

LAMAR COMMUNITY  
COLLEGE: STRATEGIC  
PLAN METRICS

## TABLE OF CONTENTS

---

7. Lamar Community College .....	3
Lamar Community College: Strategic Plan AY 18-19 Snapshot.....	3
Table 7.1: LCC AY 18-19 Leading Indicators .....	3
Table 7.2: LCC AY 18-19 Student Success Metrics .....	3
Table 7.3: LCC AY 18-19 Equity Indicators .....	4
Table 7.4: LCC AY 18-19 Concurrent Enrollment Metrics .....	4
Lamar Community College: Leading Indicators .....	5
Table 7.5: LCC Completion of Gateway English Courses in 1 <sup>st</sup> Year .....	5
Table 7.6: LCC Successful Course Completion Rate for Gateway English Courses .....	6
Table 7.7: LCC Completion of Gateway Math Courses in 1 <sup>st</sup> Year .....	7
Table 7.8: LCC Successful Course Completion Rate for Gateway Math Courses .....	8
Table 7.9: LCC Average Credit Accumulation in 1 <sup>st</sup> Year .....	9
Table 7.10: LCC Acceleration, Deceleration of Credits from 1 <sup>st</sup> to 2 <sup>nd</sup> Semester .....	10
Table 7.11: LCC Successful Course Completion Rate .....	11
Table 7.12: LCC Students Enrolled at Fall Census But Earned No Credits.....	12
Table 7.13: LCC Completion of a Student Success Course .....	13
Table 7.14: LCC Student Success Course Completion Rate.....	14
Table 7.15: LCC Precipitous Decline in GPA from 1 <sup>st</sup> to 2 <sup>nd</sup> Semester.....	15
Lamar Community College: Student Success KPMs.....	16
Table 7.16: LCC KPM 1.1 Increase the Number of Degrees & Certificates Awarded.....	16
Table 7.17: LCC KPM 1.1 Degree & Certificate Programs with Greatest 1-Year Increase in Number Awarded.....	17
Table 7.18: LCC KPM 1.1 Degree & Certificate Programs with Greatest 5-Year Increase in Number Awarded.....	17
Table 7.19: LCC KPM 1.2 Exceed the National Fall-to-Fall Retention Rate for Full-Time Students .....	18
Table 7.20: LCC KPM 1.2 Exceed the National Fall-to-Fall Retention Rate for Part-Time Students .....	19
Table 7.21: LCC KPM 1.2 Exceed the National Fall-to-Spring Retention Rate for Full-Time Students.....	20
Table 7.22: LCC KPM 1.2 Exceed the National Fall-to-Spring Retention Rate for Part-Time Students.....	21
Table 7.23: LCC KPM 1.7 Increase Distance & Hybrid Success Rates to Match On-Campus Success Rates .....	22
Table 7.24: LCC KPM 3.2 Increase Percentage of Successful Transfers to 4-Year Institutions .....	23
Lamar Community College: Concurrent Enrollment KPMs.....	24
Table 7.25: LCC KPM 3.1 Increase Matriculation of Concurrent Enrollment Students to a CCCS Institution Within 4 Years of High School Graduation .....	24

Table 7.26: LCC KPM 3.1 Increase LCC College Credentials Awarded to Concurrent Enrollment Students.....	25
Table 7.27: LCC KPM 3.1 Increase Successful Credit Completion Through Concurrent Enrollment .....	26
Lamar Community College: Skills Builders & Overall Success.....	27
Table 7.28: LCC Skills Builders .....	27
Table 7.29: LCC Overall Student Success (Transfer, Graduation, or Skills Builder).....	28
Appendix A: Methodology .....	29
Data Source .....	29
Leading Indicator I – Completion of Gateway English and Math in First Year.....	29
Leading Indicator II – Credit Accumulation in First Year .....	30
Leading Indicator III – Acceleration, Deceleration of Credits from 1 <sup>st</sup> to 2 <sup>nd</sup> Semester .....	30
Leading Indicator VI – Successful Course Completion Rate.....	30
Leading Indicator VII – Students Enrolled at Fall Census but Earned no Credit for Term .....	31
Leading Indicator VIII – Completion of a Student Success Course.....	31
Leading Indicator XI – Precipitous Decline in GPA from First to Second Semester .....	31
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) .....	32
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 .....	32
KPM 1.3 – Assure Equity for Students from Underrepresented Groups, as Compared to Overall Student Outcomes ...	33
KPM 1.7 – Increase Distance & Hybrid Course Success Rate to Match On-Campus Course Success Rate by 2025.....	34
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 .....	34
KPM 3.1 - Increase CCCS College Credentials Awarded to Concurrent Enrollment Students by 1% Each Year through 2025 .....	35
KPM 3.1 - Increase Successful Credit Completion through Concurrent Enrollment by 1% Each Year through 2025 .....	35
KPM 3.2 – Increase Percentage of Successful Transfers to Four-Year Institutions .....	35

## 7. LAMAR COMMUNITY COLLEGE

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

#### Table 7.1: LCC AY 18-19 Leading Indicators

**65.5%** of students completed a gateway English course in their 1<sup>st</sup> year; **63.8%** of students taking a gateway English course successfully completed

**51.2%** of students completed a gateway Math course in their 1<sup>st</sup> year; **79.2%** of students taking a gateway math course successfully completed

Students earned an average of **19.1** 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 **.86** credits

**83.2%** of courses attempted were successfully completed

**7.7%** of students enrolled at Fall census did not earn any credits for the term

**4.4%** of students completed a student success course; **84.6%** of students taking a student success course successfully completed

**4.5%** of students experienced a precipitous decline in GPA from the 1<sup>st</sup> to 2<sup>nd</sup> semester

#### Table 7.2: LCC AY 18-19 Student Success Metrics

KPM	Goal	Actual
1.1 – Increase the number of certificates & degrees awarded	1% annually	-1.2%
1.2 – Exceed the national <b>full-time</b> fall-to-fall retention rate	62.3% national	55.5%
1.2 - Exceed the national <b>part-time</b> fall-to-fall retention rate	46.5% national	51.6%
1.2 – Exceed the national <b>full-time</b> fall-to-spring retention rate	Unknown	78.2%
1.2 – Exceed the national <b>part-time</b> fall-to-spring retention rate	Unknown	65.2%
1.7 – Increase online, hybrid, and interactive video course success rates to match on-campus course success rates	85.0% on-campus	74.0%
3.2 – Increase percentage of successful transfers to 4-year institutions for all students	2% annually	1.0%

<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 7.3: LCC 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	65.5%	69.5%	64.3%	65.5%
Successful course completion rate – Gateway English	63.8%	47.6%	56.6%	54.3%
% of students completing a gateway Math course in 1 <sup>st</sup> year	51.2%	44.8%	48.1%	46.2%
Successful course completion rate – Gateway Math	79.2%	66.7%	79.4%	67.9%
Average number of credits earned in first year	19.1	18.5	18.8	18.8
Average change in the number of credits taken from 1 <sup>st</sup> to 2 <sup>nd</sup> semester	0.86	-0.25	0.95	0.68
Successful course completion rate – all courses	83.2%	78.7%	81.4%	74.0%
% of students enrolled at Fall census that did not earn any credits for the term	7.7%	9.3%	9.3%	12.4%
% of students completing a student success course	4.4%	8.2%	3.4%	5.6%
Successful course completion rate – student success course	84.6%	83.3%	81.0%	88.9%
% of students experiencing a precipitous decline in GPA from 1 <sup>st</sup> to 2 <sup>nd</sup> semester	4.5%	8.1%	5.2%	4.4%
# of students earning a certificate or degree	240	81	168	115
Fall-to-fall retention rate – full-time	54.0%	52.9%	53.5%	49.6%
Fall-to-fall retention rate – part-time	47.8%	50.0%	52.6%	45.5%
Fall-to-spring retention rate – full-time	78.2%	77.6%	76.2%	74.8%
Fall-to-spring retention rate – part-time	65.2%	75.0%	68.4%	63.6%
Successful course completion rate – distance & hybrid courses	74.0%	69.5%	73.2%	63.0%
% of successful transfers to 4-year institutions	27.1%	33.7%	23.8%	23.0%

**Table 7.4: LCC AY 18-19 Concurrent Enrollment Metrics**

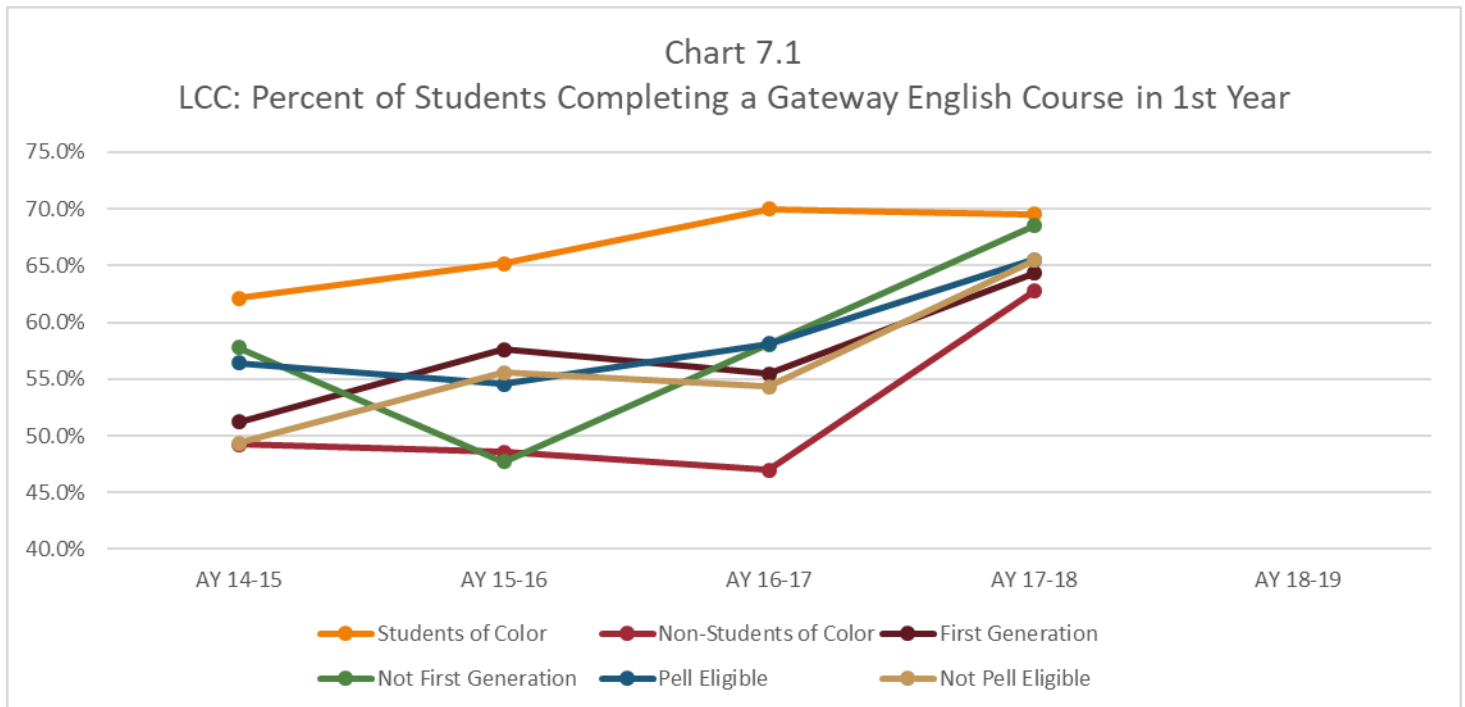
KPM	Goal	Actual
3.1 – Increase matriculation of concurrent enrollment students to a CCCS institution within 4 years of high school graduation	1% annually	3.4%
3.1 – Increase CCCS college credentials awarded to concurrent enrollment students	1% annually	-34.8%
3.1 – Increase successful credit completion through concurrent enrollment	1% annually	-0.3%

<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.

