

NORTHEASTERN JUNIOR
COLLEGE: STRATEGIC
PLAN METRICS

TABLE OF CONTENTS

9. Northeastern Junior College	3
Northeastern Junior College: Strategic Plan AY 18-19 Snapshot	3
Table 9.1: NJC AY 18-19 Leading Indicators	3
Table 9.2: NJC AY 18-19 Student Success Metrics	3
Table 9.3: NJC AY 18-19 Equity Indicators	4
Table 9.4: NJC AY 18-19 Concurrent Enrollment Metrics	4
Northeastern Junior College: Leading Indicators	5
Table 9.5: NJC Completion of Gateway English Courses in 1 st Year	5
Table 9.6: NJC Successful Course Completion Rate for Gateway English Courses	6
Table 9.7: NJC Completion of Gateway Math Courses in 1 st Year	7
Table 9.8: NJC Successful Course Completion Rate for Gateway Math Courses	8
Table 9.9: NJC Average Credit Accumulation in 1 st Year	9
Table 9.10: NJC Acceleration, Deceleration of Credits from 1 st to 2 nd Semester	10
Table 9.11: NJC Successful Course Completion Rate	11
Table 9.12: NJC Students Enrolled at Fall Census But Earned No Credits	12
Table 9.13: NJC Completion of a Student Success Course	13
Table 9.14: NJC Student Success Course Completion Rate	14
Table 9.15: NJC Precipitous Decline in GPA from 1 st to 2 nd Semester	15
Northeastern Junior College: Student Success KPMs	16
Table 9.16: NJC KPM 1.1 Increase the Number of Degrees & Certificates Awarded	16
Table 9.17: NJC KPM 1.1 Degree & Certificate Programs with Greatest 1-Year Increase in Number Awarded	17
Table 9.18: NJC KPM 1.1 Degree & Certificate Programs with Greatest 5-Year Increase in Number Awarded	17
Table 9.19: NJC KPM 1.2 Exceed the National Fall-to-Fall Retention Rate for Full-Time Students	18
Table 9.20: NJC KPM 1.2 Exceed the National Fall-to-Fall Retention Rate for Part-Time Students	19
Table 9.21: NJC KPM 1.2 Exceed the National Fall-to-Spring Retention Rate for Full-Time Students	20
Table 9.22: NJC KPM 1.2 Exceed the National Fall-to-Spring Retention Rate for Part-Time Students	21
Table 9.23: NJC KPM 1.7 Increase Distance & Hybrid Success Rates to Match On-Campus Success Rates	22
Table 9.24: NJC KPM 3.2 Increase Percentage of Successful Transfers to 4-Year Institutions	23
Northeastern Junior College: Concurrent Enrollment KPMs	24
Table 9.25: NJC KPM 3.1 Increase Matriculation of Concurrent Enrollment Students to a CCCS Institution Within 4 Years of High School Graduation	24

Table 9.26: NJC KPM 3.1 Increase NJC College Credentials Awarded to Concurrent Enrollment Students.....	25
Table 9.27: NJC KPM 3.1 Increase Successful Credit Completion Through Concurrent Enrollment	26
Northeastern Junior College: Skills Builders & Overall Success	27
Table 9.28: NJC Skills Builders	27
Table 9.29: NJC 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 st to 2 nd 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

9. NORTHEASTERN JUNIOR COLLEGE

NORTHEASTERN JUNIOR COLLEGE: STRATEGIC PLAN AY 18-19¹ SNAPSHOT

Table 9.1: NJC AY 18-19 Leading Indicators

65.2% of students completed a gateway English course in their 1st year; **66.9%** of students taking a gateway English course successfully completed

57.3% of students completed a gateway Math course in their 1st year; **60.6%** of students taking a gateway math course successfully completed

Students earned an average of **20.0** credits in their first year

On average, students increased their accumulated credits from the 1st to 2nd semester by **3.11** credits

82.8% of courses attempted were successfully completed

5.2% of students enrolled at Fall census did not earn any credits for the term

1.6% of students completed a student success course; **78.9%** of students taking a student success course successfully completed

4.6% of students experienced a precipitous decline in GPA from the 1st to 2nd semester

Table 9.2: NJC AY 18-19 Student Success Metrics

KPM	Goal	Actual
1.1 – Increase the number of certificates & degrees awarded	1% annually	-3.2%
1.2 – Exceed the national full-time fall-to-fall retention rate	62.3% national	59.0%
1.2 - Exceed the national part-time fall-to-fall retention rate	46.5% national	42.6%
1.2 – Exceed the national full-time fall-to-spring retention rate	Unknown	82.3%
1.2 – Exceed the national part-time fall-to-spring retention rate	Unknown	53.8%
1.7 – Increase online, hybrid, and interactive video course success rates to match on-campus course success rates	84.6% on-campus	76.0%
3.2 – Increase percentage of successful transfers to 4-year institutions for all students	2% annually	3.9%

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



Table 9.3: NJC AY 18-19 Equity Indicators

Indicator	Overall	Students of Color ²	First Generation	Pell Eligible
% of students completing a gateway English course in 1 st year	65.2%	62.1%	59.6%	64.4%
Successful course completion rate – Gateway English	66.9%	56.3%	66.0%	63.9%
% of students completing a gateway Math course in 1 st year	57.3%	46.8%	53.9%	51.1%
Successful course completion rate – Gateway Math	60.6%	53.5%	57.0%	53.5%
Average number of credits earned in first year	20.0	14.7	18.3	17.9
Average change in the number of credits taken from 1 st to 2 nd semester	3.11	2.74	3.16	2.54
Successful course completion rate – all courses	82.8%	77.9%	79.2%	75.6%
% of students enrolled at Fall census that did not earn any credits for the term	5.2%	7.3%	6.7%	8.3%
% of students completing a student success course	1.6%	0.6%	0.4%	0.9%
Successful course completion rate – student success course	78.9%	82.8%	44.4%	55.6%
% of students experiencing a precipitous decline in GPA from 1 st to 2 nd semester	4.6%	5.7%	4.4%	6.3%
# of students earning a certificate or degree	670	89	356	260
Fall-to-fall retention rate – full-time	63.1%	45.3%	58.8%	57.2%
Fall-to-fall retention rate – part-time	42.3%	42.9%	36.8%	18.2%
Fall-to-spring retention rate – full-time	82.3%	72.6%	78.0%	77.8%
Fall-to-spring retention rate – part-time	53.8%	42.9%	42.1%	27.3%
Successful course completion rate – distance & hybrid courses	76.0%	70.8%	71.7%	68.1%
% of successful transfers to 4-year institutions	29.4%	27.7%	23.8%	27.1%

Table 9.4: NJC 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	-3.3%
3.1 – Increase CCCS college credentials awarded to concurrent enrollment students	1% annually	166.7%
3.1 – Increase successful credit completion through concurrent enrollment	1% annually	-1.9%

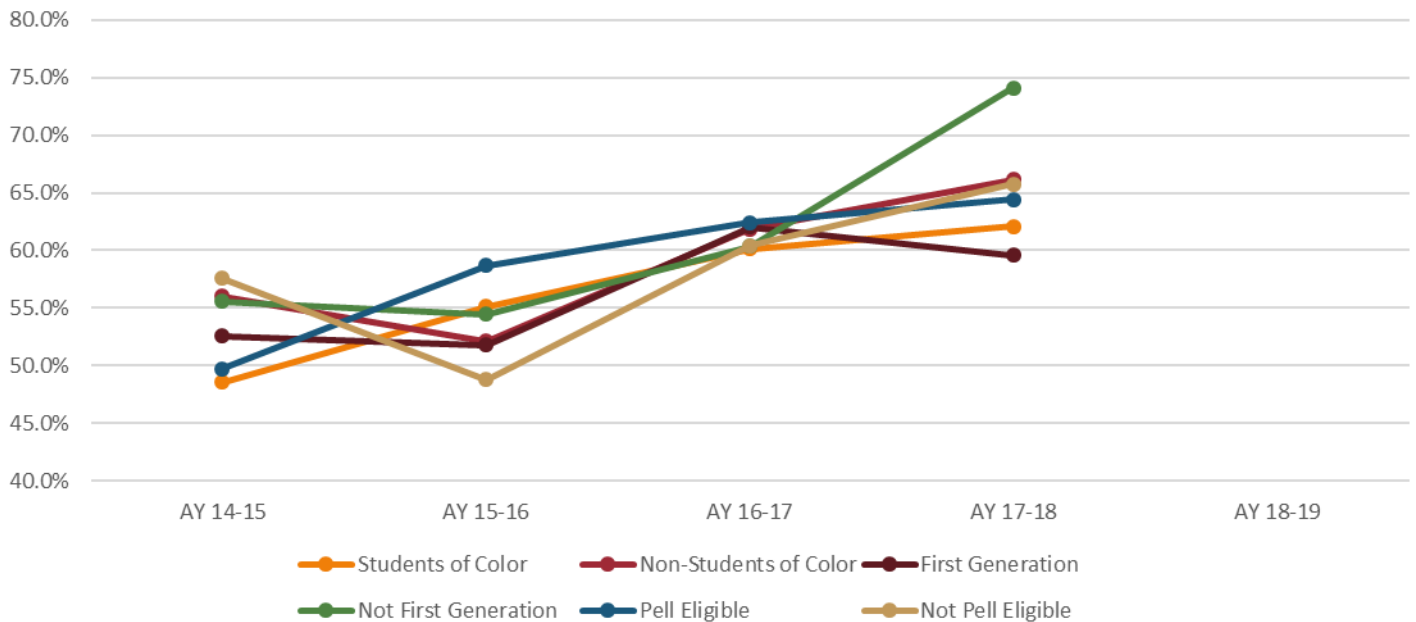
² Students of color include those that reported as Asian, Black or African American, Hawaiian/Pacific Islander, Hispanic, More than One Race, or Native American/Alaskan Native.

NORTHEASTERN JUNIOR COLLEGE: LEADING INDICATORS

Table 9.5: NJC Completion of Gateway English Courses in 1st Year

Equity Group	AY 14-15	AY 15-16	AY 16-17	AY 17-18	AY 18-19 ³	1-Year Change	4-Year Change
Race/Ethnicity:							
Students of Color	48.5%	55.1%	60.1%	62.1%		2.0%	13.6%
Non-Students of Color	56.0%	52.1%	61.9%	66.2%		4.3%	10.1%
First Generation Status:							
First Generation	52.6%	51.8%	62.0%	59.6%		-2.4%	7.0%
Not First Generation	55.6%	54.5%	60.3%	74.1%		13.8%	18.6%
Pell Eligibility:							
Pell Eligible	49.7%	58.7%	62.4%	64.4%		2.0%	14.8%
Not Pell Eligible	57.6%	48.7%	60.4%	65.8%		5.3%	8.2%
NJC Total	53.7%	52.9%	61.3%	65.2%		3.9%	11.5%

Chart 9.1
 NJC: Percent of Students Completing a Gateway English Course in 1st Year



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



Table 9.6: NJC Successful Course Completion Rate for Gateway English Courses

Equity Group	AY 14-15	AY 15-16	AY 16-17	AY 17-18	AY 18-19	1-Year Change	5-Year Change
Race/Ethnicity:							
Students of Color	43.8%	44.4%	38.8%	52.5%	56.3%	3.8%	12.5%
Non-Students of Color	61.0%	74.8%	62.8%	69.1%	71.1%	2.0%	10.1%
First Generation Status:							
First Generation	53.6%	62.5%	48.2%	56.5%	66.0%	9.5%	12.4%
Not First Generation	60.7%	70.3%	62.8%	74.4%	68.0%	-6.4%	7.3%
Pell Eligibility:							
Pell Eligible	46.3%	57.4%	45.1%	53.5%	63.9%	10.4%	17.6%
Not Pell Eligible	65.1%	72.6%	62.9%	73.9%	69.8%	-4.1%	4.7%
NJC Total	56.0%	65.8%	54.3%	65.0%	66.9%	1.9%	10.9%

