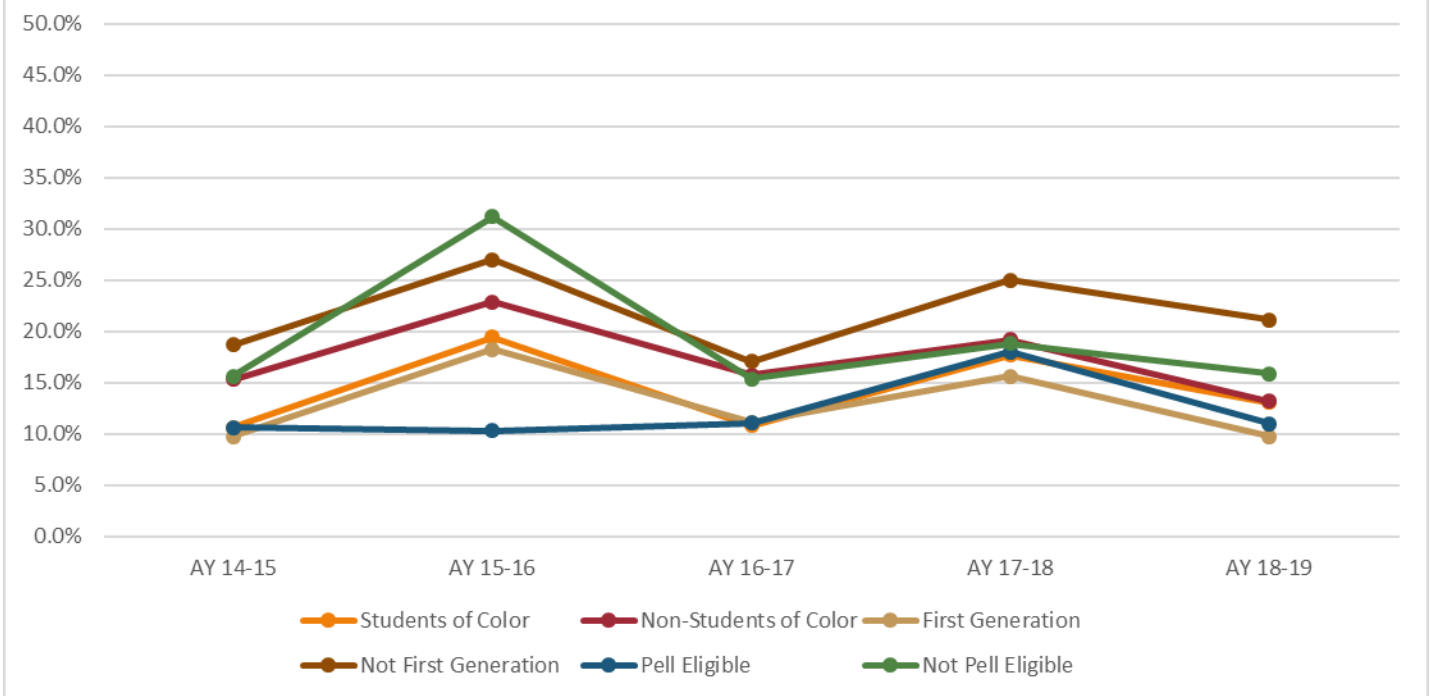




**Table 3.24: CCA KPM 3.2 Increase Percentage of Successful Transfers to 4-Year Institutions**

Equity Group	AY 14-15	AY 15-16	AY 16-17	AY 17-18	AY 18-19	1-Year Change	5-Year Change
<b>Race/Ethnicity:</b>							
Students of Color	10.6%	19.4%	10.8%	17.7%	13.1%	-4.6%	2.4%
Non-Students of Color	15.3%	22.8%	15.7%	19.2%	13.2%	-6.0%	-2.1%
<b>First Generation Status:</b>							
First Generation	9.7%	18.2%	11.1%	15.6%	9.7%	-5.9%	0.0%
Not First Generation	18.7%	27.0%	17.1%	25.0%	21.1%	-3.9%	2.5%
<b>Pell Eligibility:</b>							
Pell Eligible	10.6%	10.3%	11.0%	18.0%	11.0%	-7.0%	0.4%
Not Pell Eligible	15.6%	31.2%	15.4%	18.8%	15.9%	-2.9%	0.3%
<b>CCA Total</b>	<b>12.4%</b>	<b>20.9%</b>	<b>12.7%</b>	<b>18.4%</b>	<b>13.1%</b>	<b>-5.3%</b>	<b>0.8%</b>
<b>KPM Goal</b>						<b>2.0%</b>	