## LAMAR COMMUNITY COLLEGE: LEADING INDICATORS

### Table 7.5: LCC 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	62.1%	65.2%	70.0%	69.5%		-0.5%	7.4%
Non-Students of Color	49.2%	48.5%	47.0%	62.7%		15.8%	13.5%
<b>First Generation Status:</b>							
First Generation	51.2%	57.6%	55.4%	64.3%		8.9%	13.1%
Not First Generation	57.7%	47.7%	58.0%	68.5%		10.5%	10.7%
<b>Pell Eligibility:</b>							
Pell Eligible	56.4%	54.5%	58.1%	65.5%		7.4%	9.1%
Not Pell Eligible	49.3%	55.6%	54.3%	65.5%		11.1%	16.2%
<b>LCC Total</b>	<b>53.6%</b>	<b>55.0%</b>	<b>56.2%</b>	<b>65.5%</b>		<b>9.3%</b>	<b>11.9%</b>

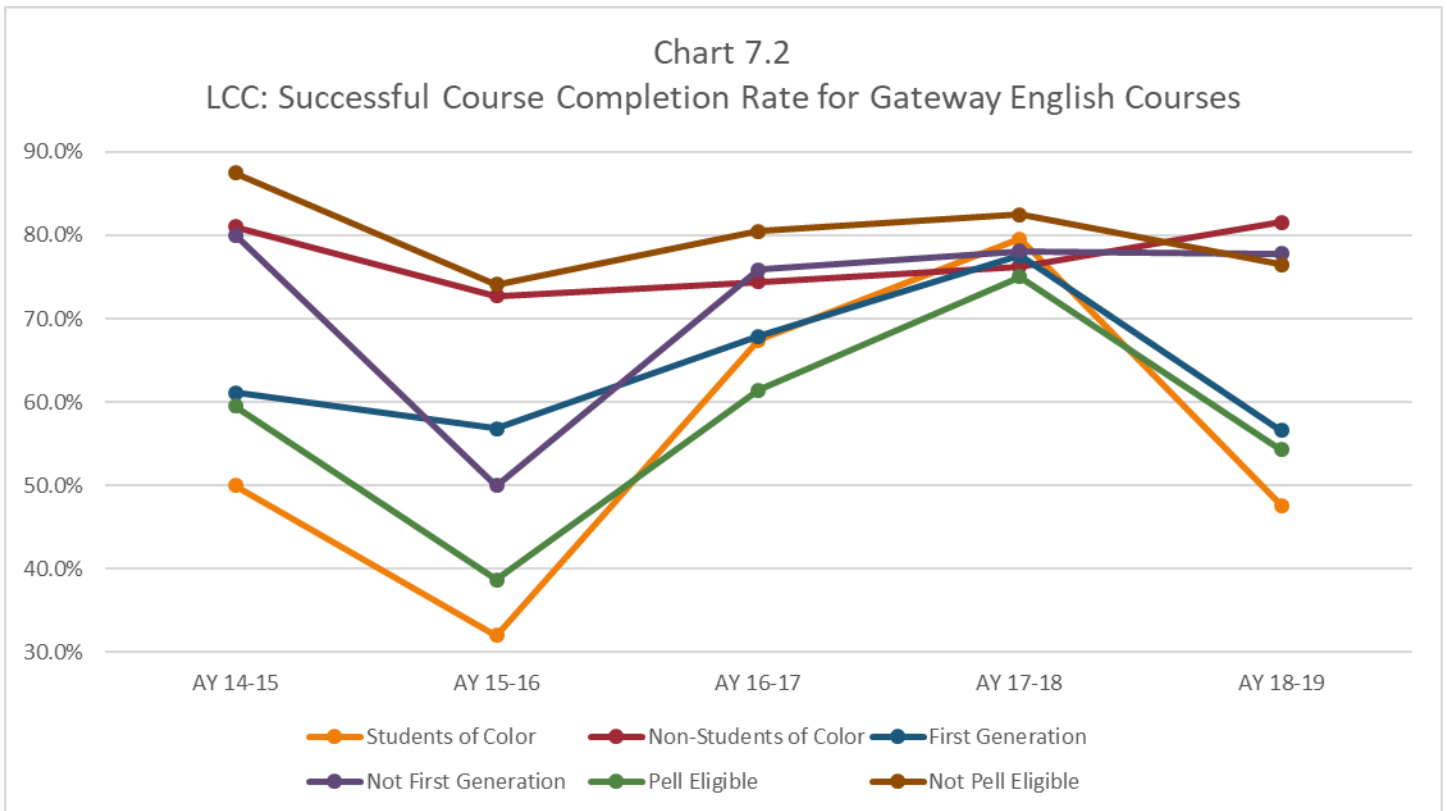


<sup>3</sup> Fall AY 19-20 semester not complete - cannot yet calculate first year completions for AY 18-19.



**Table 7.6: LCC 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	50.0%	32.0%	67.4%	79.6%	47.6%	-32.0%	-2.4%
Non-Students of Color	81.0%	72.7%	74.4%	76.3%	81.6%	5.3%	0.6%
<b>First Generation Status:</b>							
First Generation	61.1%	56.8%	67.9%	77.6%	56.6%	-21.0%	-4.5%
Not First Generation	80.0%	50.0%	75.9%	78.1%	77.8%	-0.3%	-2.2%
<b>Pell Eligibility:</b>							
Pell Eligible	59.5%	38.7%	61.4%	75.0%	54.3%	-20.7%	-5.2%
Not Pell Eligible	87.5%	74.1%	80.5%	82.5%	76.5%	-6.0%	-11.0%
<b>LCC Total</b>	<b>69.7%</b>	<b>55.2%</b>	<b>70.6%</b>	<b>77.8%</b>	<b>63.8%</b>	<b>-14.0%</b>	<b>-5.9%</b>

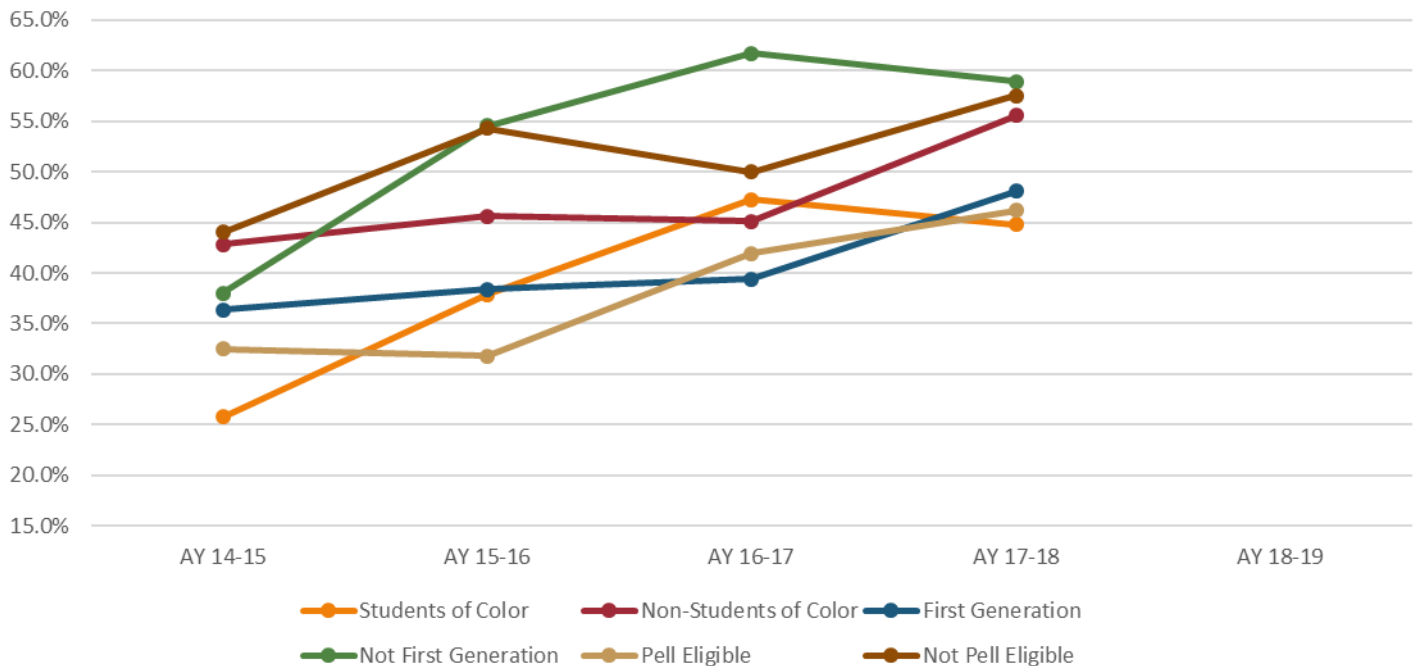




**Table 7.7: LCC Completion of Gateway Math Courses in 1<sup>st</sup> Year**

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	25.8%	37.9%	47.3%	44.8%		-2.5%	19.0%
Non-Students of Color	42.9%	45.6%	45.1%	55.6%		10.4%	12.7%
<b>First Generation Status:</b>							
First Generation	36.4%	38.4%	39.4%	48.1%		8.7%	11.7%
Not First Generation	38.0%	54.5%	61.7%	58.9%		-2.8%	20.9%
<b>Pell Eligibility:</b>							
Pell Eligible	32.5%	31.8%	41.9%	46.2%		4.3%	13.7%
Not Pell Eligible	44.0%	54.3%	50.0%	57.5%		7.5%	13.5%
<b>LCC Total</b>	<b>37.0%</b>	<b>42.6%</b>	<b>46.0%</b>	<b>51.2%</b>		<b>5.2%</b>	<b>14.2%</b>

**Chart 7.3**  
LCC: Percent of Students Completing a Gateway Math Course in 1st Year



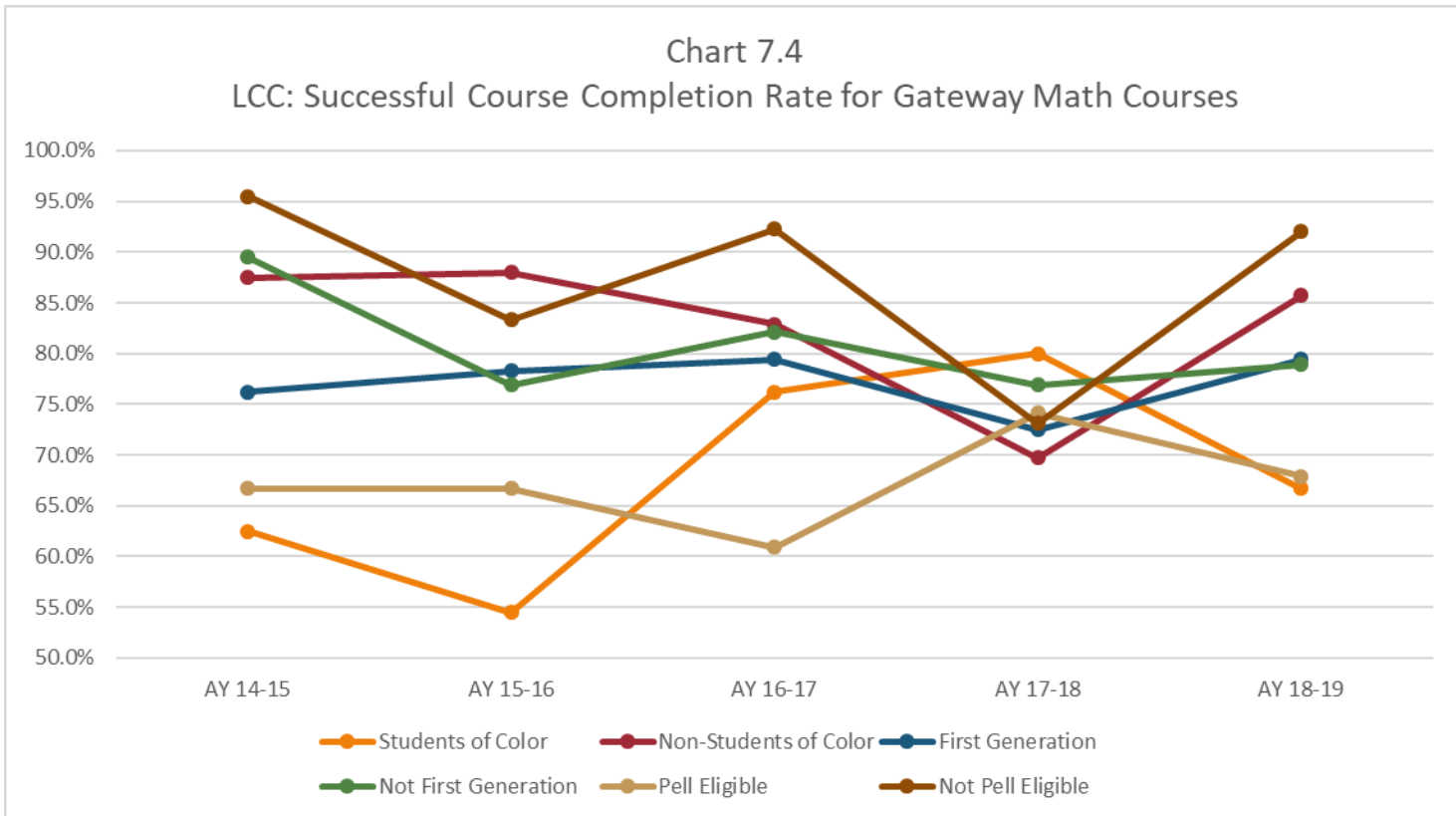
<sup>4</sup> Fall AY 19-20 semester not complete - cannot yet calculate first year completions for AY 18-19.