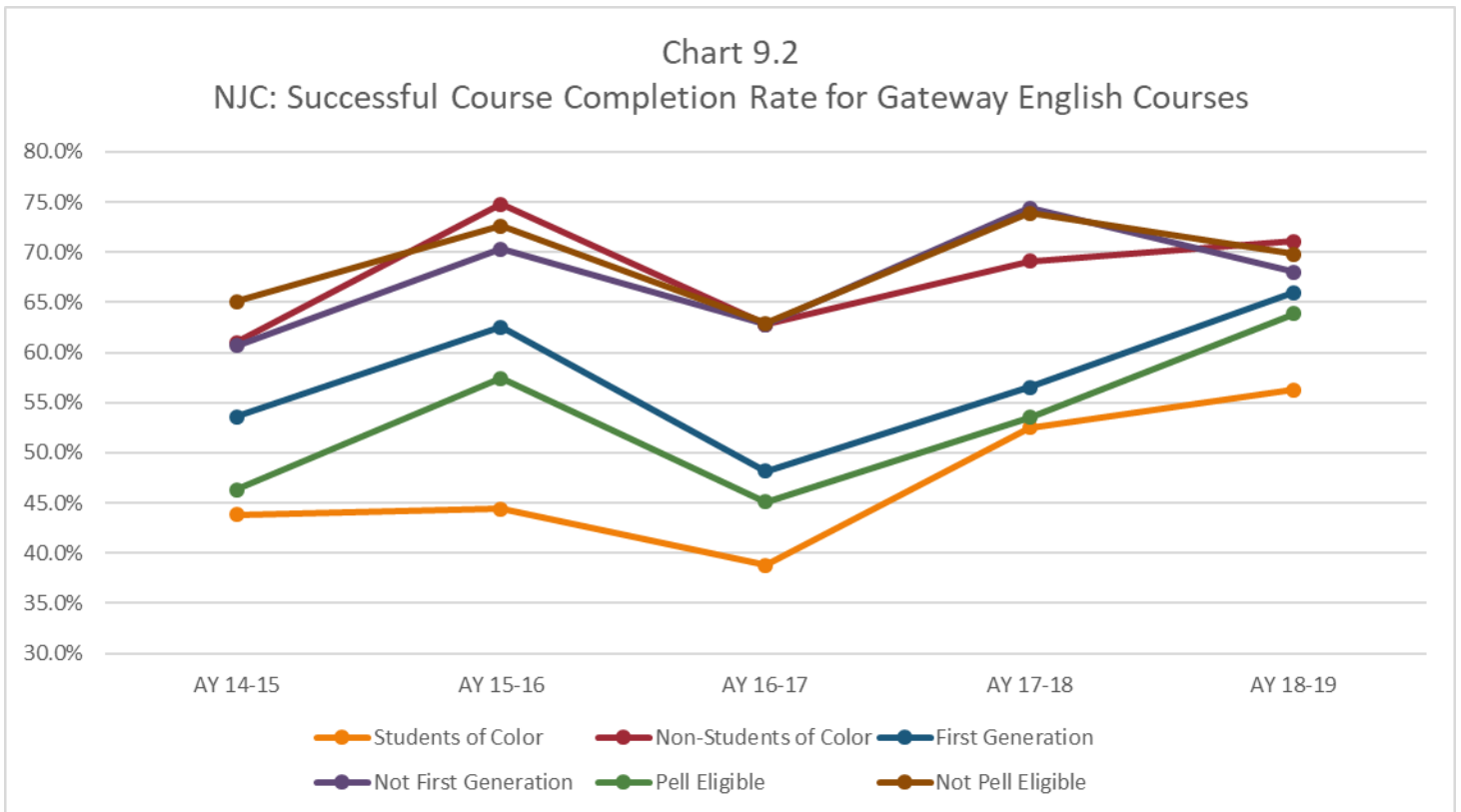
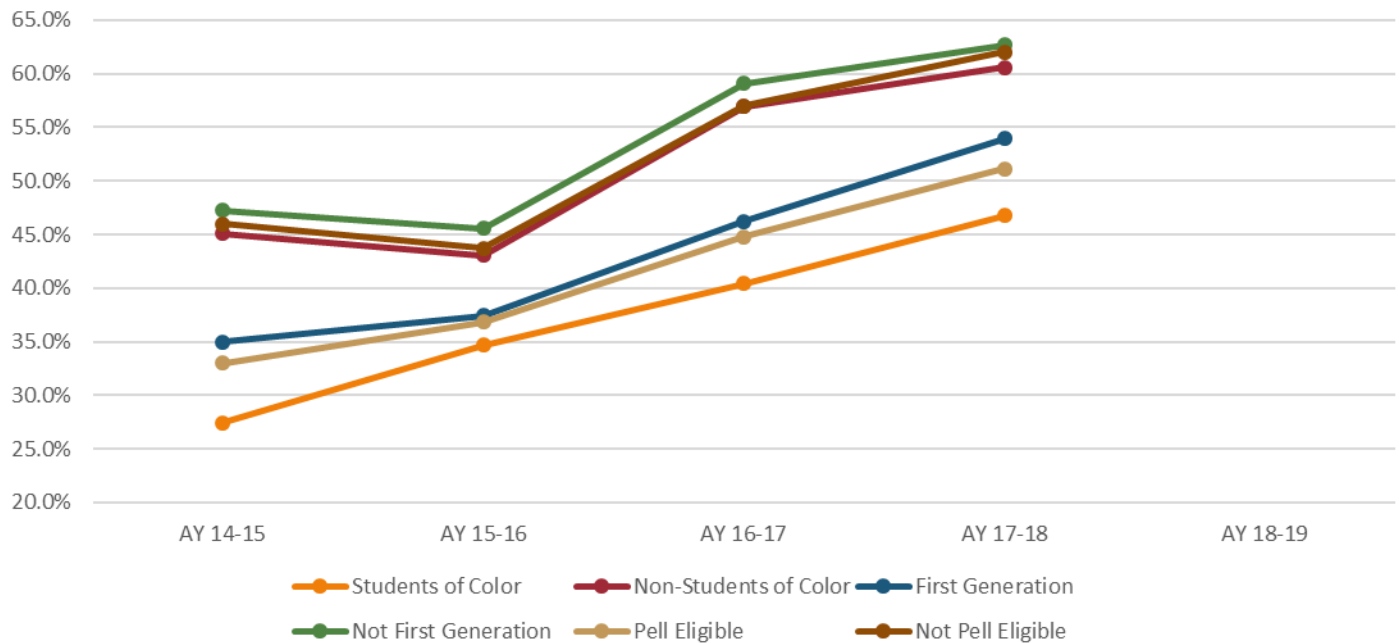




Table 9.7: NJC Completion of Gateway Math Courses in 1st Year

Equity Group	AY 14-15	AY 15-16	AY 16-17	AY 17-18	AY 18-19 ⁴	1-Year Change	4-Year Change
Race/Ethnicity:							
Students of Color	27.5%	34.6%	40.4%	46.8%		6.3%	19.3%
Non-Students of Color	45.1%	43.1%	57.0%	60.6%		3.6%	15.5%
First Generation Status:							
First Generation	35.0%	37.4%	46.2%	53.9%		7.7%	19.0%
Not First Generation	47.2%	45.5%	59.1%	62.7%		3.6%	15.5%
Pell Eligibility:							
Pell Eligible	33.0%	36.8%	44.8%	51.1%		6.3%	18.1%
Not Pell Eligible	46.0%	43.7%	57.0%	62.0%		5.0%	16.0%
NJC Total	39.6%	40.8%	51.7%	57.3%		5.6%	17.7%

Chart 9.3
NJC: Percent of Students Completing a Gateway Math Course in 1st Year



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



Table 9.8: NJC Successful Course Completion Rate for Gateway Math Courses

Equity Group	AY 14-15	AY 15-16	AY 16-17	AY 17-18	AY 18-19	1-Year Change	5-Year Change
Race/Ethnicity:							
Students of Color	59.3%	37.5%	66.7%	50.0%	53.5%	3.5%	-5.8%
Non-Students of Color	65.1%	76.7%	74.1%	67.8%	63.0%	-4.8%	-2.1%
First Generation Status:							
First Generation	63.8%	62.3%	70.1%	62.2%	57.0%	-5.2%	-6.8%
Not First Generation	63.5%	72.7%	74.0%	66.2%	64.9%	-1.3%	1.4%
Pell Eligibility:							
Pell Eligible	75.6%	60.0%	70.5%	61.8%	53.5%	-8.3%	-22.1%
Not Pell Eligible	56.5%	71.0%	73.0%	65.2%	67.9%	2.7%	11.4%
NJC Total	63.6%	67.0%	72.0%	63.9%	60.6%	-3.3%	-3.0%

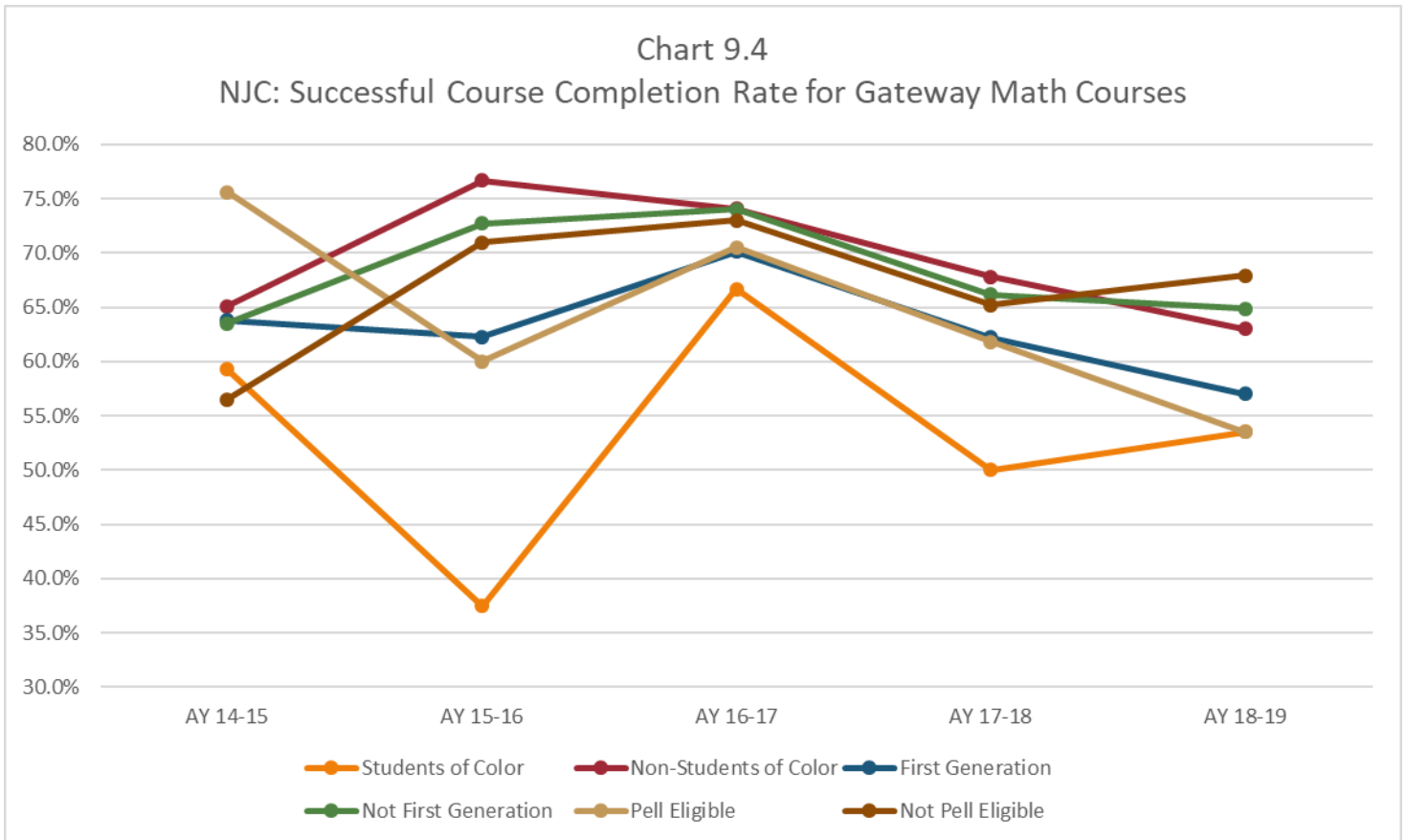
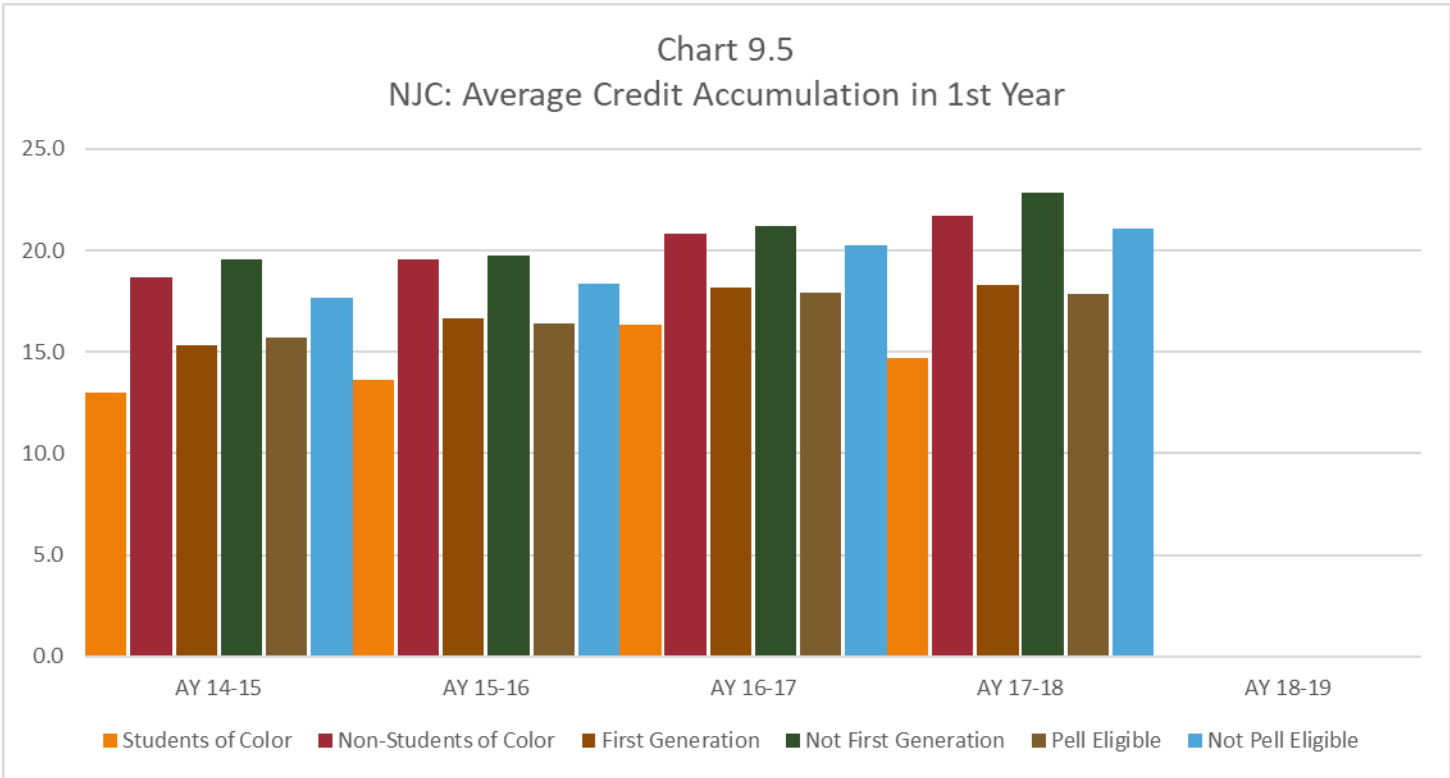