**Chart 3.18**  
CCA: Increase Percentage of Successful Transfers to 4-Year Institutions





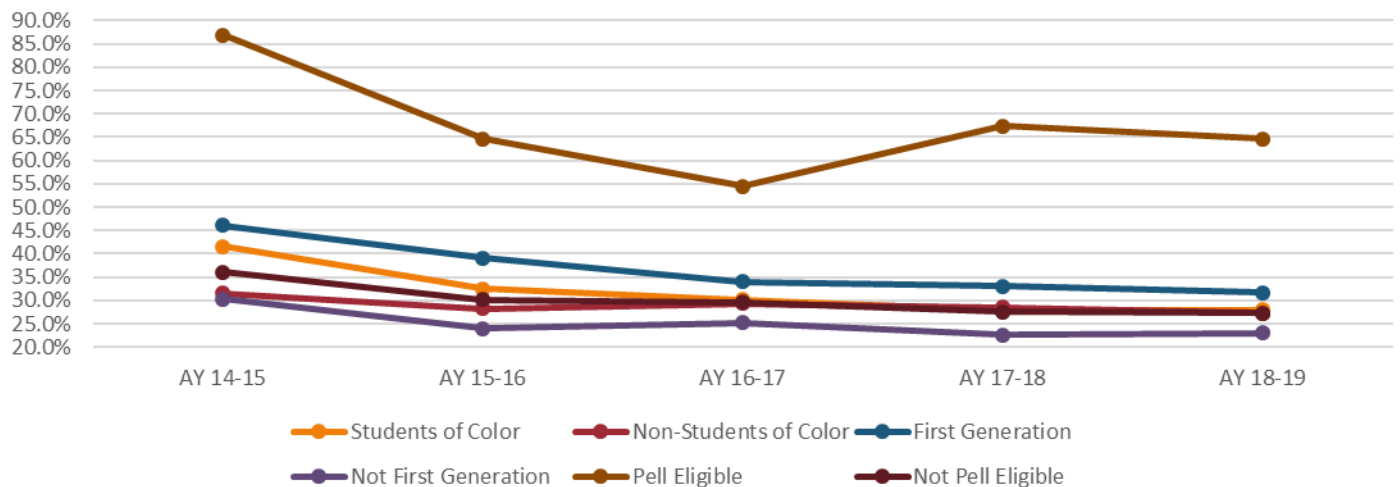
## COMMUNITY COLLEGE OF AURORA: CONCURRENT ENROLLMENT KPMS

**Table 3.25: CCA 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
<b>Race/Ethnicity:</b>							
Students of Color	41.5%	32.4%	30.1%	27.8%	27.9%	0.1%	-13.6%
Non-Students of Color	31.5%	28.2%	29.4%	28.5%	27.3%	-1.2%	-4.2%
<b>First Generation Status:</b>							
First Generation	46.2%	39.1%	34.0%	33.0%	31.7%	-1.3%	-14.5%
Not First Generation	30.3%	23.9%	25.2%	22.7%	23.0%	0.3%	-7.3%
<b>Pell Eligibility:</b>							
Pell Eligible	87.0%	64.7%	54.5%	67.4%	64.7%	-2.7%	-22.3%
Not Pell Eligible	36.1%	30.2%	29.6%	27.6%	27.2%	-0.3%	-8.8%
<b>CCA Total</b>	<b>36.6%</b>	<b>30.4%</b>	<b>29.8%</b>	<b>28.1%</b>	<b>27.6%</b>	<b>-0.5%</b>	<b>-9.0%</b>
<b>KPM Goal</b>						<b>1.0%</b>	