**Table 7.8: LCC Successful Course Completion Rate for Gateway Math Courses**

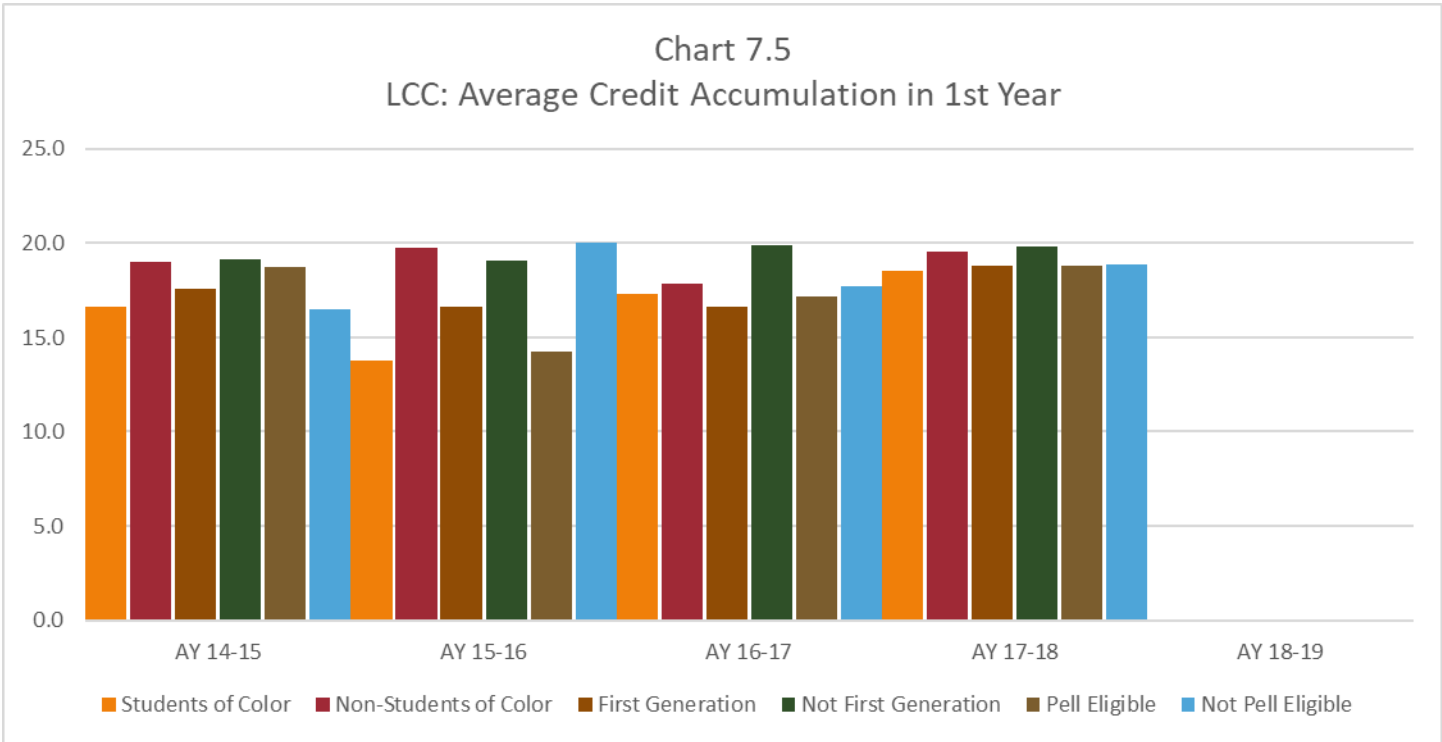
Equity Group	AY 14-15	AY 15-16	AY 16-17	AY 17-18	AY 18-19	1-Year Change	5-Year Change
<b>Race/Ethnicity:</b>							
Students of Color	62.5%	54.5%	76.2%	80.0%	66.7%	-13.3%	4.2%
Non-Students of Color	87.5%	88.0%	82.9%	69.7%	85.7%	16.0%	-1.8%
<b>First Generation Status:</b>							
First Generation	76.2%	78.3%	79.4%	72.5%	79.4%	6.9%	3.2%
Not First Generation	89.5%	76.9%	82.1%	76.9%	78.9%	2.0%	-10.6%
<b>Pell Eligibility:</b>							
Pell Eligible	66.7%	66.7%	60.9%	74.1%	67.9%	-6.2%	1.2%
Not Pell Eligible	95.5%	83.3%	92.3%	73.1%	92.0%	18.9%	-3.5%
<b>LCC Total</b>	<b>82.5%</b>	<b>77.8%</b>	<b>80.6%</b>	<b>73.6%</b>	<b>79.2%</b>	<b>5.6%</b>	<b>-3.3%</b>





**Table 7.9: LCC 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	16.6	13.7	17.3	18.5		7.2%	11.5%
Non-Students of Color	19.0	19.7	17.8	19.5		9.5%	2.9%
<b>First Generation Status:</b>							
First Generation	17.6	16.6	16.6	18.8		13.1%	6.9%
Not First Generation	19.1	19.1	19.9	19.9		-0.1%	3.7%
<b>Pell Eligibility:</b>							
Pell Eligible	18.8	14.2	17.2	18.8		9.7%	0.3%
Not Pell Eligible	16.5	20.1	17.7	18.9		6.3%	14.3%
<b>LCC Total</b>	<b>18.2</b>	<b>17.4</b>	<b>17.6</b>	<b>19.1</b>		<b>8.5%</b>	<b>5.3%</b>

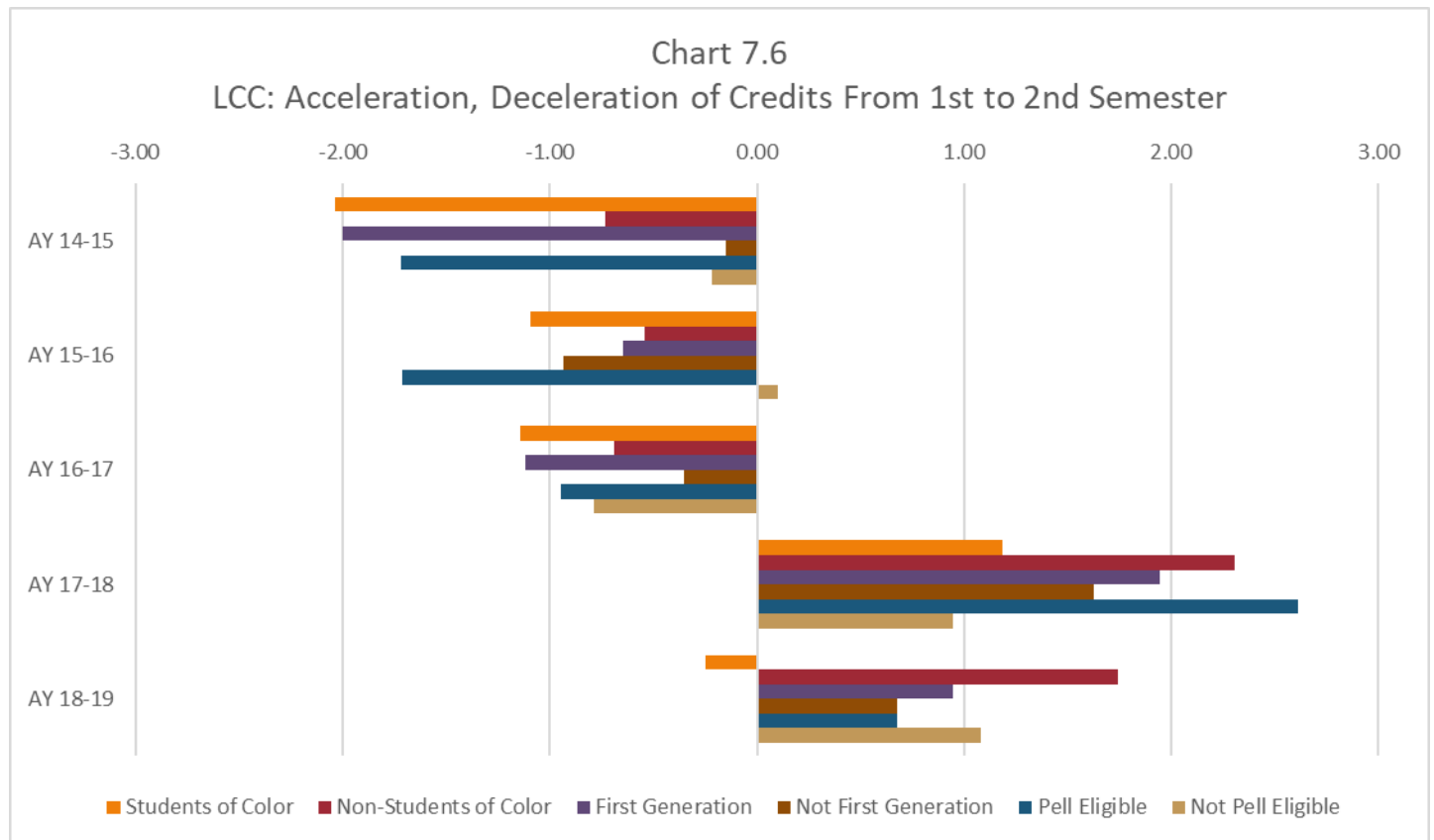


<sup>5</sup> Fall AY 19-20 semester not complete - cannot yet calculate first year completions for AY 18-19.



**Table 7.10: LCC Acceleration, Deceleration of Credits from 1<sup>st</sup> to 2<sup>nd</sup> Semester**

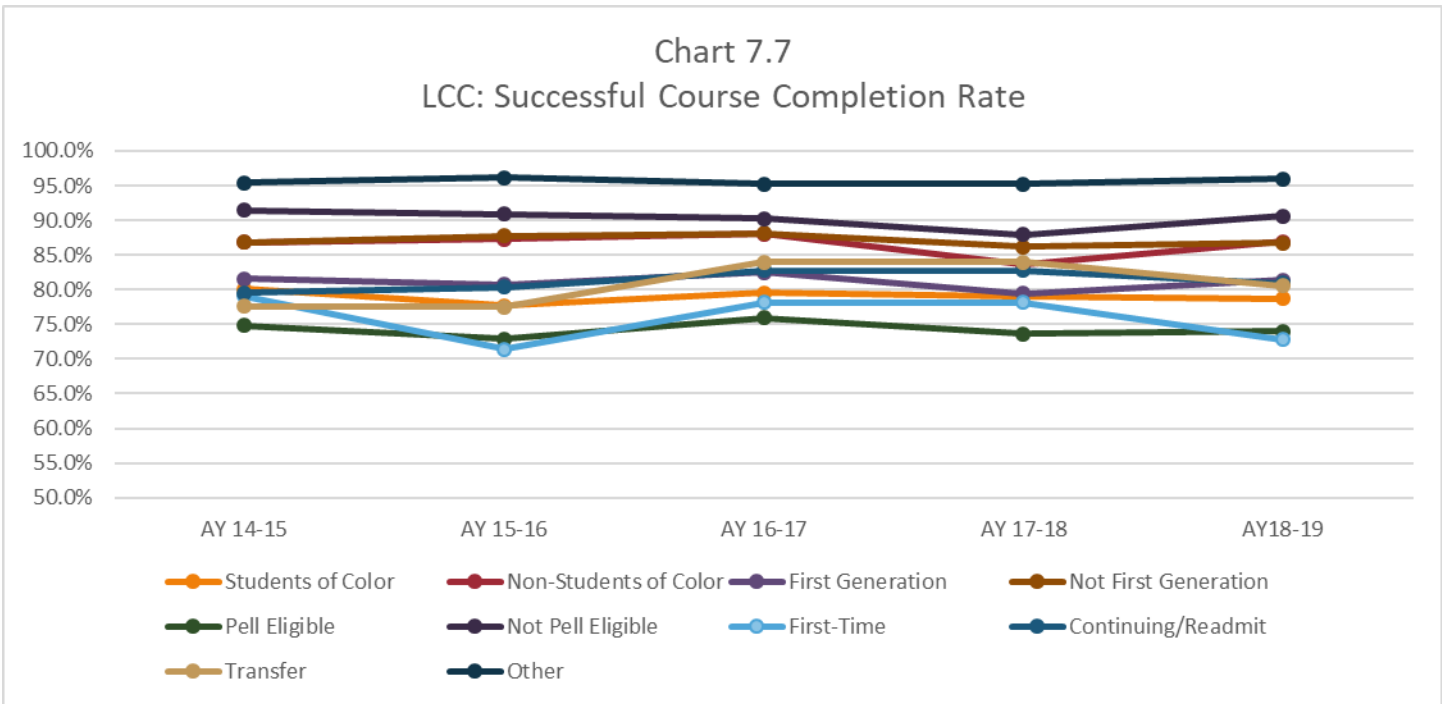
Equity Group	AY 14-15	AY 15-16	AY 16-17	AY 17-18	AY 18-19	1-Year Change	5-Year Change
<b>Race/Ethnicity:</b>							
Students of Color	-2.04	-1.10	-1.14	1.18	-0.25	-1.43	1.79
Non-Students of Color	-0.74	-0.54	-0.69	2.30	1.75	-0.56	2.48
<b>First Generation Status:</b>							
First Generation	-2.00	-0.65	-1.12	1.94	0.95	-1.00	2.95
Not First Generation	-0.15	-0.93	-0.35	1.62	0.68	-0.94	0.83
<b>Pell Eligibility:</b>							
Pell Eligible	-1.72	-1.71	-0.95	2.61	0.68	-1.93	2.40
Not Pell Eligible	-0.22	0.10	-0.79	0.95	1.08	0.14	1.30
<b>LCC Total</b>	<b>-1.20</b>	<b>-0.75</b>	<b>-0.86</b>	<b>1.85</b>	<b>0.86</b>	<b>-0.99</b>	<b>2.05</b>