Table 9.9: NJC Average Credit Accumulation in 1st Year

Equity Group	AY 14-15	AY 15-16	AY 16-17	AY 17-18	AY 18-19 ⁵	1-Year Change	4-Year Change
Race/Ethnicity:							
Students of Color	13.0	13.6	16.3	14.7		-10.1%	12.9%
Non-Students of Color	18.7	19.6	20.8	21.7		4.1%	16.2%
First Generation Status:							
First Generation	15.4	16.7	18.1	18.3		1.0%	19.3%
Not First Generation	19.6	19.7	21.2	22.8		7.5%	16.8%
Pell Eligibility:							
Pell Eligible	15.7	16.4	17.9	17.9		-0.4%	13.7%
Not Pell Eligible	17.7	18.4	20.3	21.1		4.1%	19.5%
NJC Total	16.9	17.9	19.5	20.0		2.9%	18.5%



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



Table 9.10: NJC Acceleration, Deceleration of Credits from 1st to 2nd Semester

Equity Group	AY 14-15	AY 15-16	AY 16-17	AY 17-18	AY 18-19	1-Year Change	5-Year Change
Race/Ethnicity:							
Students of Color	-0.18	-0.98	0.48	0.50	2.74	2.24	2.92
Non-Students of Color	0.67	-1.48	-0.08	0.24	3.22	2.98	2.55
First Generation Status:							
First Generation	0.29	-1.79	-0.09	0.02	3.16	3.14	2.87
Not First Generation	0.60	-0.77	0.33	0.71	3.05	2.34	2.45
Pell Eligibility:							
Pell Eligible	0.59	-1.85	-0.63	0.09	2.54	2.45	1.95
Not Pell Eligible	0.22	-0.96	0.59	0.45	3.58	3.13	3.36
NJC Total	0.40	-1.35	0.09	0.30	3.11	2.81	2.71

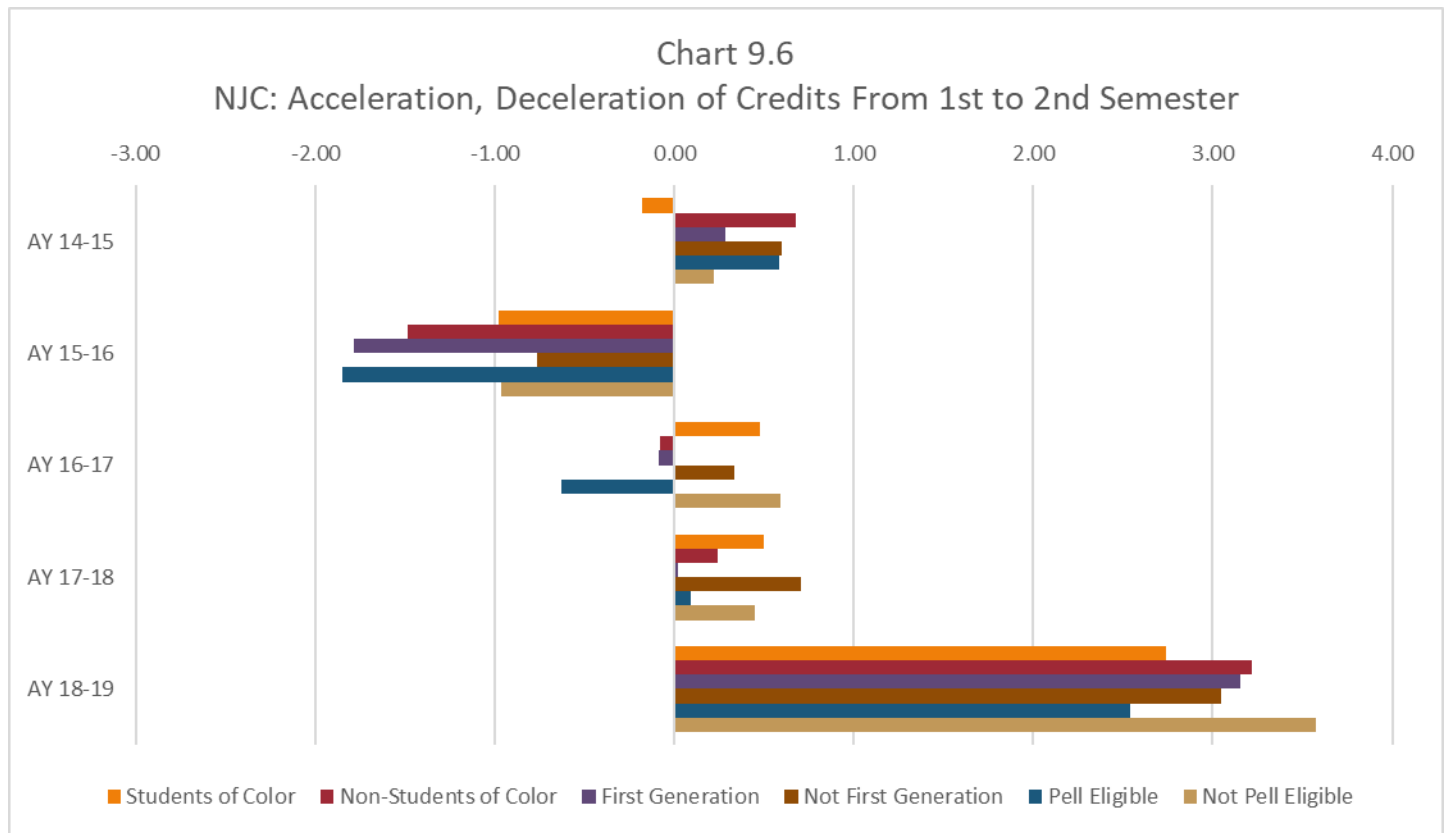




Table 9.11: NJC Successful Course Completion Rate

Equity Group	AY 14-15	AY 15-16	AY 16-17	AY 17-18	AY 18-19	1-Year Change	5-Year Change
Race/Ethnicity:							
Students of Color	64.3%	69.7%	71.5%	73.4%	77.9%	4.5%	13.6%
Non-Students of Color	82.2%	83.3%	84.3%	86.1%	84.5%	-1.5%	2.3%
First Generation Status:							
First Generation	73.0%	76.9%	77.3%	79.4%	79.2%	-0.2%	6.2%
Not First Generation	83.4%	83.5%	84.7%	86.7%	86.9%	0.2%	3.5%
Pell Eligibility:							
Pell Eligible	68.4%	71.4%	72.5%	76.1%	75.6%	-0.5%	7.2%
Not Pell Eligible	84.3%	84.9%	85.5%	86.5%	87.3%	0.8%	3.0%
Student Type:							
First-Time	69.7%	71.6%	71.8%	71.8%	78.2%	6.4%	8.5%
Continuing/Readmit	77.8%	79.1%	82.7%	82.7%	83.1%	0.4%	5.3%
Transfer	77.1%	79.9%	73.8%	73.8%	74.4%	0.6%	-2.7%
Other	95.4%	96.0%	95.4%	95.4%	95.5%	0.1%	0.1%
NJC Total	77.6%	79.9%	80.7%	82.7%	82.8%	0.1%	5.2%