Chart 3.19

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

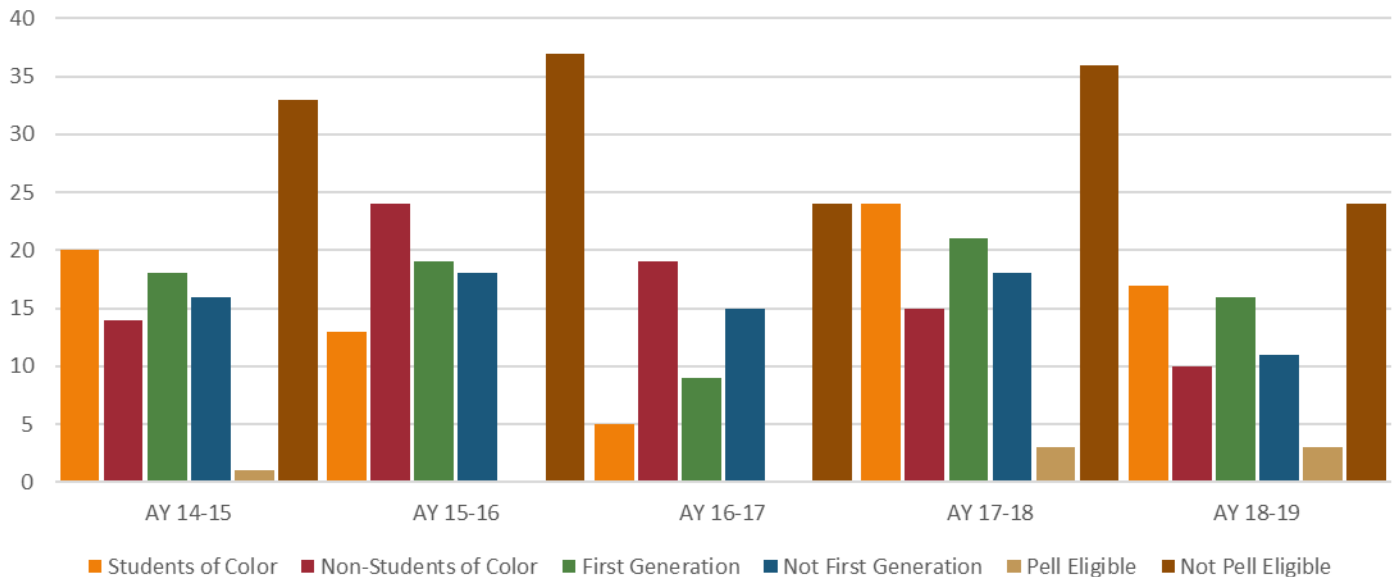




**Table 3.26: CCA KPM 3.1 Increase CCA College Credentials Awarded to Concurrent Enrollment Students**

Equity Group	AY 14-15	AY 15-16	AY 16-17	AY 17-18	AY 18-19	1-Year Change	5-Year Change
<b>Race/Ethnicity:</b>							
Students of Color	20	13	5	24	17	-29.2%	-15.0%
Non-Students of Color	14	24	19	15	10	-33.3%	-28.6%
<b>First Generation Status:</b>							
First Generation	18	19	9	21	16	-23.8%	-11.1%
Not First Generation	16	18	15	18	11	-38.9%	-31.3%
<b>Pell Eligibility:</b>							
Pell Eligible	1	0	0	3	3	0.0%	200.0%
Not Pell Eligible	33	37	24	36	24	-33.3%	-27.3%
<b>CCA Total</b>	<b>34</b>	<b>37</b>	<b>24</b>	<b>39</b>	<b>27</b>	<b>-30.8%</b>	<b>-20.6%</b>
<b>KPM Goal</b>						<b>1.0%</b>	