**Table 7.11: LCC Successful Course Completion Rate**

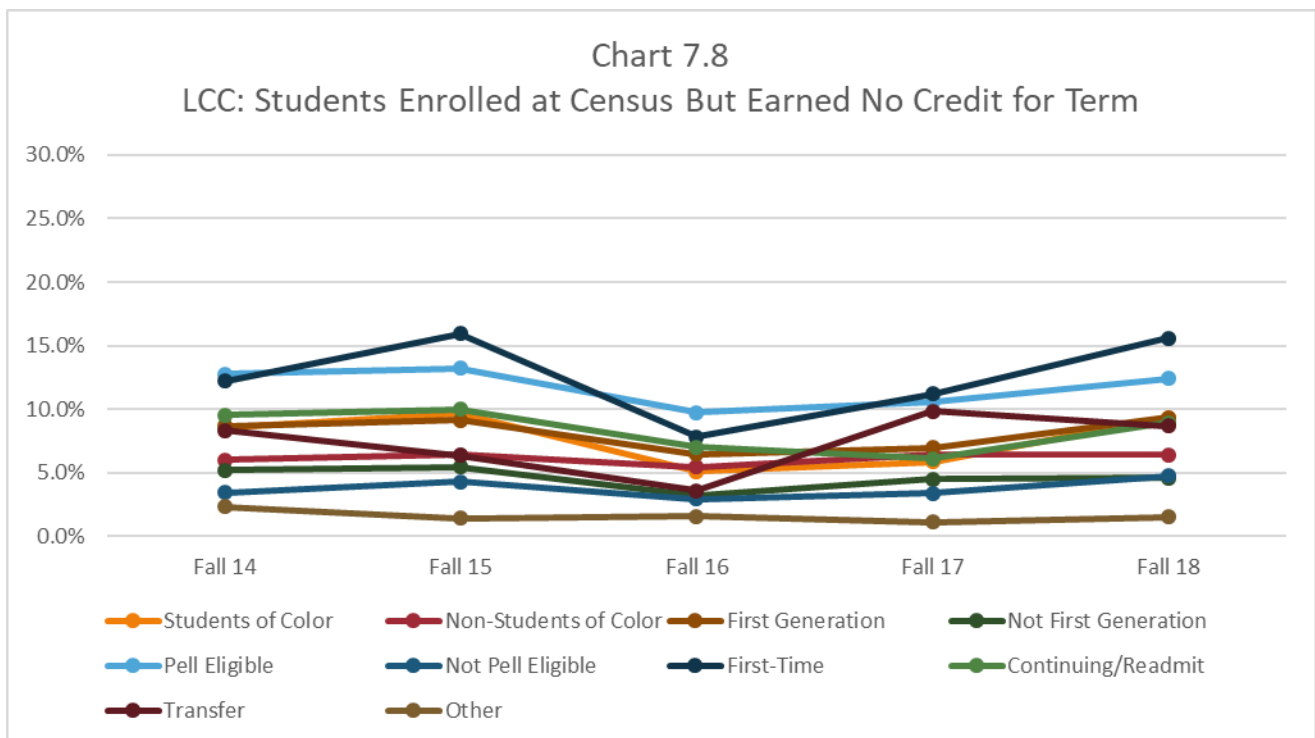
Equity Group	AY 14-15	AY 15-16	AY 16-17	AY 17-18	AY 18-19	1-Year Change	5-Year Change
<b>Race/Ethnicity:</b>							
Students of Color	80.1%	77.7%	79.5%	79.0%	78.7%	-0.3%	-1.4%
Non-Students of Color	86.9%	87.3%	88.0%	83.6%	86.9%	3.3%	0.1%
<b>First Generation Status:</b>							
First Generation	81.6%	80.7%	82.5%	79.4%	81.4%	2.0%	-0.2%
Not First Generation	86.8%	87.7%	88.1%	86.2%	86.7%	0.5%	-0.1%
<b>Pell Eligibility:</b>							
Pell Eligible	74.8%	72.9%	75.9%	73.6%	74.0%	0.4%	-0.8%
Not Pell Eligible	91.4%	90.9%	90.2%	87.9%	90.6%	2.7%	-0.8%
<b>Student Type:</b>							
First-Time	79.1%	71.4%	78.1%	78.1%	72.8%	-5.3%	-6.3%
Continuing/Readmit	79.5%	80.4%	82.8%	82.8%	80.9%	-1.9%	1.4%
Transfer	77.6%	77.5%	84.0%	84.0%	80.5%	-3.5%	2.9%
Other	95.4%	96.1%	95.2%	95.2%	96.0%	0.8%	0.6%
<b>LCC Total</b>	<b>84.3%</b>	<b>83.7%</b>	<b>84.4%</b>	<b>81.6%</b>	<b>83.2%</b>	<b>1.6%</b>	<b>-1.1%</b>





**Table 7.12: LCC Students Enrolled at Fall Census But Earned No Credits**

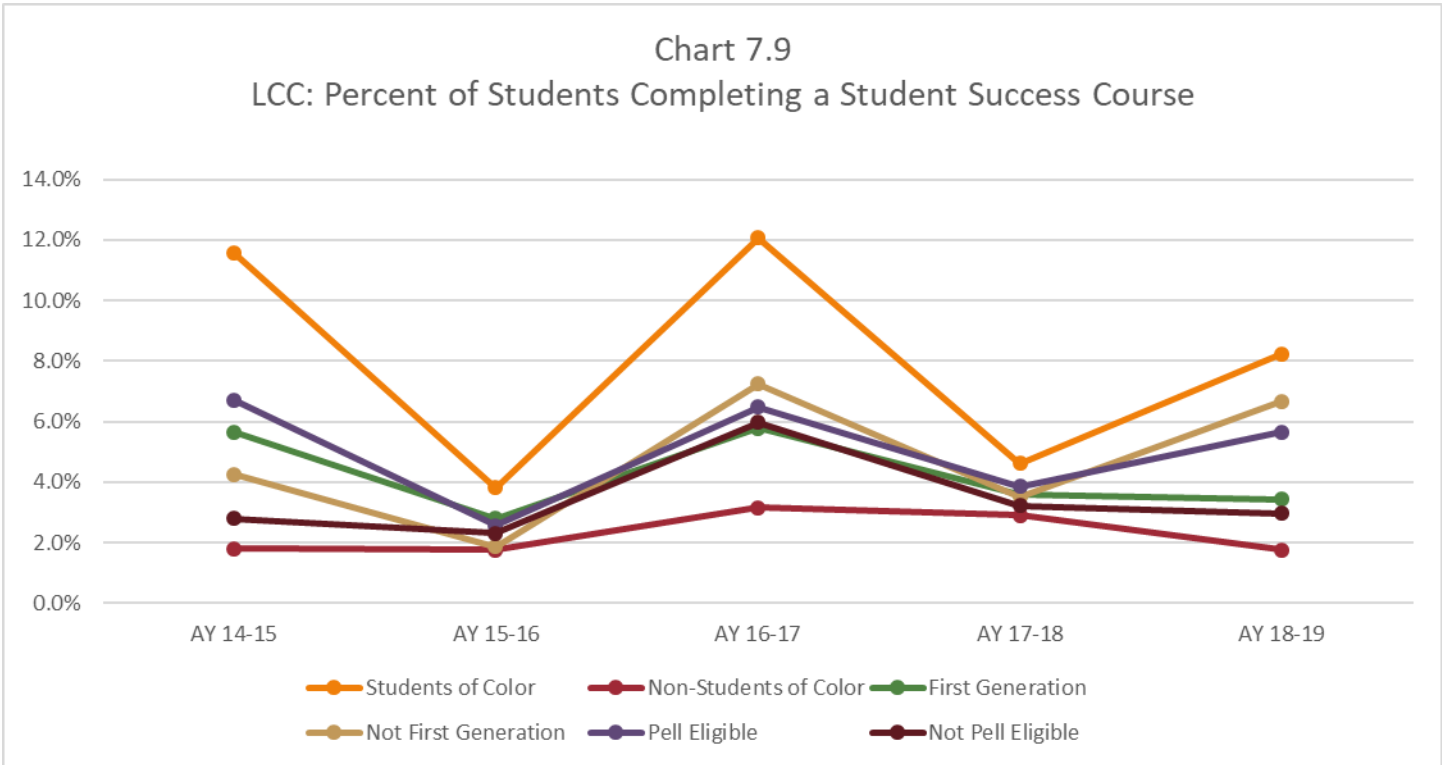
Equity Group	Fall 14	Fall 15	Fall 16	Fall 17	Fall 18	1-Year Change	5-Year Change
<b>Race/Ethnicity:</b>							
Students of Color	8.5%	9.7%	5.1%	5.8%	9.3%	3.5%	0.8%
Non-Students of Color	6.0%	6.4%	5.4%	6.4%	6.4%	0.0%	0.4%
<b>First Generation Status:</b>							
First Generation	8.7%	9.2%	6.4%	7.0%	9.3%	2.4%	0.7%
Not First Generation	5.2%	5.5%	3.2%	4.5%	4.6%	0.1%	-0.6%
<b>Pell Eligibility:</b>							
Pell Eligible	12.7%	13.2%	9.7%	10.6%	12.4%	1.8%	-0.3%
Not Pell Eligible	3.4%	4.3%	2.9%	3.4%	4.7%	1.3%	1.3%
<b>Student Type:</b>							
First-Time	12.2%	15.9%	7.8%	11.2%	15.6%	4.4%	3.4%
Continuing/Readmit	9.5%	10.0%	7.0%	6.1%	8.9%	2.8%	-0.6%
Transfer	8.3%	6.3%	3.6%	9.8%	8.7%	-1.1%	0.4%
Other	2.3%	1.4%	1.6%	1.1%	1.5%	0.4%	-0.8%
<b>LCC Total</b>	<b>6.9%</b>	<b>7.6%</b>	<b>5.3%</b>	<b>6.2%</b>	<b>7.7%</b>	<b>1.5%</b>	<b>0.8%</b>





**Table 7.13: LCC Completion of a Student Success Course**

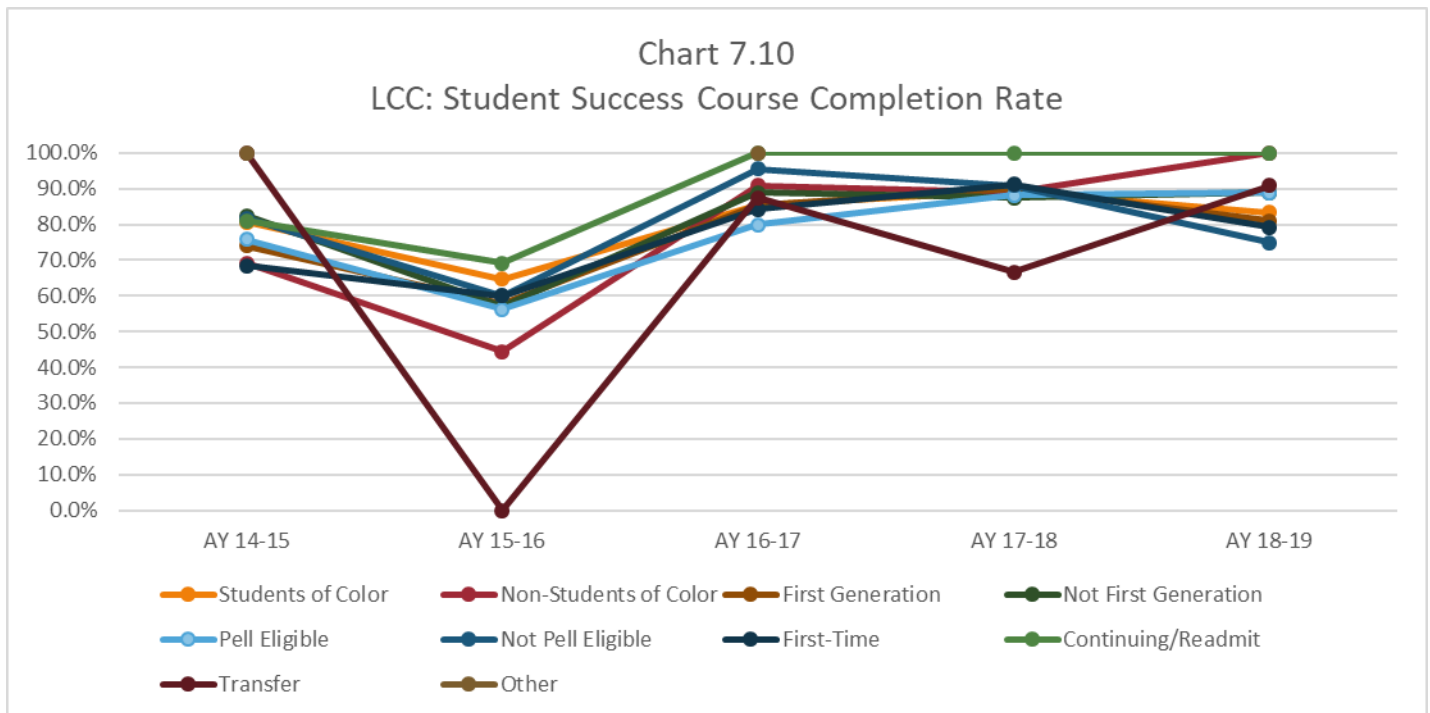
Equity Group	AY 14-15	AY 15-16	AY 16-17	AY 17-18	AY 18-19	1-Year Change	5-Year Change
<b>Race/Ethnicity:</b>							
Students of Color	11.6%	3.8%	12.1%	4.6%	8.2%	3.6%	-3.3%
Non-Students of Color	1.8%	1.8%	3.2%	2.9%	1.8%	-1.1%	0.0%
<b>First Generation Status:</b>							
First Generation	5.6%	2.8%	5.8%	3.6%	3.4%	-0.1%	-2.2%
Not First Generation	4.3%	1.9%	7.2%	3.5%	6.7%	3.1%	2.4%
<b>Pell Eligibility:</b>							
Pell Eligible	6.7%	2.6%	6.5%	3.8%	5.6%	1.8%	-1.1%
Not Pell Eligible	2.8%	2.3%	6.0%	3.2%	3.0%	-0.3%	0.2%
<b>LCC Total</b>	<b>5.0%</b>	<b>2.5%</b>	<b>6.2%</b>	<b>3.6%</b>	<b>4.4%</b>	<b>0.9%</b>	<b>-0.6%</b>





**Table 7.14: LCC 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	80.6%	64.7%	85.4%	89.5%	83.3%	-6.1%	2.7%
Non-Students of Color	69.2%	44.4%	90.9%	88.9%	100.0%	11.1%	30.8%
<b>First Generation Status:</b>							
First Generation	74.1%	57.9%	85.3%	90.0%	81.0%	-9.0%	6.9%
Not First Generation	82.4%	57.1%	88.9%	87.5%	88.9%	1.4%	6.5%
<b>Pell Eligibility:</b>							
Pell Eligible	75.8%	56.3%	80.0%	88.2%	88.9%	0.7%	13.1%
Not Pell Eligible	81.8%	60.0%	95.5%	90.9%	75.0%	-15.9%	-6.8%
<b>Student Type:</b>							
First-Time	68.4%	60.0%	84.2%	91.3%	79.2%	-12.1%	10.8%
Continuing/Readmit	81.0%	69.2%	100.0%	100.0%	100.0%	0.0%	19.0%
Transfer	100.0%	0.0%	87.5%	66.7%	90.9%	24.2%	-9.1%
Other	100.0%		100.0%			0.0%	-100.0%
<b>LCC Total</b>	<b>77.3%</b>	<b>57.7%</b>	<b>86.5%</b>	<b>89.3%</b>	<b>84.6%</b>	<b>-4.7%</b>	<b>7.3%</b>