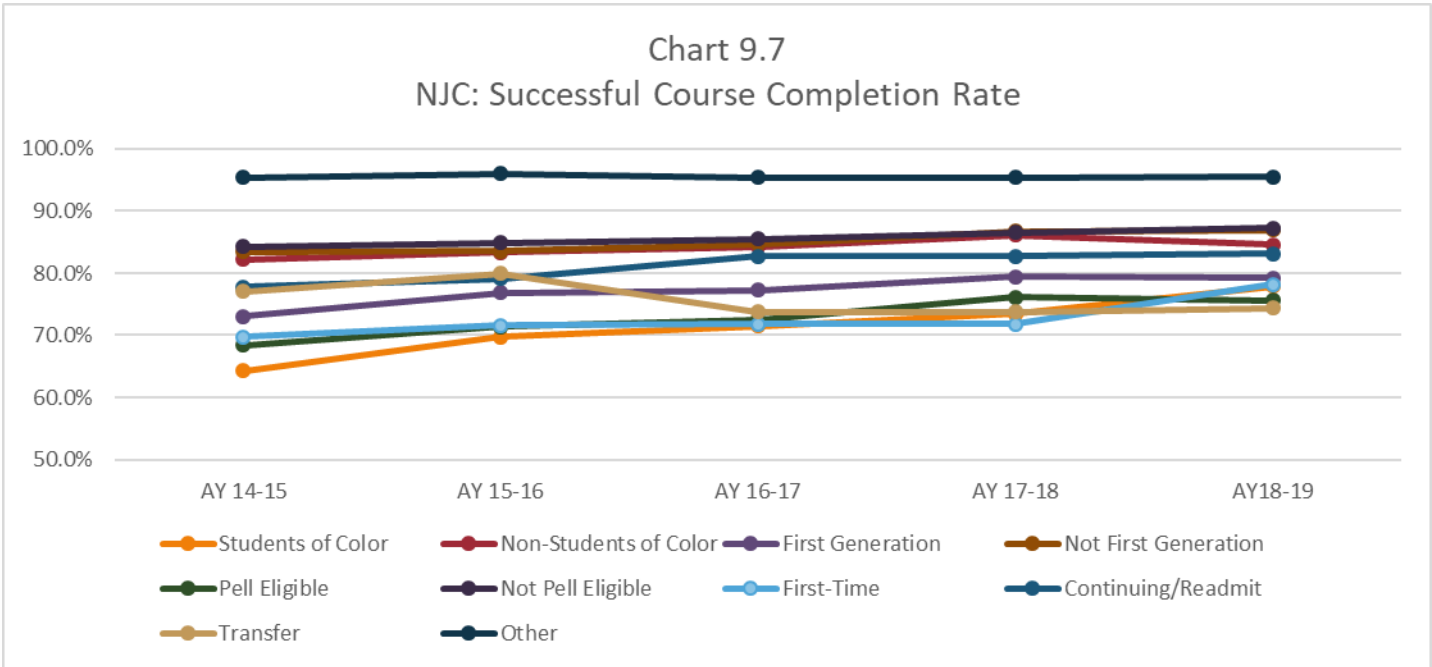




Table 9.12: NJC Students Enrolled at Fall Census But Earned No Credits

Equity Group	Fall 14	Fall 15	Fall 16	Fall 17	Fall 18	1-Year Change	5-Year Change
Race/Ethnicity:							
Students of Color	18.9%	11.9%	13.0%	12.5%	7.3%	-5.2%	-11.6%
Non-Students of Color	7.7%	4.4%	5.5%	5.7%	4.5%	-1.2%	-3.2%
First Generation Status:							
First Generation	14.4%	8.1%	10.2%	10.1%	6.7%	-3.4%	-7.7%
Not First Generation	5.4%	3.8%	4.0%	4.3%	3.5%	-0.7%	-1.9%
Pell Eligibility:							
Pell Eligible	18.9%	11.7%	13.3%	12.5%	8.3%	-4.2%	-10.6%
Not Pell Eligible	5.3%	3.5%	4.7%	5.1%	3.7%	-1.4%	-1.6%
Student Type:							
First-Time	18.5%	11.7%	12.1%	14.2%	7.3%	-6.9%	-11.2%
Continuing/Readmit	8.4%	6.0%	5.4%	5.1%	4.5%	-0.6%	-3.8%
Transfer	9.2%	7.6%	13.0%	10.8%	10.8%	0.0%	1.7%
Other	1.3%	0.6%	2.8%	1.7%	2.3%	0.6%	1.0%
NJC Total	10.2%	6.1%	7.3%	7.4%	5.2%	-2.2%	-5.0%

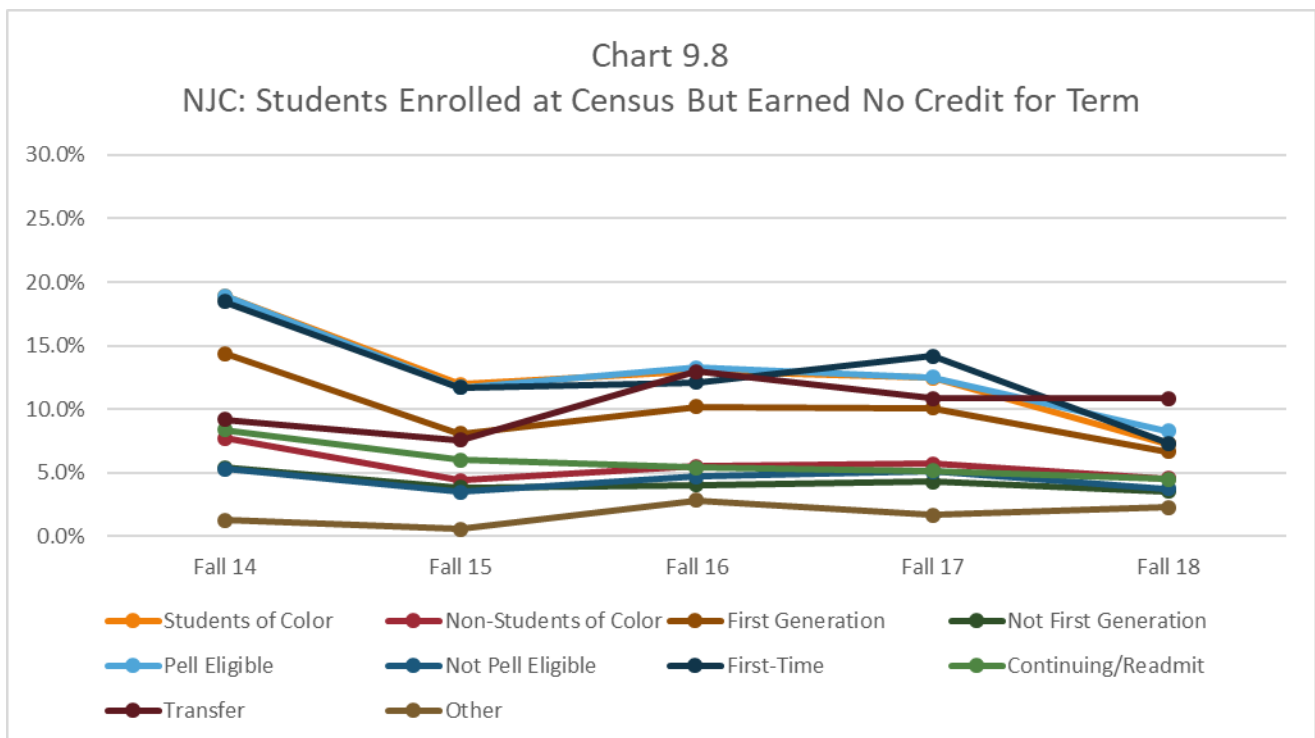




Table 9.13: NJC Completion of a Student Success Course

Equity Group	AY 14-15	AY 15-16	AY 16-17	AY 17-18	AY 18-19	1-Year Change	5-Year Change
Race/Ethnicity:							
Students of Color	2.6%	4.9%	5.2%	4.1%	0.6%	-3.5%	-2.0%
Non-Students of Color	0.3%	1.7%	1.4%	0.9%	1.8%	1.0%	1.5%
First Generation Status:							
First Generation	1.1%	2.4%	2.8%	1.9%	0.4%	-1.4%	-0.6%
Not First Generation	0.5%	2.2%	1.6%	1.0%	2.7%	1.7%	2.2%
Pell Eligibility:							
Pell Eligible	1.4%	4.2%	4.0%	2.8%	0.9%	-2.0%	-0.5%
Not Pell Eligible	0.5%	1.4%	1.3%	0.8%	2.0%	1.1%	1.5%
NJC Total	0.8%	2.3%	2.2%	1.4%	1.6%	0.2%	0.8%

Chart 9.9
NJC: Percent of Students Completing a Student Success Course

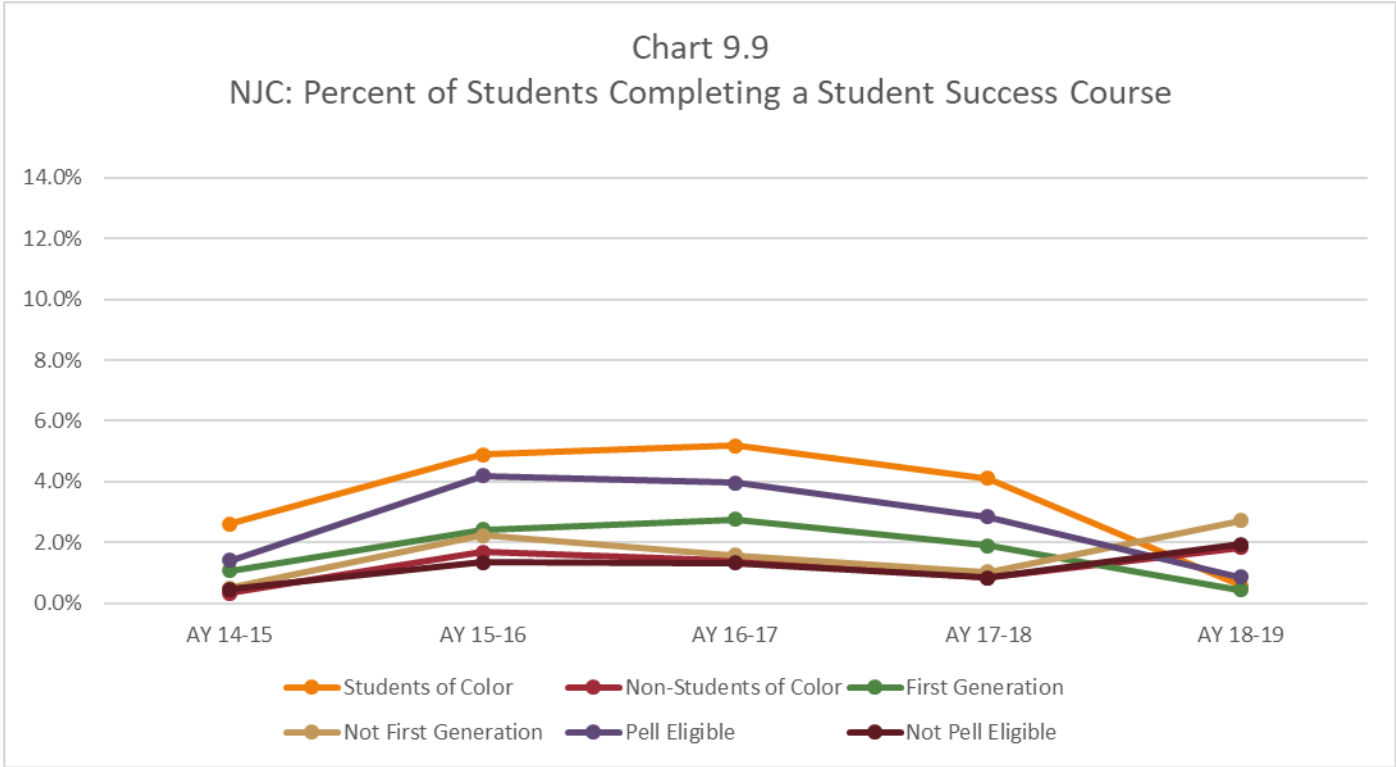




Table 9.14: NJC Student Success Course Completion Rate

Equity Group	AY 14-15	AY 15-16	AY 16-17	AY 17-18	AY 18-19	1-Year Change	5-Year Change
Race/Ethnicity:							
Students of Color	54.5%	91.7%	100.0%	75.0%	82.8%	7.8%	28.2%
Non-Students of Color	66.7%	92.0%	95.0%	70.6%	66.7%	-3.9%	0.0%
First Generation Status:							
First Generation	52.2%	92.6%	96.3%	65.4%	44.4%	-21.0%	-7.8%
Not First Generation	75.0%	90.9%	100.0%	90.9%	89.7%	-1.2%	14.7%
Pell Eligibility:							
Pell Eligible	52.4%	93.3%	96.0%	69.6%	55.6%	-14.0%	3.2%
Not Pell Eligible	70.0%	89.5%	100.0%	78.6%	86.2%	7.6%	16.2%
Student Type:							
First-Time	75.0%	95.8%	100.0%	71.4%	80.6%	9.2%	5.6%
Continuing/Readmit	47.6%	87.5%	92.3%			0.0%	-47.6%
Transfer	100.0%	100.0%	100.0%	100.0%	50.0%	-50.0%	-50.0%
Other						0.0%	0.0%
NJC Total	58.1%	91.8%	97.6%	73.0%	78.9%	5.9%	20.8%