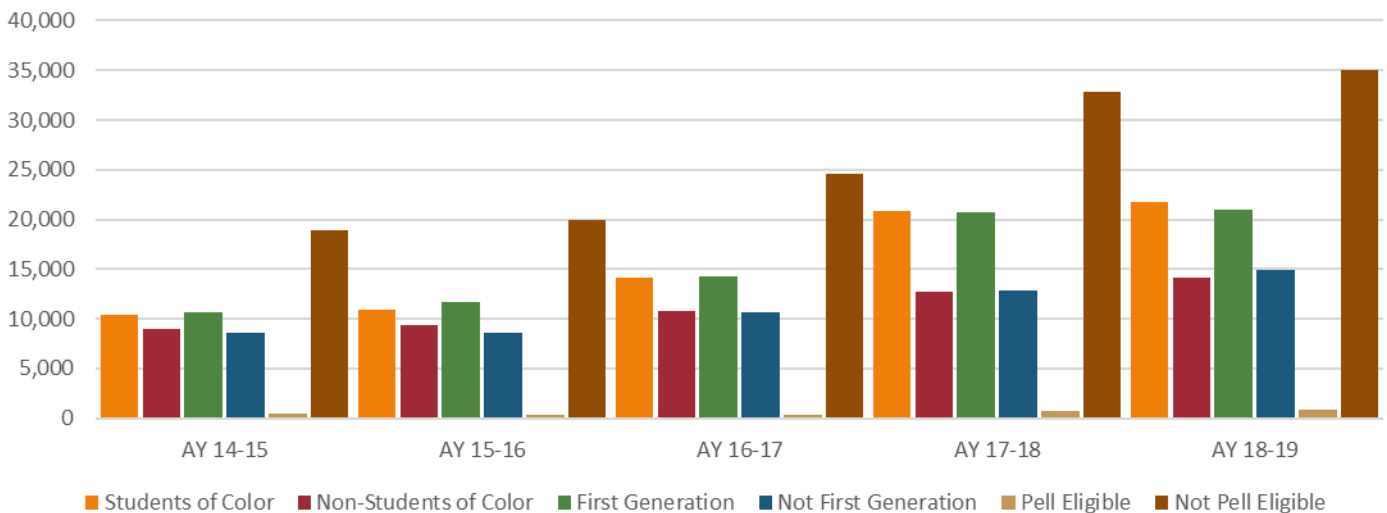
**Chart 3.20**  
CCA: KPM 3.1 Increase the Number of CCCS Credentials Awarded to Concurrent Enrollment Students



**Table 3.27: CCA 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
<b>Race/Ethnicity:</b>							
Students of Color	10,404	10,911	14,124	20,887	21,725	4.0%	108.8%
Non-Students of Color	8,939	9,351	10,794	12,728	14,100	10.8%	57.7%
<b>First Generation Status:</b>							
First Generation	10,712	11,645	14,275	20,782	20,948	0.8%	95.6%
Not First Generation	8,631	8,617	10,643	12,833	14,877	15.9%	72.4%
<b>Pell Eligibility:</b>							
Pell Eligible	469	352	325	755	835	10.6%	78.0%
Not Pell Eligible	18,874	19,910	24,593	32,860	34,990	6.5%	85.4%
<b>CCA Total</b>	<b>19,343</b>	<b>20,262</b>	<b>24,918</b>	<b>33,615</b>	<b>35,825</b>	<b>6.6%</b>	<b>85.2%</b>
<b>KPM Goal</b>						<b>1.0%</b>	