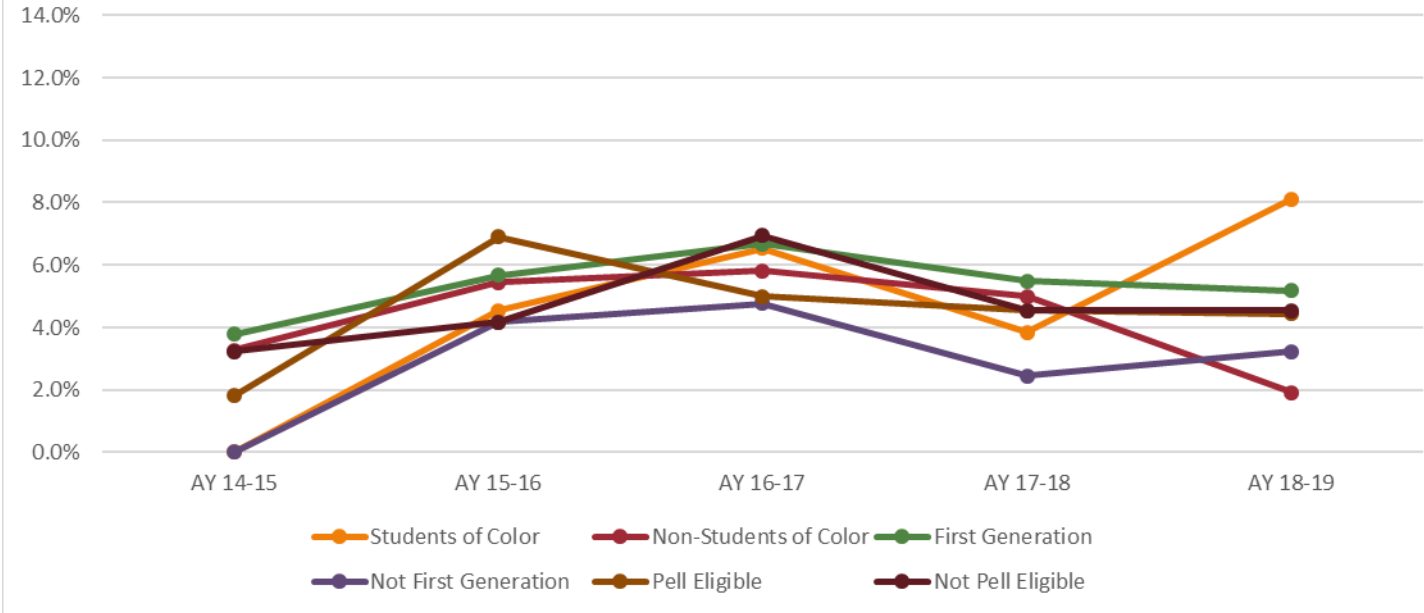




**Table 7.15: LCC Precipitous Decline in GPA from 1<sup>st</sup> to 2<sup>nd</sup> Semester**

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	0.0%	4.5%	6.5%	3.8%	8.1%	4.3%	8.1%
Non-Students of Color	3.3%	5.5%	5.8%	5.0%	1.9%	-3.1%	-1.4%
<b>First Generation Status:</b>							
First Generation	3.8%	5.7%	6.7%	5.5%	5.2%	-0.3%	1.4%
Not First Generation	0.0%	4.2%	4.8%	2.4%	3.2%	0.8%	3.2%
<b>Pell Eligibility:</b>							
Pell Eligible	1.8%	6.9%	5.0%	4.5%	4.4%	-0.1%	2.6%
Not Pell Eligible	3.2%	4.2%	6.9%	4.5%	4.5%	0.0%	1.3%
<b>LCC Total</b>	<b>2.3%</b>	<b>5.2%</b>	<b>6.1%</b>	<b>4.5%</b>	<b>4.5%</b>	<b>-0.1%</b>	<b>2.2%</b>

Chart 7.11  
LCC: Precipitous Decline in GPA from 1st to 2nd Semester



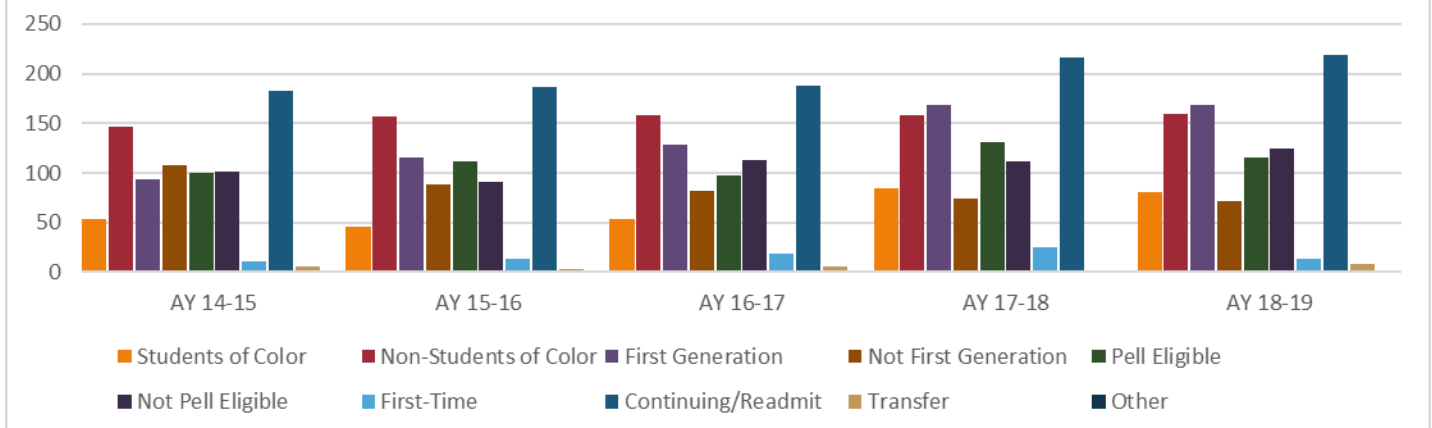


## LAMAR COMMUNITY COLLEGE: STUDENT SUCCESS KPMS

### Table 7.16: LCC 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	54	46	53	85	81	-4.7%	50.0%	
Non-Students of Color	147	157	158	158	159	0.6%	8.2%	
<b>First Generation Status:</b>								
First Generation	93	115	129	169	168	-0.6%	80.6%	
Not First Generation	108	88	82	74	72	-2.7%	-33.3%	
<b>Pell Eligibility:</b>								
Pell Eligible	100	112	98	131	115	-12.2%	15.0%	
Not Pell Eligible	101	91	113	112	125	11.6%	23.8%	
<b>Student Type:</b>								
First-Time	11	13	18	25	13	-48.0%	18.2%	
Continuing/Readmit	183	186	188	216	219	1.4%	19.7%	
Transfer	6	3	5	2	8	300.0%	33.3%	
Other	1	1	0	0	0	----	-100.0%	
<b>LCC Total</b>	<b>201</b>	<b>203</b>	<b>211</b>	<b>243</b>	<b>240</b>	<b>-1.2%</b>	<b>19.4%</b>	
<b>KPM Goal</b>							<b>1.0%</b>	

Chart 7.12  
 LCC: KPM 1.1 Increase the Number of Degrees & Certificates Awarded





**Table 7.17: LCC KPM 1.1 Degree & Certificate Programs with Greatest 1-Year Increase in Number Awarded**

LCC 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 = \$33,126.08
510904 - Emergency Medical Tech/Techn (	14	NA	
240102 - General Studies	10	\$30,780.22	
120401 - Cosmetology/Cosmetologist, Gen	7	\$20,550.17	
010101 - Agricultural Business & Manage	4	\$45,235.05	✓
520301 - Accounting	3	NA	
010505 - Animal Training	0	\$36,056.20	✓
010507 - Equestrian/Equine Studies	0	\$36,056.20	✓
110101 - Computer & Info Sciences, Gene	0	NA	
111002 - System, Networking, & LAN/WAN	0	\$44,224.83	✓
520402 - Executive Assistant/Executive	0	\$25,135.35	

**Table 7.18: LCC KPM 1.1 Degree & Certificate Programs with Greatest 5-Year Increase in Number Awarded**

LCC Program	Change From AY 14-15 to AY 18-19	5-Year Median Wage of Our Graduates <sup>22</sup>	Meets Living Wage for Service Area = \$33,126.08
460000 - Construction Trades, General	25	\$30,153.78	
510904 - Emergency Medical Tech/Techn (	12	NA	
010101 - Agricultural Business & Manage	6	\$45,235.05	✓
240101 - Liberal Arts & Sciences/Libera	6	\$30,780.22	
510808 - Veterinary/Animal Health Tech/	4	\$43,498.41	✓
520407 - Business/Office Automation/Tec	4	\$25,135.35	
513801 - Registered Nursing/Nurse	4	\$53,725.66	✓
521401 - Marketing/Marketing Management	1	NA	
150503 - Energy Mgmt & Systems Tech/Tec	1	NA	
240102 - General Studies	0	\$30,780.22	

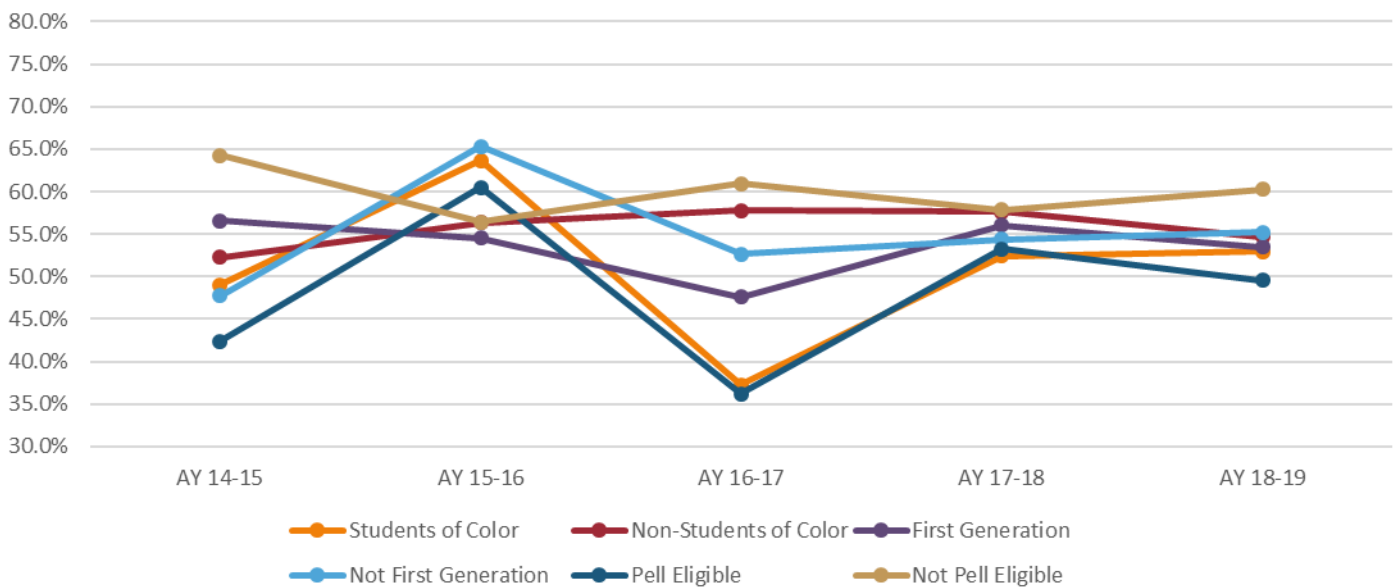
<sup>6</sup> Although wage data obtained from CDHE includes LCC's actual graduates, the population may not include the exact same graduates included in the determination of the programs with the greatest change.



**Table 7.19: LCC 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	49.1%	63.6%	37.3%	52.4%	52.9%	0.6%	3.9%
Non-Students of Color	52.3%	56.3%	57.7%	57.6%	54.7%	-2.9%	2.4%
<b>First Generation Status:</b>							
First Generation	56.6%	54.5%	47.6%	56.0%	53.5%	-2.6%	-3.1%
Not First Generation	47.7%	65.3%	52.6%	54.4%	55.2%	0.8%	7.4%
<b>Pell Eligibility:</b>							
Pell Eligible	42.4%	60.5%	36.2%	53.3%	49.6%	-3.7%	7.2%
Not Pell Eligible	64.3%	56.4%	60.9%	57.8%	60.2%	2.4%	-4.0%
<b>LCC Total</b>	<b>51.1%</b>	<b>59.1%</b>	<b>49.2%</b>	<b>55.5%</b>	<b>54.0%</b>	<b>-1.5%</b>	<b>2.9%</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 7.13**  
LCC: KPM 1.2 Exceed the National Fall-to-Fall Retention Rate, Full-Time Students