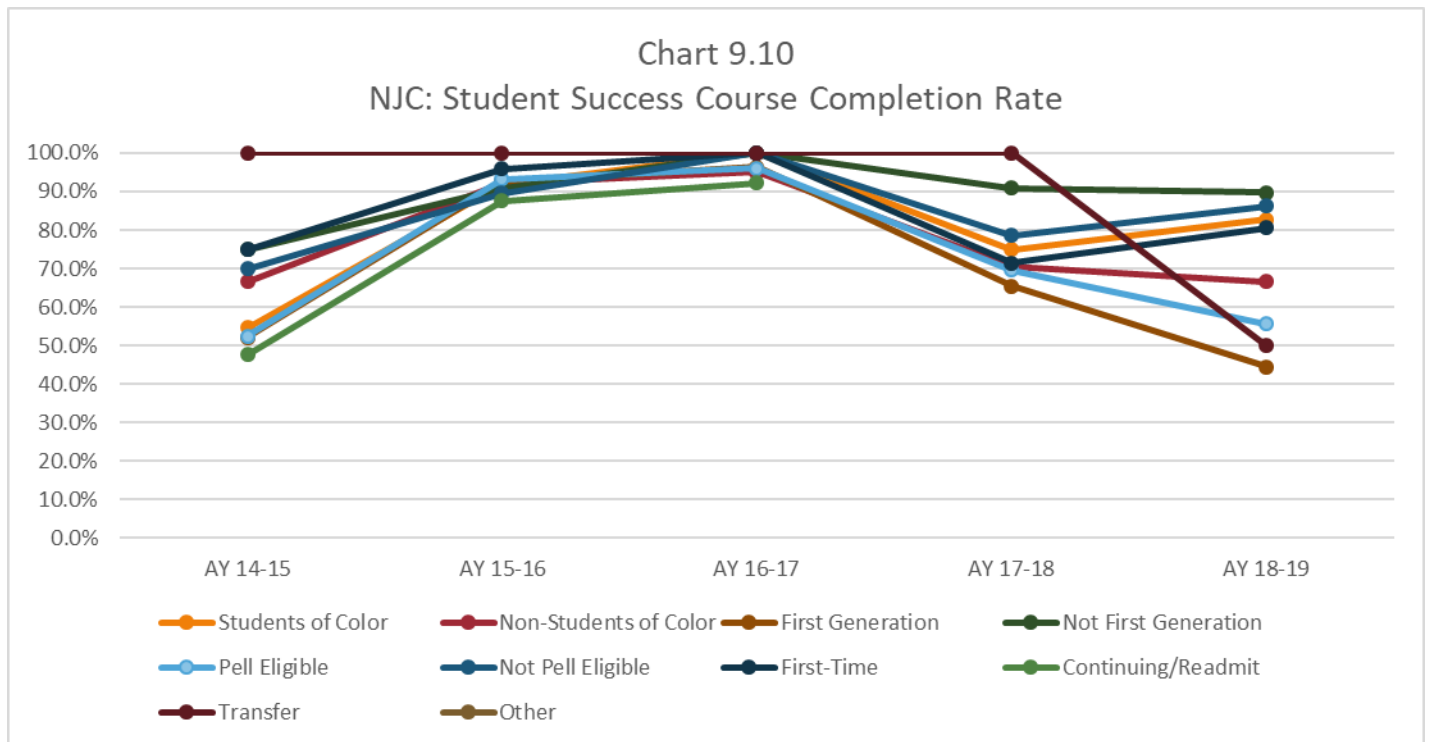
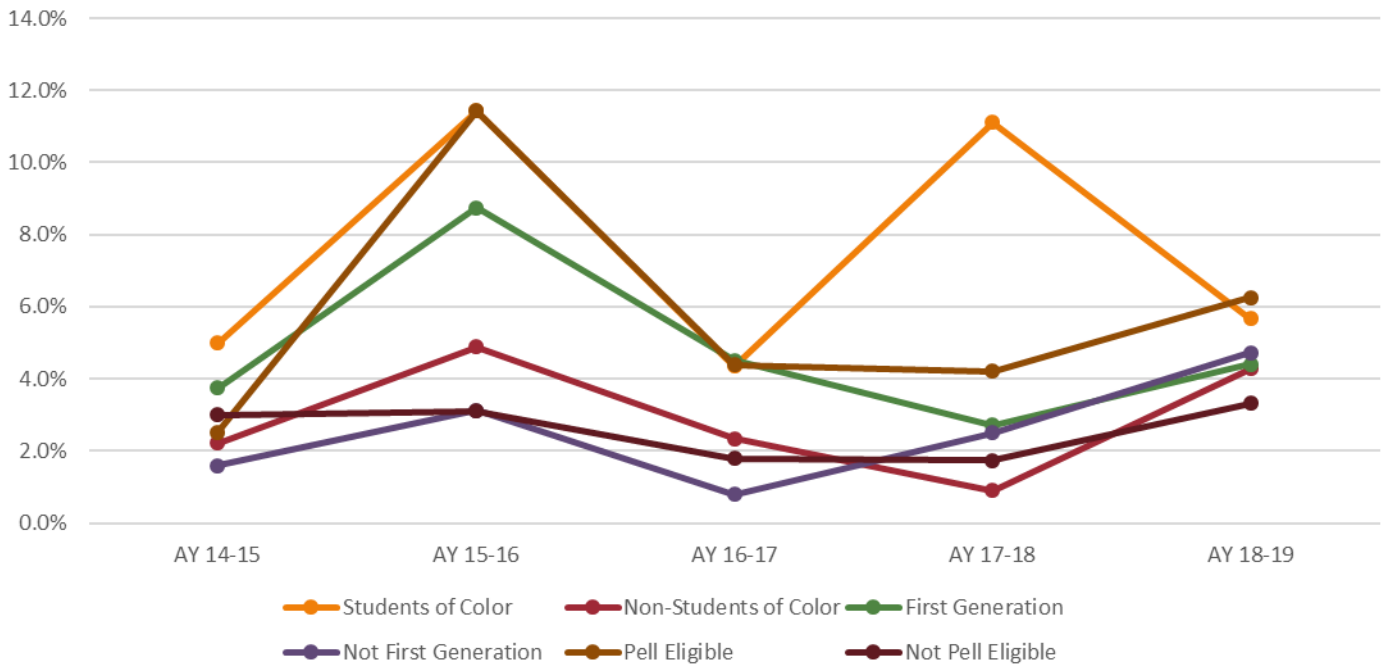




Table 9.15: NJC Precipitous Decline in GPA from 1st to 2nd Semester

Equity Group	AY 14-15	AY 15-16	AY 16-17	AY 17-18	AY 18-19	1-Year Change	5-Year Change
Race/Ethnicity:							
Students of Color	5.0%	11.4%	4.3%	11.1%	5.7%	-5.5%	0.7%
Non-Students of Color	2.2%	4.9%	2.3%	0.9%	4.3%	3.4%	2.1%
First Generation Status:							
First Generation	3.8%	8.7%	4.5%	2.7%	4.4%	1.7%	0.7%
Not First Generation	1.6%	3.1%	0.8%	2.5%	4.7%	2.2%	3.1%
Pell Eligibility:							
Pell Eligible	2.5%	11.4%	4.4%	4.2%	6.3%	2.0%	3.7%
Not Pell Eligible	3.0%	3.1%	1.8%	1.7%	3.3%	1.6%	0.3%
NJC Total	2.8%	6.0%	2.8%	2.6%	4.6%	1.9%	1.8%

Chart 9.11
NJC: Precipitous Decline in GPA from 1st to 2nd Semester



NORTHEASTERN JUNIOR COLLEGE: STUDENT SUCCESS KPMS

Table 9.16: NJC KPM 1.1 Increase the Number of Degrees & Certificates Awarded

Equity Group	AY 14-15	AY 15-16	AY 16-17	AY 17-18	AY 18-19	1-Year Change	5-Year Change
Race/Ethnicity:							
Students of Color	55	142	107	121	89	-26.4%	61.8%
Non-Students of Color	327	642	565	571	581	1.8%	77.7%
First Generation Status:							
First Generation	181	453	383	405	356	-12.1%	96.7%
Not First Generation	201	331	289	287	314	9.4%	56.2%
Pell Eligibility:							
Pell Eligible	174	287	283	252	260	3.2%	49.4%
Not Pell Eligible	208	497	389	440	410	-6.8%	97.1%
Student Type:							
First-Time	49	20	51	26	28	7.7%	-42.9%
Continuing/Readmit	332	760	612	654	631	-3.5%	90.1%
Transfer	1	4	9	12	11	-8.3%	1000.0%
Other	0	0	0	0	0	----	----
NJC Total	382	784	672	692	670	-3.2%	75.4%
KPM Goal						1.0%	

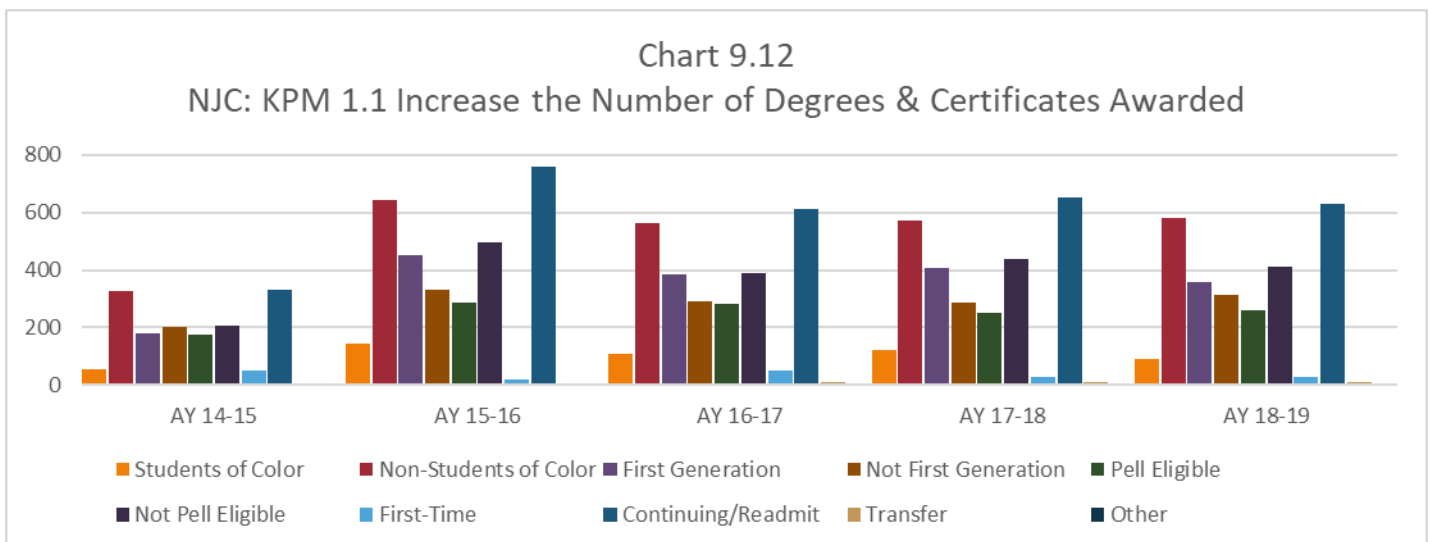




Table 9.17: NJC KPM 1.1 Degree & Certificate Programs with Greatest 1-Year Increase in Number Awarded

NJC Program	Change From AY 17-18 to AY 18-19	5-Year Median Wage of Our Graduates ⁶	Meets Living Wage for Service Area = \$33,038.70
150499 - Electromechanical & Instrument	30	\$38,981.34	✓
520201 - Business Admin & Management, G	17	\$35,516.98	✓
010101 - Agricultural Business & Manage	5	\$39,293.34	✓
430203 - Fire Science/Fire-fighting	5	\$46,104.51	✓
131210 - Early Childhood Ed & Teaching	4	NA	
480508 - Welding Tech/Welder	4	NA	
513801 - Registered Nursing/Nurse	3	\$64,927.43	✓
010105 - Agricultural/Farm Supplies Ret	1	\$39,293.34	✓
010106 - Agricultural Business Tech	1	\$39,293.34	✓
190706 - Child Development	0	\$19,447.20	

Table 9.18: NJC KPM 1.1 Degree & Certificate Programs with Greatest 5-Year Increase in Number Awarded

NJC Program	Change From AY 14-15 to AY 18-19	5-Year Median Wage of Our Graduates ²⁹	Meets Living Wage for Service Area = \$33,038.70
470613 - Medium/Heavy Vehicle & Truck T	60	\$49,227.39	✓
150499 - Electromechanical & Instrument	48	\$38,981.34	✓
480508 - Welding Tech/Welder	47	NA	
520201 - Business Admin & Management, G	45	\$35,516.98	✓
513801 - Registered Nursing/Nurse	26	\$64,927.43	✓
470604 - Automobile/Automotive Mechanic	25	\$49,227.39	✓
240199 - Liberal Arts & Sciences, Gener	21	\$38,298.89	✓
240101 - Liberal Arts & Sciences/Libera	16	\$38,298.89	✓
510904 - Emergency Medical Tech/Techn (15	\$41,296.32	✓
010101 - Agricultural Business & Manage	10	\$39,293.34	✓