**Chart 3.21**  
 CCA: KPM 3.1 Increase Successful Credit Completion Through Concurrent Enrollment

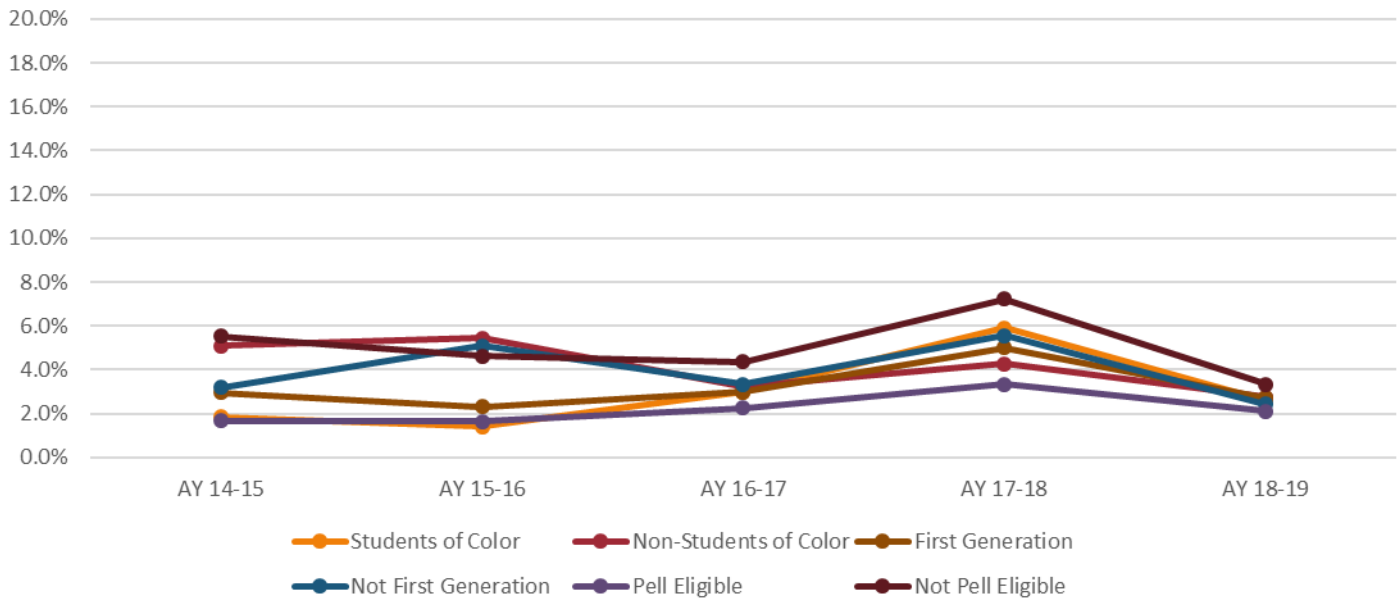


## COMMUNITY COLLEGE OF AURORA: SKILLS BUILDERS & OVERALL SUCCESS

### Table 3.28: CCA 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
<b>Race/Ethnicity:</b>							
Students of Color	1.8%	1.4%	3.0%	5.9%	2.6%	-3.3%	0.7%
Non-Students of Color	5.1%	5.4%	3.2%	4.3%	2.8%	-1.5%	-2.3%
<b>First Generation Status:</b>							
First Generation	3.0%	2.3%	3.0%	5.0%	2.7%	-2.3%	-0.2%
Not First Generation	3.2%	5.1%	3.3%	5.6%	2.4%	-3.1%	-0.8%
<b>Pell Eligibility:</b>							
Pell Eligible	1.7%	1.6%	2.2%	3.3%	2.1%	-1.2%	0.4%
Not Pell Eligible	5.5%	4.6%	4.3%	7.2%	3.3%	-3.9%	-2.2%
<b>CCA Total</b>	<b>3.0%</b>	<b>3.1%</b>	<b>3.1%</b>	<b>5.2%</b>	<b>2.6%</b>	<b>-2.5%</b>	<b>-0.4%</b>