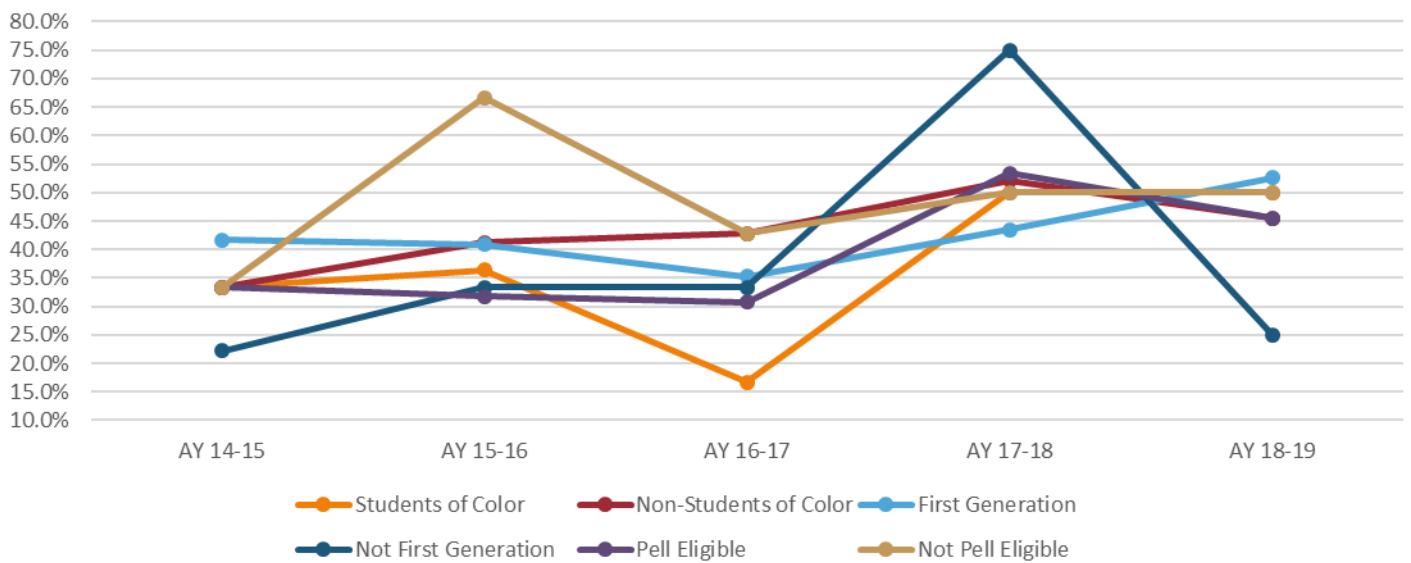




**Table 7.20: LCC KPM 1.2 Exceed the National Fall-to-Fall Retention Rate for Part-Time Students**

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	33.3%	36.4%	16.7%	50.0%	50.0%	0.0%	16.7%
Non-Students of Color	33.3%	41.2%	42.9%	52.2%	45.5%	-6.7%	12.1%
<b>First Generation Status:</b>							
First Generation	41.7%	40.9%	35.3%	43.5%	52.6%	9.2%	11.0%
Not First Generation	22.2%	33.3%	33.3%	75.0%	25.0%	-50.0%	2.8%
<b>Pell Eligibility:</b>							
Pell Eligible	33.3%	31.8%	30.8%	53.3%	45.5%	-7.9%	12.1%
Not Pell Eligible	33.3%	66.7%	42.9%	50.0%	50.0%	0.0%	16.7%
<b>LCC Total</b>	<b>33.3%</b>	<b>39.3%</b>	<b>35.0%</b>	<b>51.6%</b>	<b>47.8%</b>	<b>-3.8%</b>	<b>14.5%</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 7.14**  
LCC: KPM Exceed the National Fall-to-Fall Retention Rate for Part-Time Students

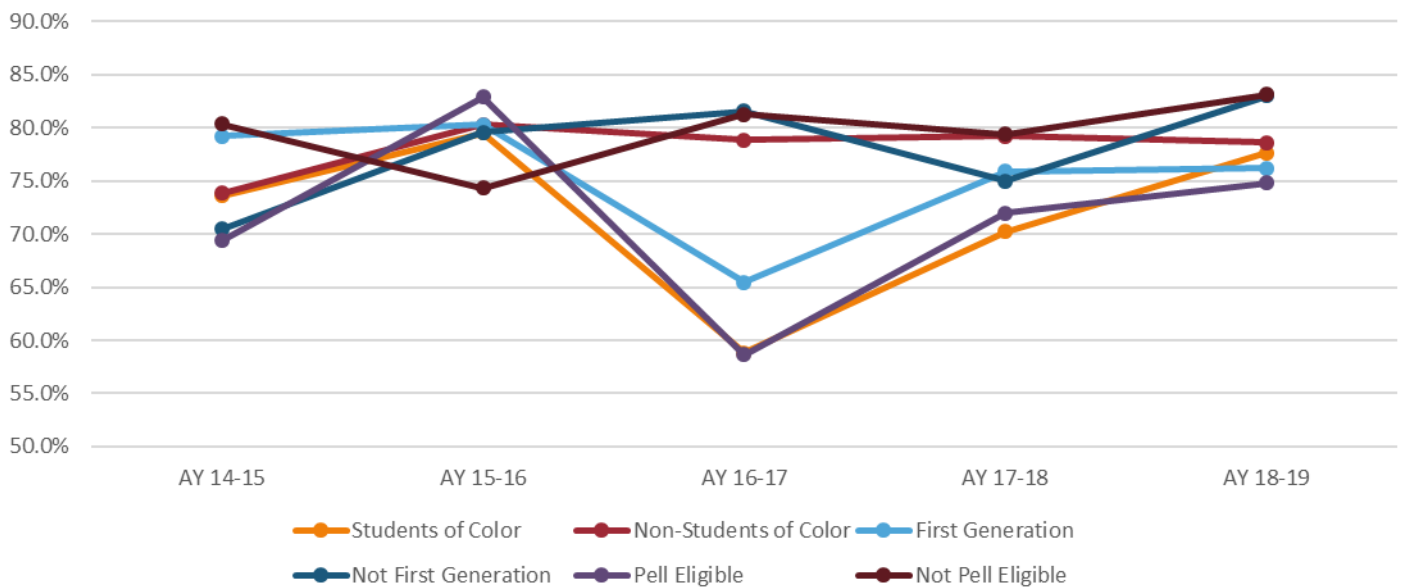




**Table 7.21: LCC KPM 1.2 Exceed the National Fall-to-Spring Retention Rate for Full-Time Students**

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	73.6%	79.5%	58.8%	70.2%	77.6%	7.4%	4.1%
Non-Students of Color	73.9%	80.3%	78.9%	79.2%	78.6%	-0.6%	4.8%
<b>First Generation Status:</b>							
First Generation	79.2%	80.3%	65.5%	75.9%	76.2%	0.3%	-3.0%
Not First Generation	70.5%	79.6%	81.6%	75.0%	83.1%	8.1%	12.6%
<b>Pell Eligibility:</b>							
Pell Eligible	69.4%	82.9%	58.6%	72.0%	74.8%	2.8%	5.4%
Not Pell Eligible	80.4%	74.4%	81.3%	79.4%	83.1%	3.7%	2.8%
<b>LCC Total</b>	<b>73.8%</b>	<b>80.0%</b>	<b>70.5%</b>	<b>75.6%</b>	<b>78.2%</b>	<b>2.6%</b>	<b>4.5%</b>
<b>National Public 2-Year Schools</b>	<b>NA</b>	<b>NA</b>	<b>NA</b>	<b>NA</b>	<b>NA</b>		

**Chart 7.15**  
LCC: KPM 1.2 Exceed the National Fall-to-Spring Retention Rate for Full-Time Students

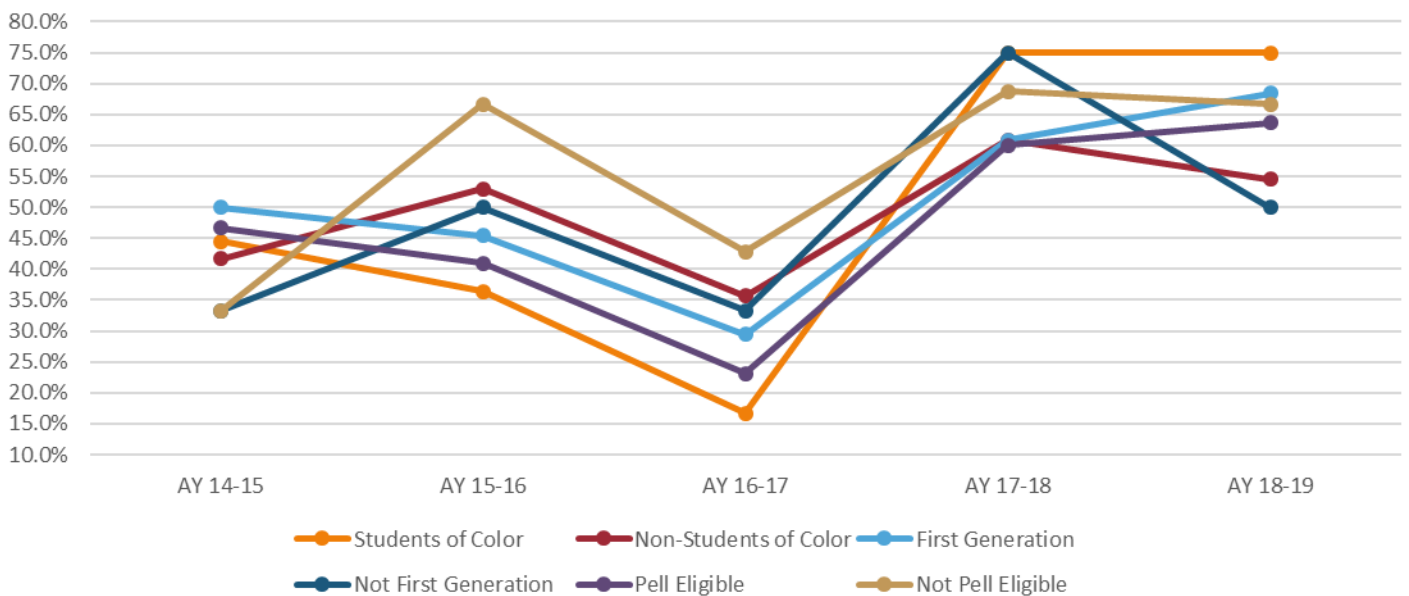




**Table 7.22: LCC KPM 1.2 Exceed the National Fall-to-Spring Retention Rate for Part-Time Students**

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	44.4%	36.4%	16.7%	75.0%	75.0%	0.0%	30.6%
Non-Students of Color	41.7%	52.9%	35.7%	60.9%	54.5%	-6.3%	12.9%
<b>First Generation Status:</b>							
First Generation	50.0%	45.5%	29.4%	60.9%	68.4%	7.6%	18.4%
Not First Generation	33.3%	50.0%	33.3%	75.0%	50.0%	-25.0%	16.7%
<b>Pell Eligibility:</b>							
Pell Eligible	46.7%	40.9%	23.1%	60.0%	63.6%	3.6%	17.0%
Not Pell Eligible	33.3%	66.7%	42.9%	68.8%	66.7%	-2.1%	33.3%
<b>LCC Total</b>	<b>42.9%</b>	<b>46.4%</b>	<b>30.0%</b>	<b>64.5%</b>	<b>65.2%</b>	<b>0.7%</b>	<b>22.4%</b>
<b>National Public 2-Year Schools</b>	<b>NA</b>	<b>NA</b>	<b>NA</b>	<b>NA</b>	<b>NA</b>		

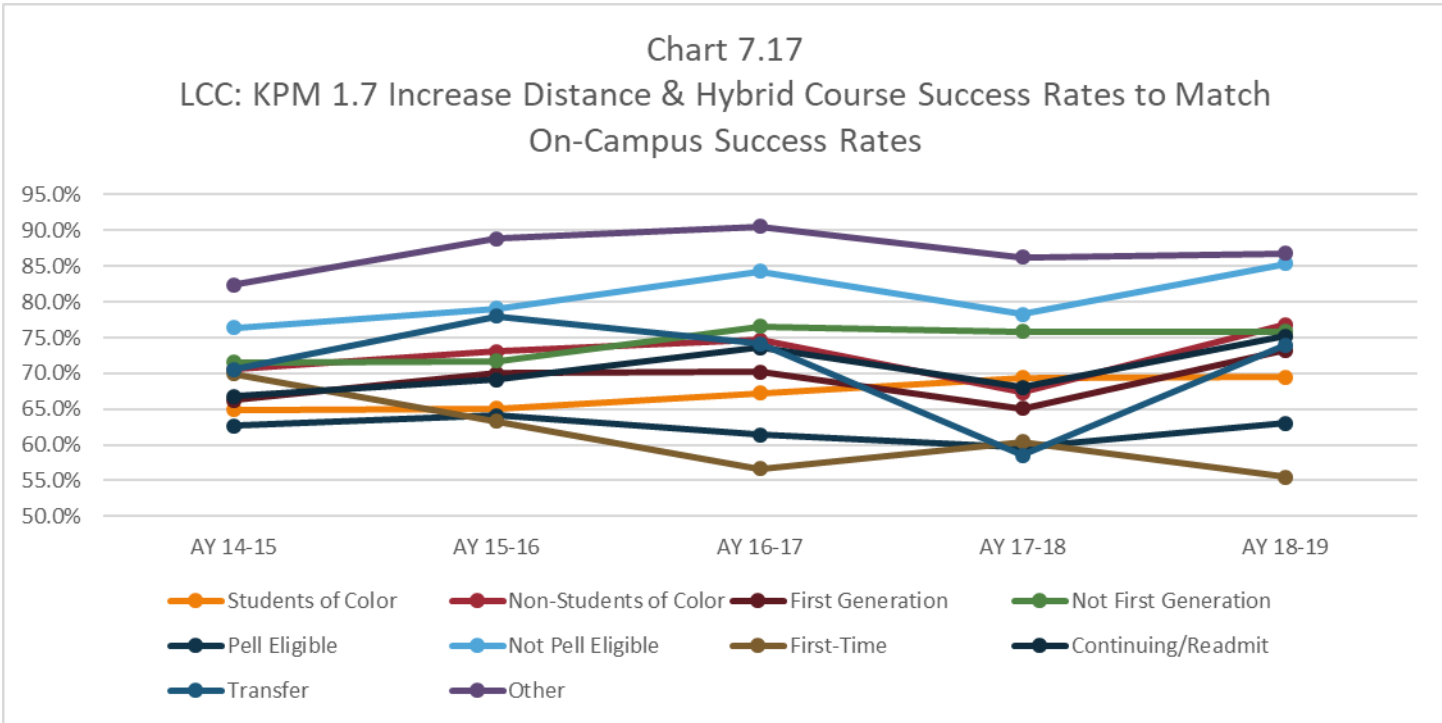
**Chart 7.16**  
LCC: KPM 1.2 Exceed the National Fall-to-Spring Retention Rate for Part-Time Students