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



Table 9.19: NJC KPM 1.2 Exceed the National Fall-to-Fall Retention Rate for Full-Time Students

Equity Group	AY 14-15	AY 15-16	AY 16-17	AY 17-18	AY 18-19	1-Year Change	5-Year Change
Race/Ethnicity:							
Students of Color	49.1%	41.5%	45.3%	47.1%	45.3%	-1.9%	-3.8%
Non-Students of Color	67.1%	64.2%	59.4%	64.7%	68.5%	3.7%	1.4%
First Generation Status:							
First Generation	58.3%	52.1%	52.2%	53.8%	58.8%	5.0%	0.5%
Not First Generation	68.0%	65.0%	60.1%	66.3%	70.1%	3.8%	2.1%
Pell Eligibility:							
Pell Eligible	55.0%	51.3%	45.3%	52.4%	57.2%	4.8%	2.2%
Not Pell Eligible	72.1%	62.7%	64.7%	65.0%	67.7%	2.6%	-4.5%
NJC Total	62.7%	57.0%	55.6%	59.0%	63.1%	4.1%	0.4%
National Public 2-Year Schools	60.5%	61.1%	62.1%	62.3%	NA		

Chart 9.13
NJC: KPM 1.2 Exceed the National Fall-to-Fall Retention Rate, Full-Time Students

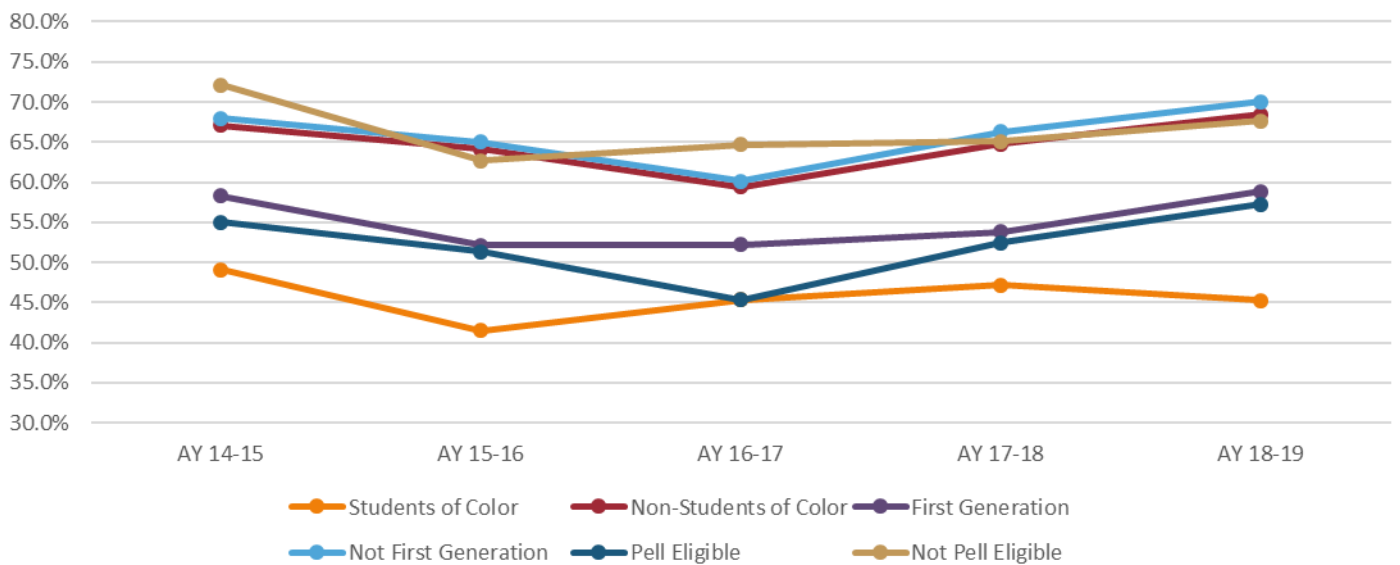




Table 9.20: NJC KPM 1.2 Exceed the National Fall-to-Fall Retention Rate for Part-Time Students

Equity Group	AY 14-15	AY 15-16	AY 16-17	AY 17-18	AY 18-19	1-Year Change	5-Year Change
Race/Ethnicity:							
Students of Color	25.0%	8.0%	33.3%	26.7%	42.9%	16.2%	17.9%
Non-Students of Color	27.9%	22.6%	35.3%	50.0%	42.1%	-7.9%	14.2%
First Generation Status:							
First Generation	21.4%	8.8%	26.7%	34.6%	36.8%	2.2%	15.4%
Not First Generation	38.1%	36.7%	45.5%	52.4%	57.1%	4.8%	19.0%
Pell Eligibility:							
Pell Eligible	18.2%	4.3%	33.3%	26.7%	18.2%	-8.5%	0.0%
Not Pell Eligible	31.7%	34.1%	35.3%	50.0%	60.0%	10.0%	28.3%
NJC Total	27.0%	18.4%	34.6%	42.6%	42.3%	-0.2%	15.3%
National Public 2-Year Schools	44.9%	44.9%	46.0%	46.5%	NA		

Chart 9.14
NJC: KPM Exceed the National Fall-to-Fall Retention Rate for Part-Time Students

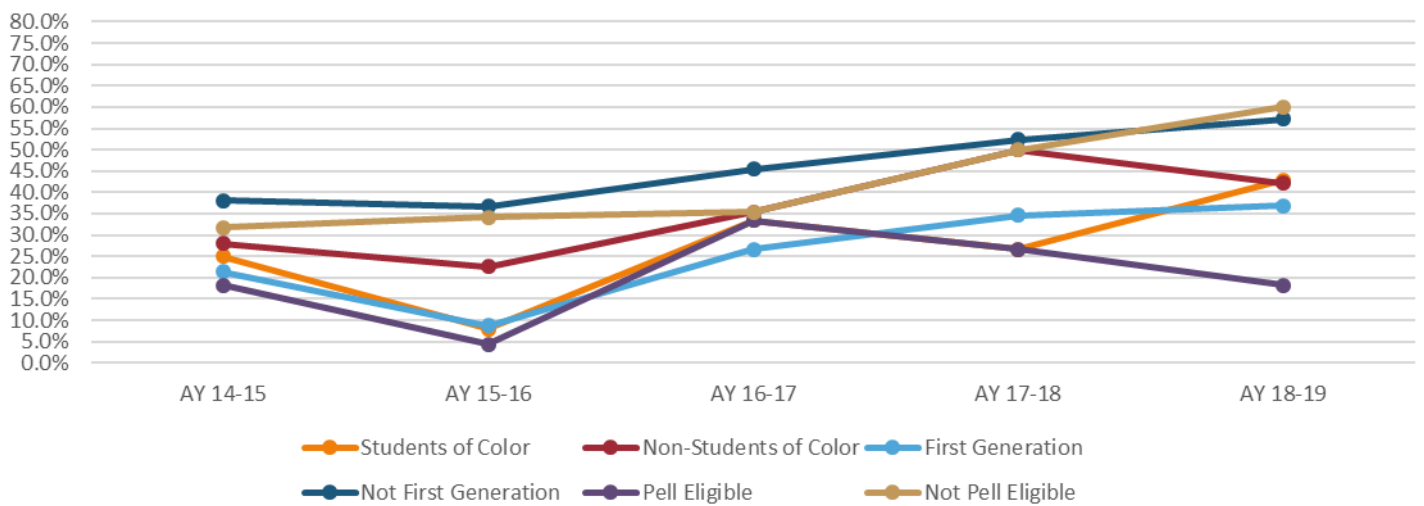




Table 9.21: NJC KPM 1.2 Exceed the National Fall-to-Spring Retention Rate for Full-Time Students

Equity Group	AY 14-15	AY 15-16	AY 16-17	AY 17-18	AY 18-19	1-Year Change	5-Year Change
Race/Ethnicity:							
Students of Color	78.2%	80.3%	72.1%	65.7%	72.6%	6.9%	-5.6%
Non-Students of Color	89.4%	85.8%	85.0%	80.1%	85.2%	5.0%	-4.2%
First Generation Status:							
First Generation	84.6%	82.3%	76.9%	71.3%	78.0%	6.7%	-6.6%
Not First Generation	89.2%	87.0%	87.7%	81.2%	89.2%	8.0%	0.0%
Pell Eligibility:							
Pell Eligible	82.7%	80.2%	72.7%	69.4%	77.8%	8.4%	-5.0%
Not Pell Eligible	91.5%	88.0%	89.4%	81.0%	85.8%	4.8%	-5.8%
NJC Total	86.7%	84.1%	81.6%	75.5%	82.3%	6.8%	-4.4%
National Public 2-Year Schools	NA	NA	NA	NA	NA		

Chart 9.15
NJC: KPM 1.2 Exceed the National Fall-to-Spring Retention Rate for Full-Time Students

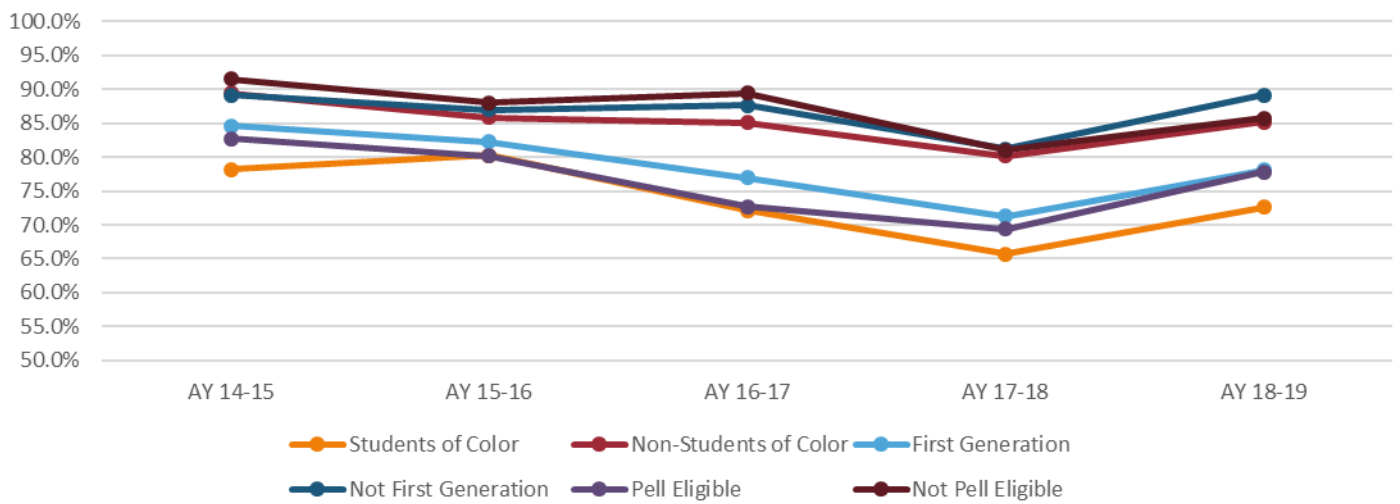




Table 9.22: NJC KPM 1.2 Exceed the National Fall-to-Spring Retention Rate for Part-Time Students

Equity Group	AY 14-15	AY 15-16	AY 16-17	AY 17-18	AY 18-19	1-Year Change	5-Year Change
Race/Ethnicity:							
Students of Color	45.0%	16.0%	50.0%	46.7%	42.9%	-3.8%	-2.1%
Non-Students of Color	58.1%	41.9%	50.0%	53.1%	57.9%	4.8%	-0.2%
First Generation Status:							
First Generation	50.0%	28.1%	43.3%	50.0%	42.1%	-7.9%	-7.9%
Not First Generation	61.9%	46.7%	59.1%	52.4%	85.7%	33.3%	23.8%
Pell Eligibility:							
Pell Eligible	68.2%	17.4%	44.4%	33.3%	27.3%	-6.1%	-40.9%
Not Pell Eligible	46.3%	53.7%	52.9%	59.4%	73.3%	14.0%	27.0%
NJC Total	54.0%	34.5%	50.0%	51.1%	53.8%	2.8%	-0.1%
National Public 2-Year Schools	NA	NA	NA	NA	NA		