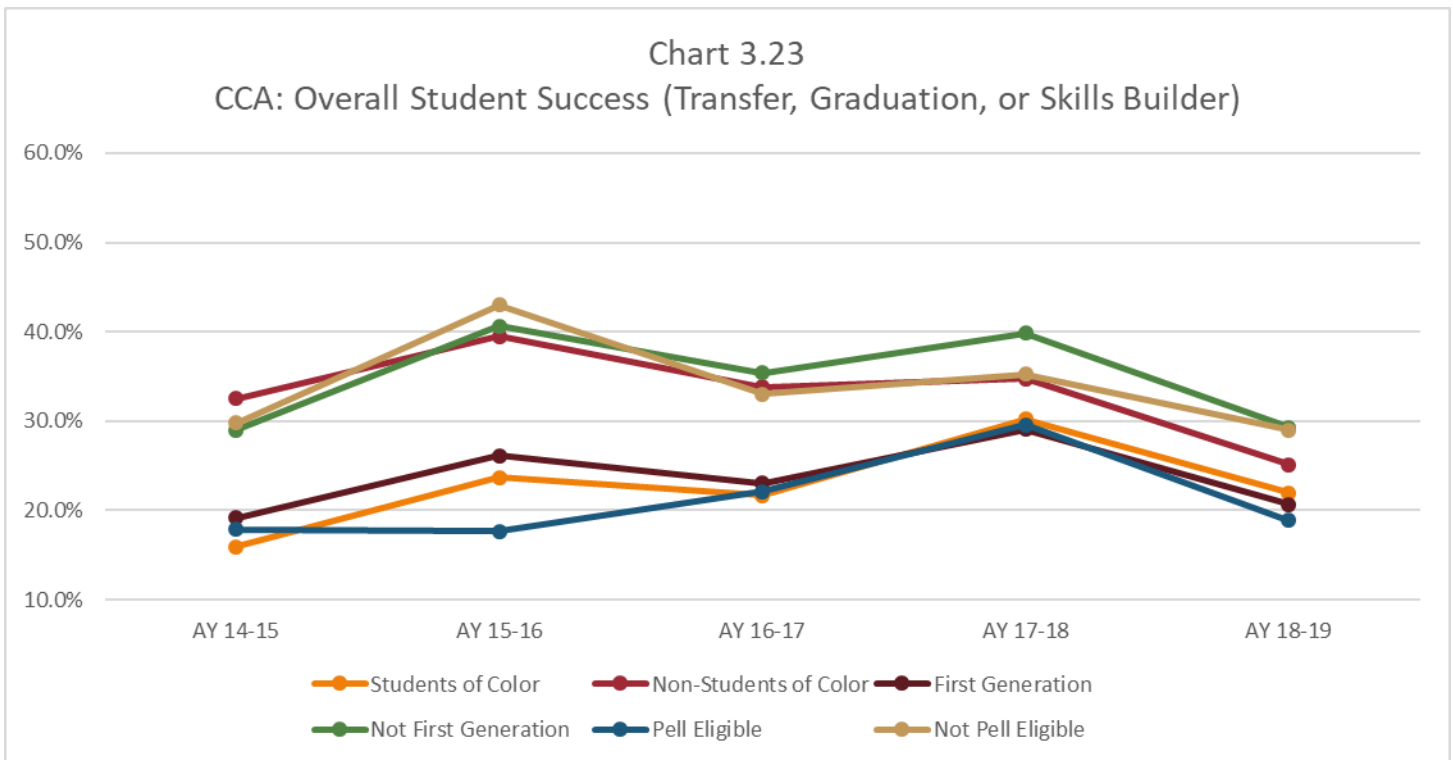
Chart 3.22  
CCA: Skills Builders





**Table 3.29: CCA 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
<b>Race/Ethnicity:</b>							
Students of Color	15.9%	23.7%	21.6%	30.2%	22.0%	-8.2%	6.1%
Non-Students of Color	32.5%	39.5%	33.8%	34.8%	25.2%	-9.6%	-7.4%
<b>First Generation Status:</b>							
First Generation	19.1%	26.1%	23.0%	29.1%	20.7%	-8.4%	1.5%
Not First Generation	29.0%	40.6%	35.4%	39.8%	29.3%	-10.5%	0.3%
<b>Pell Eligibility:</b>							
Pell Eligible	17.8%	17.6%	22.1%	29.6%	18.9%	-10.7%	1.0%
Not Pell Eligible	29.8%	43.0%	33.0%	35.3%	29.0%	-6.3%	-0.8%
<b>CCA Total</b>	<b>22.0%</b>	<b>30.5%</b>	<b>26.4%</b>	<b>32.2%</b>	<b>23.2%</b>	<b>-9.0%</b>	<b>1.2%</b>



## APPENDIX A: METHODOLOGY

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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.

## 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 1<sup>ST</sup> TO 2<sup>ND</sup> 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  $\leq 2$
- Percentage of community college course credits completed successfully = 100%
- Total number of community college credits attempted  $\leq 26$
- 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.