**Table 7.23: LCC KPM 1.7 Increase Distance & Hybrid Success Rates to Match On-Campus Success Rates**

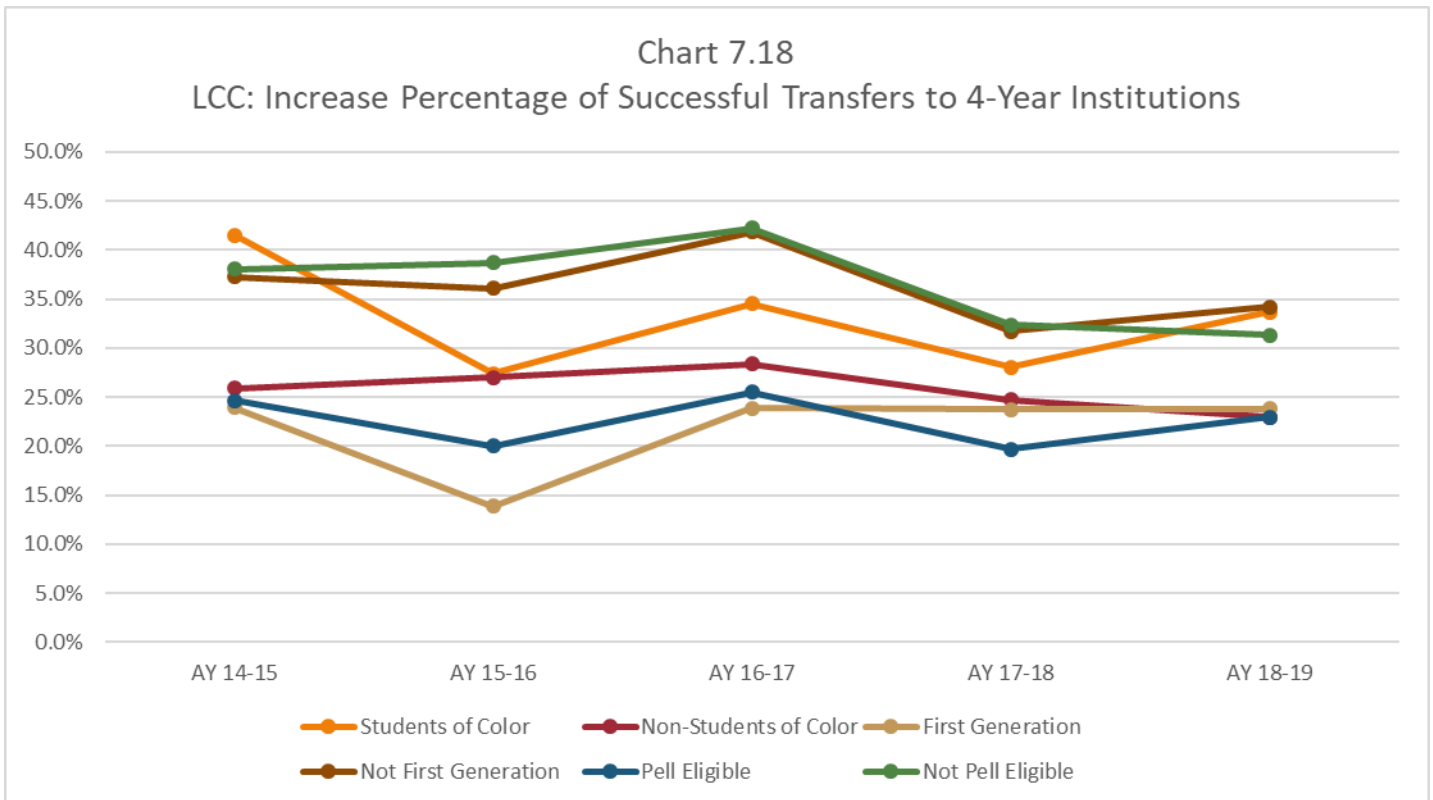
Equity Group	AY 14-15	AY 15-16	AY 16-17	AY 17-18	AY 18-19	1-Year Change	5-Year Change
<b>Race/Ethnicity:</b>							
Students of Color	64.9%	65.1%	67.2%	69.4%	69.5%	0.1%	4.6%
Non-Students of Color	70.6%	73.1%	74.7%	67.3%	76.8%	9.5%	6.2%
<b>First Generation Status:</b>							
First Generation	66.2%	70.0%	70.2%	65.1%	73.2%	8.1%	7.0%
Not First Generation	71.5%	71.7%	76.6%	75.8%	75.9%	0.0%	4.4%
<b>Pell Eligibility:</b>							
Pell Eligible	62.7%	64.1%	61.4%	59.7%	63.0%	3.4%	0.3%
Not Pell Eligible	76.4%	79.1%	84.3%	78.3%	85.3%	7.0%	8.9%
<b>Student Type:</b>							
First-Time	69.9%	63.3%	56.7%	60.4%	55.4%	-5.0%	-14.4%
Continuing/Readmit	66.8%	69.1%	73.6%	68.0%	75.2%	7.2%	8.4%
Transfer	70.5%	78.0%	74.1%	58.5%	74.0%	15.4%	3.4%
Other	82.4%	88.9%	90.5%	86.3%	86.8%	0.5%	4.4%
<b>LCC Total</b>	<b>68.9%</b>	<b>70.6%</b>	<b>72.2%</b>	<b>68.1%</b>	<b>74.0%</b>	<b>5.9%</b>	<b>5.1%</b>
<b>On-Campus Success Rate</b>	<b>87.5%</b>	<b>85.9%</b>	<b>86.7%</b>	<b>84.2%</b>	<b>85.0%</b>	<b>0.8%</b>	<b>-2.5%</b>





**Table 7.24: LCC 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	41.5%	27.4%	34.5%	28.1%	33.7%	5.6%	-7.8%
Non-Students of Color	25.9%	27.0%	28.4%	24.7%	23.0%	-1.7%	-3.0%
<b>First Generation Status:</b>							
First Generation	23.9%	13.8%	23.9%	23.8%	23.8%	0.0%	-0.2%
Not First Generation	37.3%	36.1%	41.8%	31.7%	34.2%	2.5%	-3.0%
<b>Pell Eligibility:</b>							
Pell Eligible	24.7%	20.0%	25.5%	19.7%	23.0%	3.2%	-1.7%
Not Pell Eligible	38.0%	38.7%	42.2%	32.4%	31.4%	-1.0%	-6.7%
<b>LCC Total</b>	<b>31.8%</b>	<b>27.2%</b>	<b>30.8%</b>	<b>26.1%</b>	<b>27.1%</b>	<b>1.0%</b>	<b>-4.7%</b>
<b>KPM Goal</b>						<b>2.0%</b>	





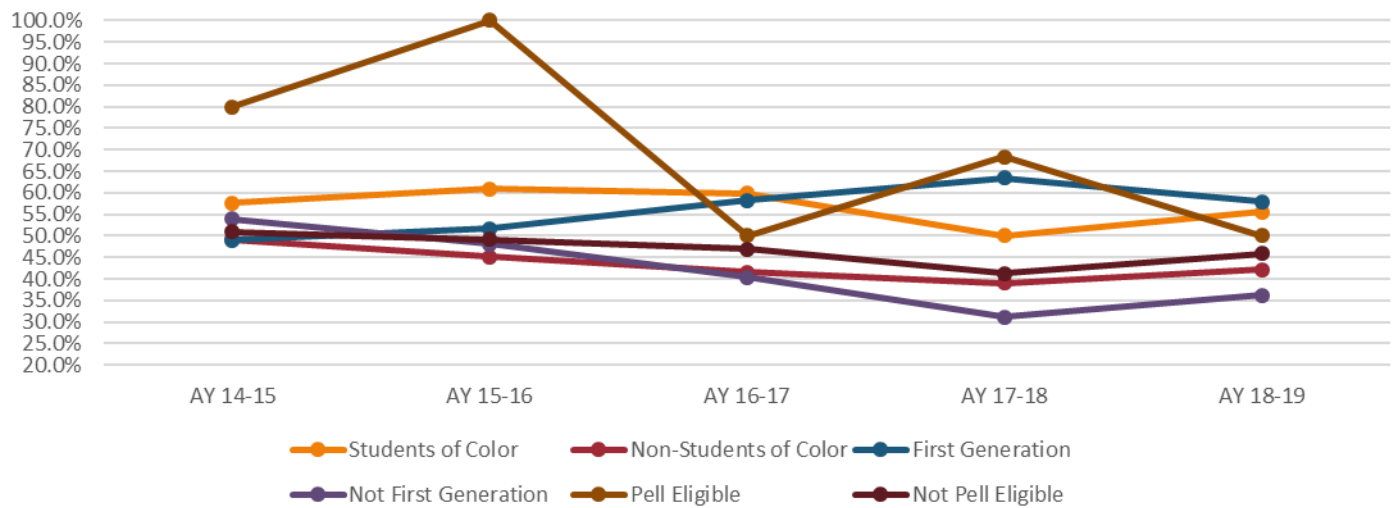
## LAMAR COMMUNITY COLLEGE: CONCURRENT ENROLLMENT KPMs

**Table 7.25: LCC 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	57.7%	60.9%	59.8%	50.0%	55.6%	5.6%	-2.1%
Non-Students of Color	49.1%	45.2%	41.5%	39.1%	42.2%	3.1%	-6.9%
<b>First Generation Status:</b>							
First Generation	49.0%	51.7%	58.3%	63.5%	57.9%	-5.6%	8.9%
Not First Generation	54.0%	48.2%	40.4%	31.2%	36.2%	5.0%	-17.8%
<b>Pell Eligibility:</b>							
Pell Eligible	80.0%	100.0%	50.0%	68.4%	50.0%	-18.4%	-30.0%
Not Pell Eligible	51.0%	49.2%	46.9%	41.3%	45.9%	4.6%	-5.2%
<b>LCC Total</b>	<b>51.4%</b>	<b>49.7%</b>	<b>47.0%</b>	<b>42.6%</b>	<b>46.0%</b>	<b>3.4%</b>	<b>-5.4%</b>
<b>KPM Goal</b>						<b>1.0%</b>	

Chart 7.19

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

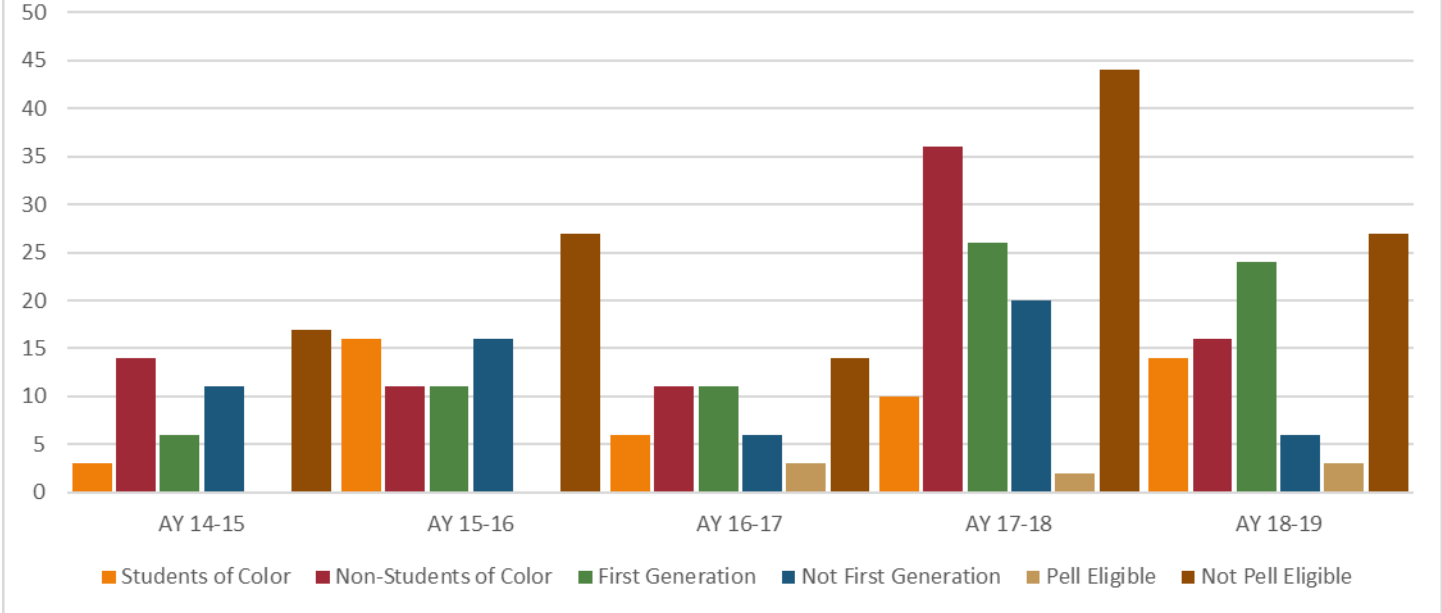




**Table 7.26: LCC KPM 3.1 Increase LCC College Credentials Awarded to Concurrent Enrollment Students**

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	3	16	6	10	14	40.0%	366.7%
Non-Students of Color	14	11	11	36	16	-55.6%	14.3%
<b>First Generation Status:</b>							
First Generation	6	11	11	26	24	-7.7%	300.0%
Not First Generation	11	16	6	20	6	-70.0%	-45.5%
<b>Pell Eligibility:</b>							
Pell Eligible	0	0	3	2	3	50.0%	----
Not Pell Eligible	17	27	14	44	27	-38.6%	58.8%
<b>LCC Total</b>	<b>17</b>	<b>27</b>	<b>17</b>	<b>46</b>	<b>30</b>	<b>-34.8%</b>	<b>76.5%</b>
<b>KPM Goal</b>						<b>1.0%</b>	