Chart 9.16
NJC: KPM 1.2 Exceed the National Fall-to-Spring Retention Rate for Part-Time Students

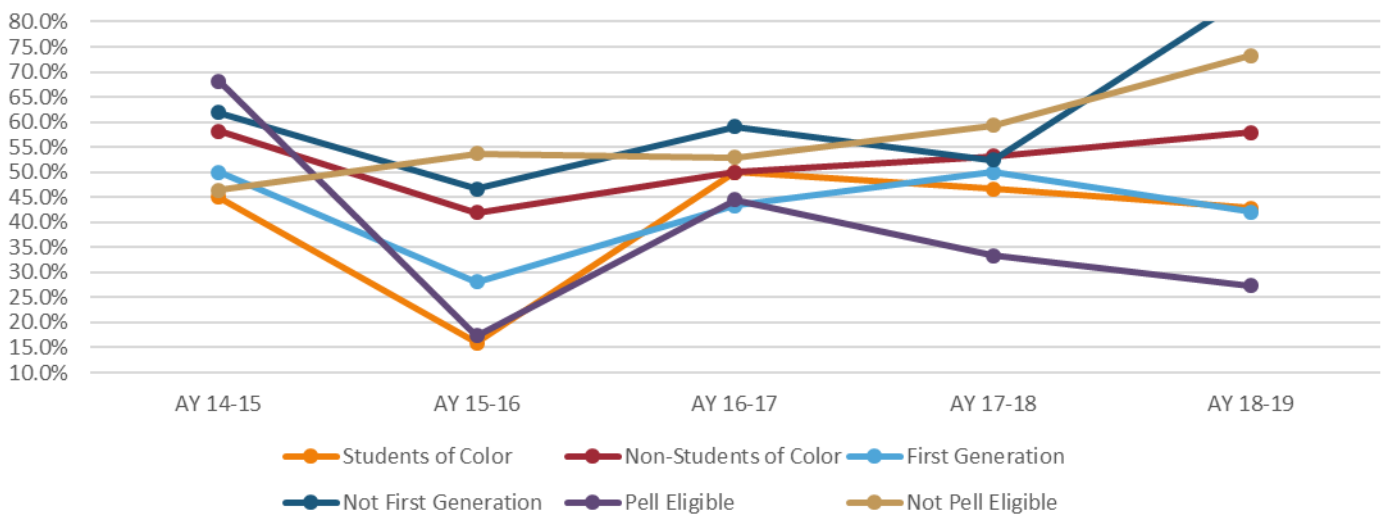




Table 9.23: NJC KPM 1.7 Increase Distance & Hybrid Success Rates to Match On-Campus Success Rates

Equity Group	AY 14-15	AY 15-16	AY 16-17	AY 17-18	AY 18-19	1-Year Change	5-Year Change
Race/Ethnicity:							
Students of Color	49.1%	57.2%	67.3%	64.6%	70.8%	6.1%	21.7%
Non-Students of Color	69.4%	77.5%	75.8%	78.2%	77.9%	-0.2%	8.6%
First Generation Status:							
First Generation	56.8%	68.2%	69.9%	70.2%	71.7%	1.5%	14.9%
Not First Generation	74.0%	80.0%	80.0%	80.3%	81.9%	1.5%	7.9%
Pell Eligibility:							
Pell Eligible	57.1%	66.5%	67.2%	66.5%	68.1%	1.6%	11.0%
Not Pell Eligible	69.9%	77.9%	78.9%	80.1%	81.4%	1.3%	11.6%
Student Type:							
First-Time	49.7%	68.0%	64.7%	58.6%	70.3%	11.7%	20.6%
Continuing/Readmit	64.1%	69.1%	71.6%	74.1%	73.9%	-0.2%	9.8%
Transfer	77.2%	86.4%	79.0%	70.9%	62.0%	-8.9%	-15.2%
Other	90.7%	89.9%	91.5%	95.0%	94.1%	-1.0%	3.4%
NJC Total	63.8%	73.3%	73.9%	74.5%	76.0%	1.4%	12.1%
On-Campus Success Rate	79.8%	81.5%	82.2%	84.5%	84.6%	0.1%	4.8%

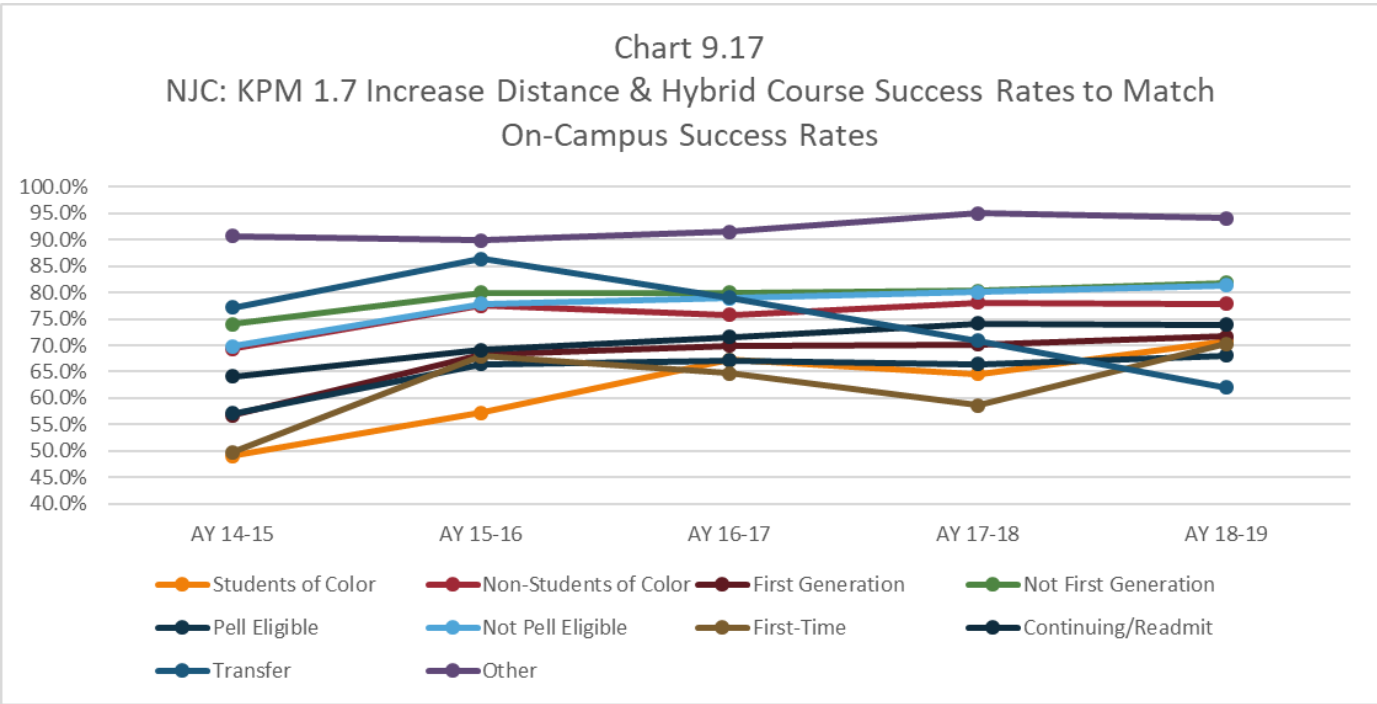
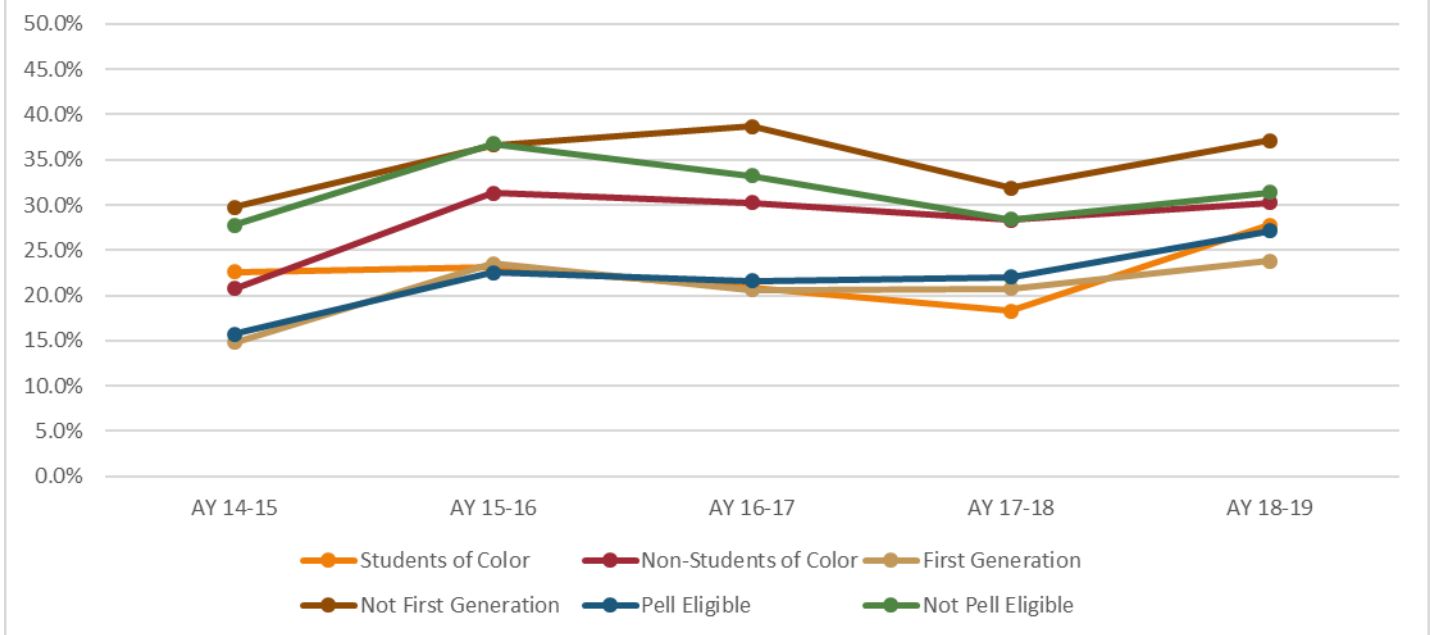




Table 9.24: NJC KPM 3.2 Increase Percentage of Successful Transfers to 4-Year Institutions

Equity Group	AY 14-15	AY 15-16	AY 16-17	AY 17-18	AY 18-19	1-Year Change	5-Year Change
Race/Ethnicity:							
Students of Color	22.6%	23.1%	20.9%	18.3%	27.7%	9.5%	5.1%
Non-Students of Color	20.7%	31.3%	30.3%	28.4%	30.2%	1.9%	9.5%
First Generation Status:							
First Generation	14.8%	23.5%	20.6%	20.8%	23.8%	3.1%	9.0%
Not First Generation	29.8%	36.6%	38.6%	31.9%	37.1%	5.3%	7.4%
Pell Eligibility:							
Pell Eligible	15.7%	22.5%	21.6%	22.0%	27.1%	5.1%	11.5%
Not Pell Eligible	27.7%	36.8%	33.2%	28.4%	31.4%	3.0%	3.6%
NJC Total	21.3%	29.2%	27.4%	25.5%	29.4%	3.9%	8.2%
KPM Goal						2.0%	

Chart 9.18
NJC: Increase Percentage of Successful Transfers to 4-Year Institutions



NORTHEASTERN JUNIOR COLLEGE: CONCURRENT ENROLLMENT KPMS

Table 9.25: NJC KPM 3.1 Increase Matriculation of Concurrent Enrollment Students to a CCCS Institution Within 4 Years of High School Graduation

Equity Group	AY 14-15	AY 15-16	AY 16-17	AY 17-18	AY 18-19	1-Year Change	5-Year Change
Race/Ethnicity:							
Students of Color	46.2%	35.1%	50.9%	60.0%	41.8%	-18.2%	-4.3%
Non-Students of Color	52.4%	51.3%	52.1%	48.2%	47.4%	-0.8%	-5.0%
First Generation Status:							
First Generation	51.4%	56.2%	52.1%	46.4%	43.9%	-2.5%	-7.5%
Not First Generation	52.0%	46.2%	51.7%	53.6%	49.5%	-4.2%	-2.5%
Pell Eligibility:							
Pell Eligible	100.0%	100.0%	100.0%	69.2%	100.0%	30.8%	0.0%
Not Pell Eligible	51.2%	49.4%	51.2%	49.3%	46.0%	-3.4%	-5.3%
NJC Total	51.8%	49.6%	51.9%	50.0%	46.7%	-3.3%	-5.1%
KPM Goal						1.0%	