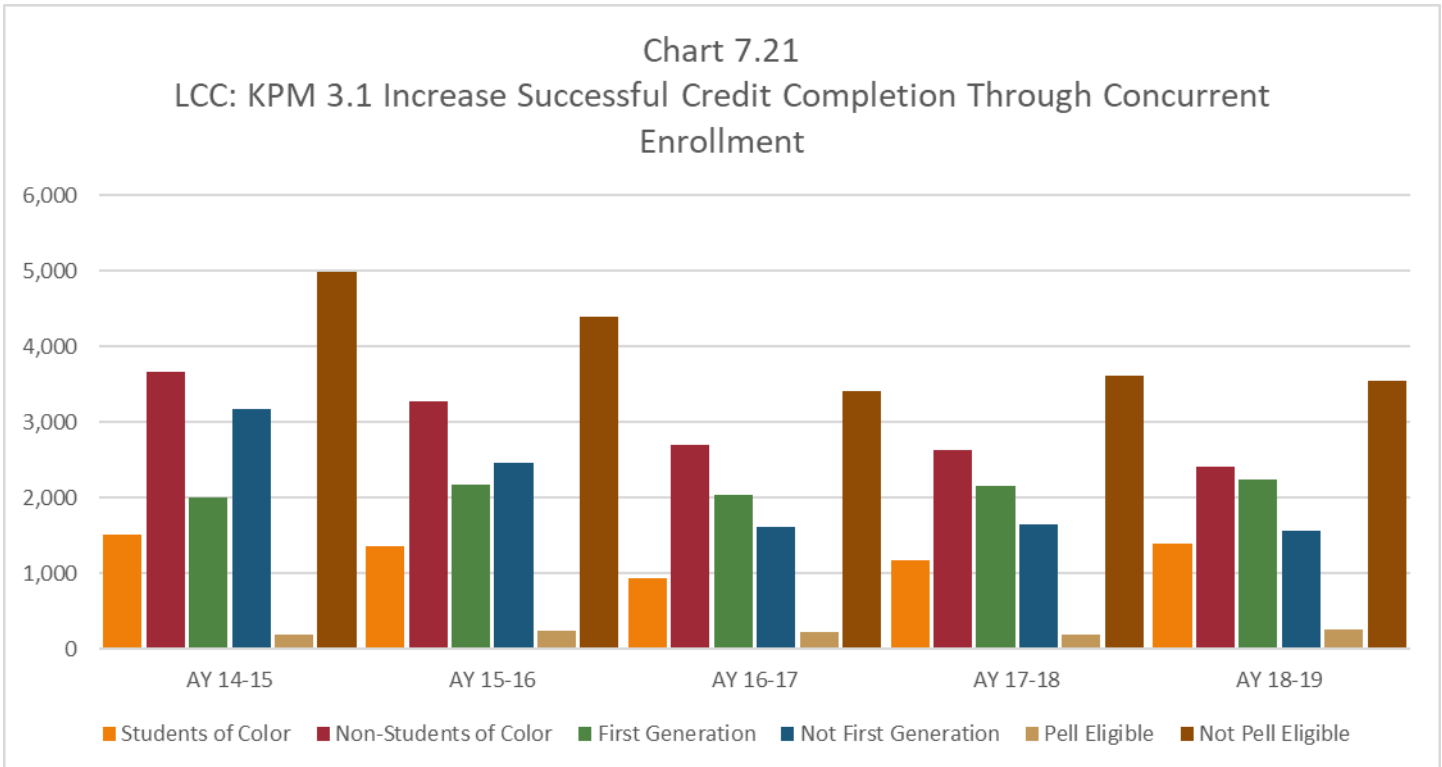
Chart 7.20  
LCC: KPM 3.1 Increase the Number of CCCS Credentials Awarded to Concurrent Enrollment Students





**Table 7.27: LCC 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	1,510	1,366	943	1,185	1,391	17.4%	-7.9%
Non-Students of Color	3,675	3,279	2,703	2,632	2,416	-8.2%	-34.3%
<b>First Generation Status:</b>							
First Generation	2,010	2,175	2,036	2,163	2,239	3.5%	11.4%
Not First Generation	3,175	2,470	1,611	1,654	1,568	-5.2%	-50.6%
<b>Pell Eligibility:</b>							
Pell Eligible	197	247	232	197	259	31.5%	31.5%
Not Pell Eligible	4,988	4,398	3,415	3,620	3,548	-2.0%	-28.9%
<b>LCC Total</b>	<b>5,185</b>	<b>4,645</b>	<b>3,646</b>	<b>3,817</b>	<b>3,807</b>	<b>-0.3%</b>	<b>-26.6%</b>
<b>KPM Goal</b>						<b>1.0%</b>	

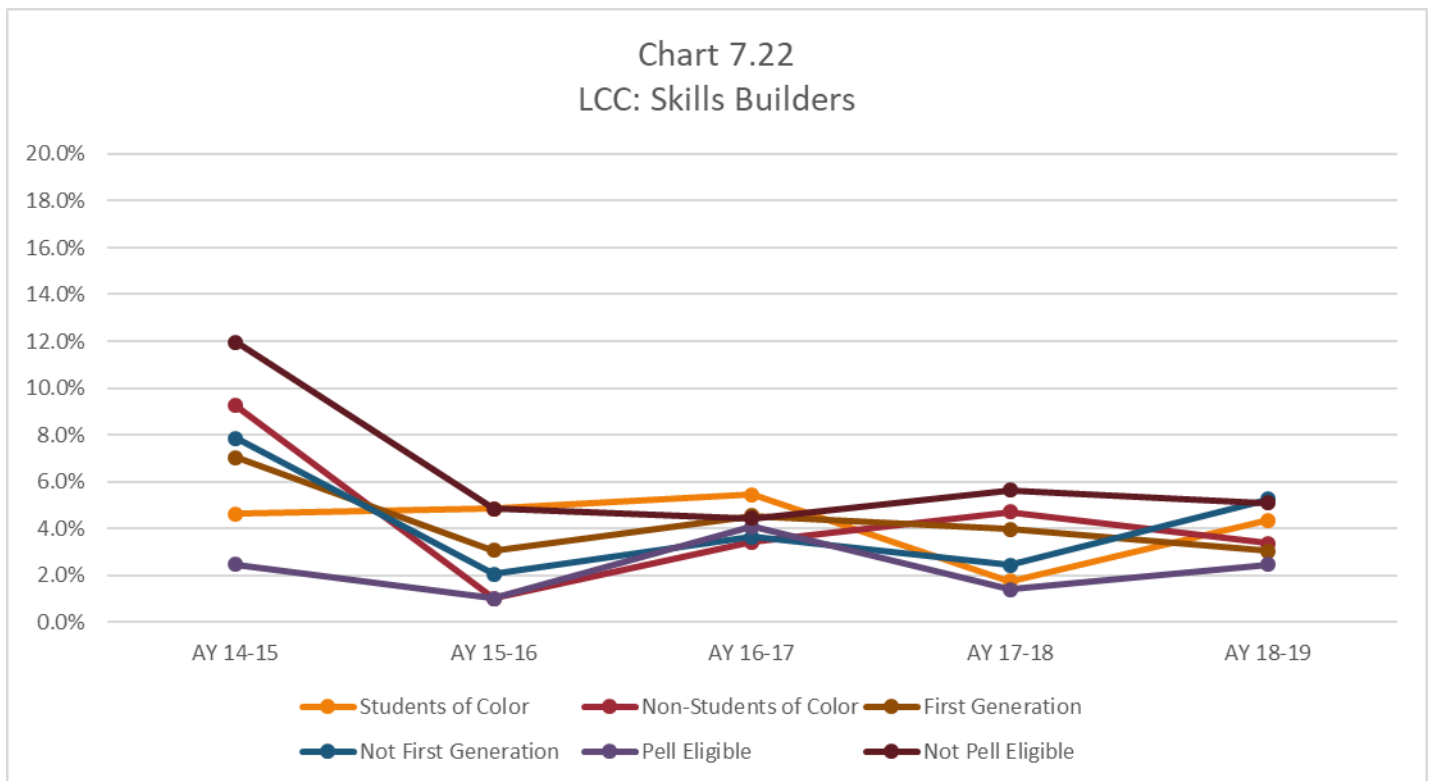


## LAMAR COMMUNITY COLLEGE: SKILLS BUILDERS & OVERALL SUCCESS

### Table 7.28: LCC 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	4.6%	4.8%	5.5%	1.8%	4.3%	2.6%	-0.3%
Non-Students of Color	9.3%	1.0%	3.4%	4.7%	3.4%	-1.3%	-5.9%
<b>First Generation Status:</b>							
First Generation	7.0%	3.1%	4.5%	4.0%	3.0%	-0.9%	-4.0%
Not First Generation	7.8%	2.1%	3.6%	2.4%	5.3%	2.8%	-2.6%
<b>Pell Eligibility:</b>							
Pell Eligible	2.5%	1.0%	4.1%	1.4%	2.5%	1.1%	0.0%
Not Pell Eligible	12.0%	4.8%	4.4%	5.6%	5.1%	-0.5%	-6.9%
<b>LCC Total</b>	<b>7.5%</b>	<b>2.5%</b>	<b>4.2%</b>	<b>3.5%</b>	<b>3.8%</b>	<b>0.2%</b>	<b>-3.8%</b>

Chart 7.22  
LCC: Skills Builders

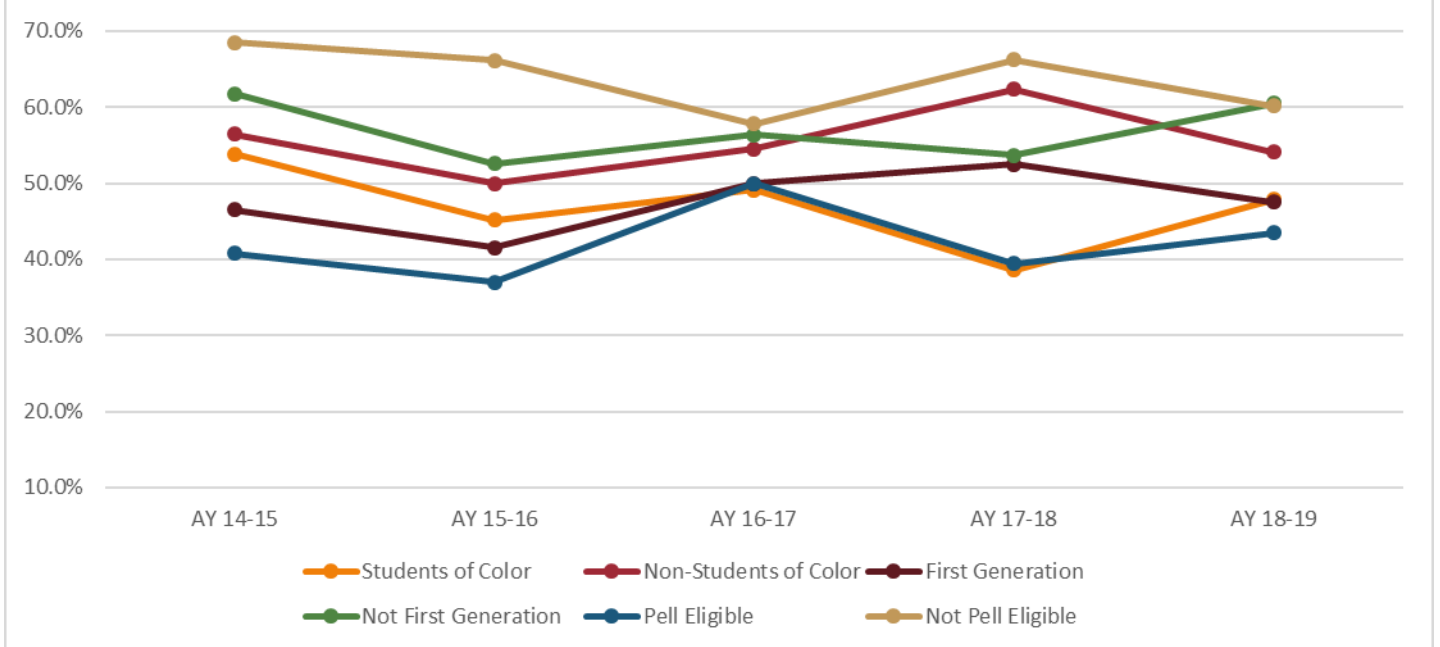




**Table 7.29: LCC Overall Student Success (Transfer, Graduation, or Skills Builder)**

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	53.8%	45.2%	49.1%	38.6%	47.8%	9.2%	-6.0%
Non-Students of Color	56.5%	50.0%	54.5%	62.4%	54.1%	-8.3%	-2.4%
<b>First Generation Status:</b>							
First Generation	46.5%	41.5%	50.0%	52.5%	47.6%	-4.9%	1.1%
Not First Generation	61.8%	52.6%	56.4%	53.7%	60.5%	6.9%	-1.2%
<b>Pell Eligibility:</b>							
Pell Eligible	40.7%	37.0%	50.0%	39.4%	43.4%	4.0%	2.7%
Not Pell Eligible	68.5%	66.1%	57.8%	66.2%	60.2%	-6.0%	-8.3%
<b>LCC Total</b>	<b>55.5%</b>	<b>48.1%</b>	<b>52.4%</b>	<b>52.8%</b>	<b>51.7%</b>	<b>-1.2%</b>	<b>-3.8%</b>

Chart 7.23  
LCC: Overall Student Success (Transfer, Graduation, or Skills Builder)



## 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.

## 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.