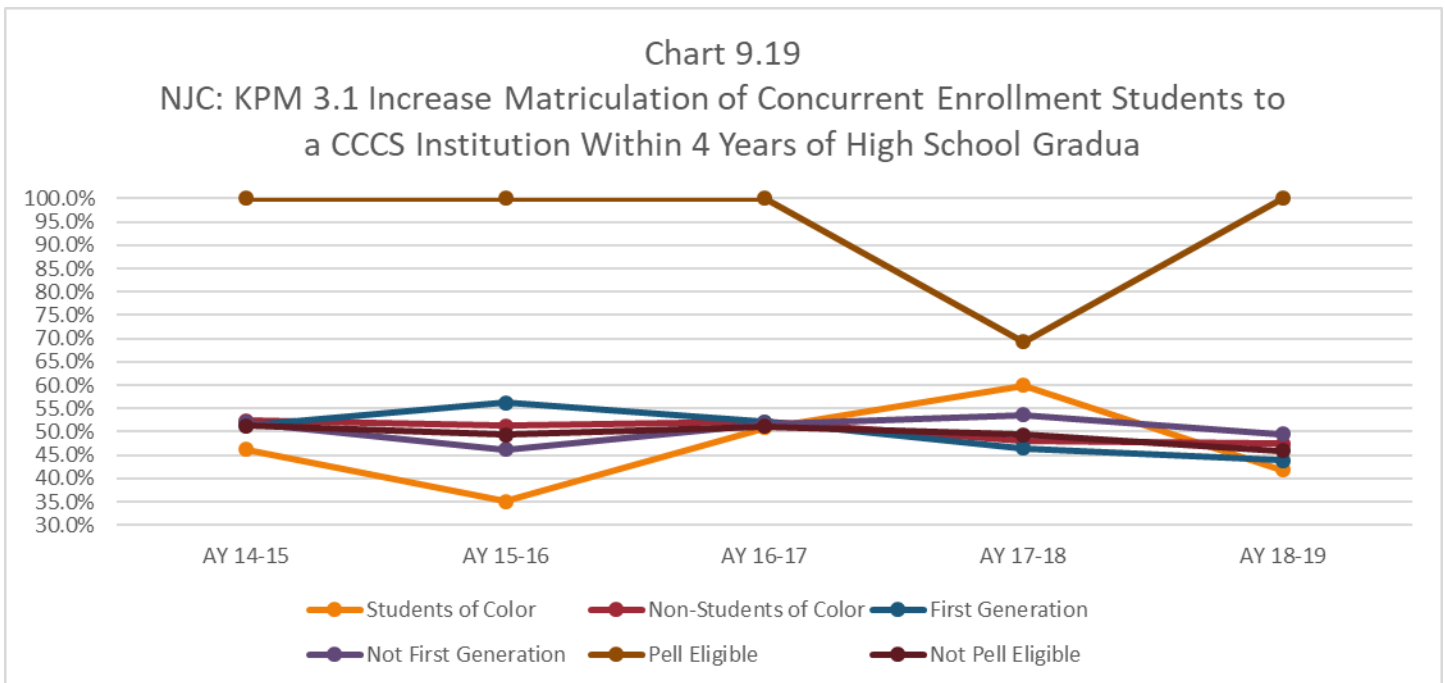


Table 9.26: NJC KPM 3.1 Increase NJC College Credentials Awarded to Concurrent Enrollment Students

Equity Group	AY 14-15	AY 15-16	AY 16-17	AY 17-18	AY 18-19	1-Year Change	5-Year Change
Race/Ethnicity:							
Students of Color	0	1	0	0	1	----	----
Non-Students of Color	5	5	2	3	7	133.3%	40.0%
First Generation Status:							
First Generation	5	2	2	2	3	50.0%	-40.0%
Not First Generation	0	4	0	1	5	400.0%	----
Pell Eligibility:							
Pell Eligible	1	0	0	0	0	----	-100.0%
Not Pell Eligible	4	6	2	3	8	166.7%	100.0%
NJC Total	5	6	2	3	8	166.7%	60.0%
KPM Goal						1.0%	

Chart 9.20
 NJC: KPM 3.1 Increase the Number of CCCS Credentials Awarded to Concurrent Enrollment Students

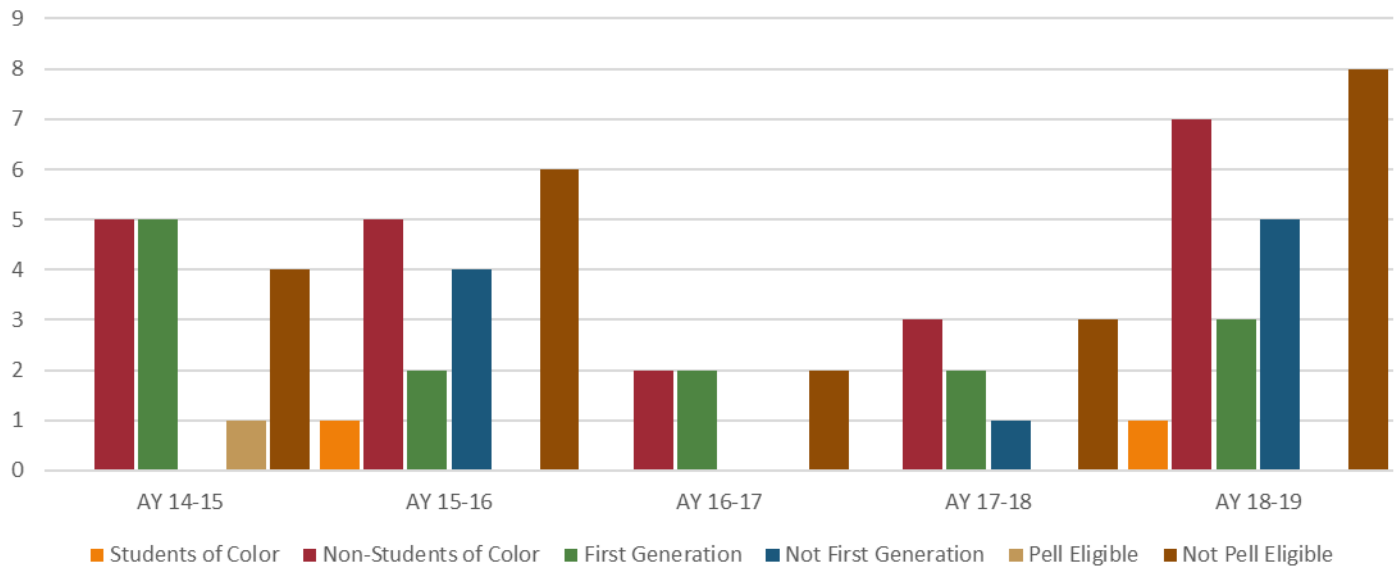
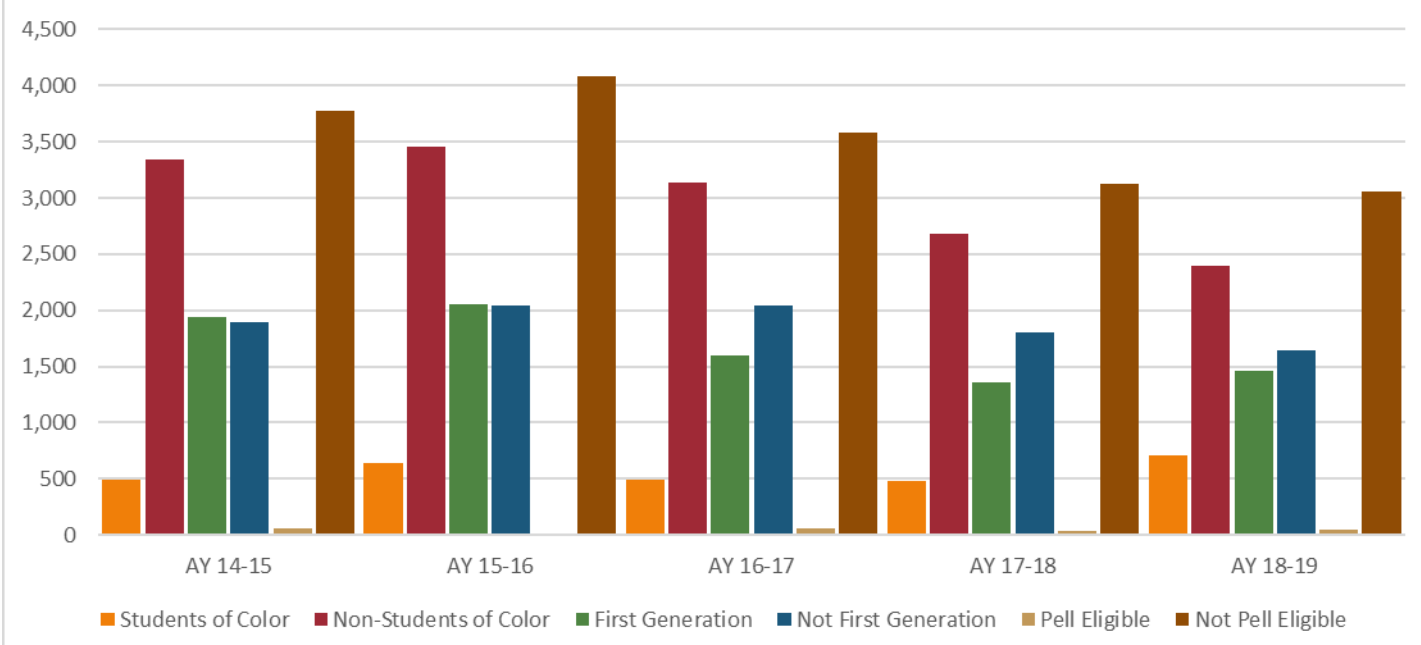




Table 9.27: NJC KPM 3.1 Increase Successful Credit Completion Through Concurrent Enrollment

Equity Group	AY 14-15	AY 15-16	AY 16-17	AY 17-18	AY 18-19	1-Year Change	5-Year Change
Race/Ethnicity:							
Students of Color	488	638	496	483	709	46.7%	45.2%
Non-Students of Color	3,342	3,460	3,141	2,684	2,397	-10.7%	-28.3%
First Generation Status:							
First Generation	1,941	2,053	1,594	1,360	1,458	7.2%	-24.9%
Not First Generation	1,889	2,045	2,043	1,807	1,648	-8.8%	-12.8%
Pell Eligibility:							
Pell Eligible	57	11	59	38	52	36.8%	-8.8%
Not Pell Eligible	3,773	4,087	3,578	3,129	3,053	-2.4%	-19.1%
NJC Total	3,830	4,098	3,637	3,167	3,105	-1.9%	-18.9%
KPM Goal						1.0%	

Chart 9.21
NJC: KPM 3.1 Increase Successful Credit Completion Through Concurrent Enrollment





NORTHEASTERN JUNIOR COLLEGE: SKILLS BUILDERS & OVERALL SUCCESS

Table 9.28: NJC Skills Builders

Equity Group	AY 14-15	AY 15-16	AY 16-17	AY 17-18	AY 18-19	1-Year Change	5-Year Change
Race/Ethnicity:							
Students of Color	0.0%	0.8%	1.7%	1.0%	0.0%	-1.0%	0.0%
Non-Students of Color	4.0%	2.3%	2.1%	3.0%	2.5%	-0.5%	-1.5%
First Generation Status:							
First Generation	2.5%	2.1%	0.6%	2.4%	1.8%	-0.6%	-0.7%
Not First Generation	3.4%	1.8%	4.3%	2.5%	1.5%	-1.0%	-1.9%
Pell Eligibility:							
Pell Eligible	1.3%	1.1%	1.8%	2.4%	2.7%	0.3%	1.4%
Not Pell Eligible	4.7%	2.9%	2.2%	2.5%	0.8%	-1.7%	-3.9%
NJC Total	2.9%	1.9%	2.0%	2.4%	1.7%	-0.7%	-1.2%

Chart 9.22
NJC: Skills Builders

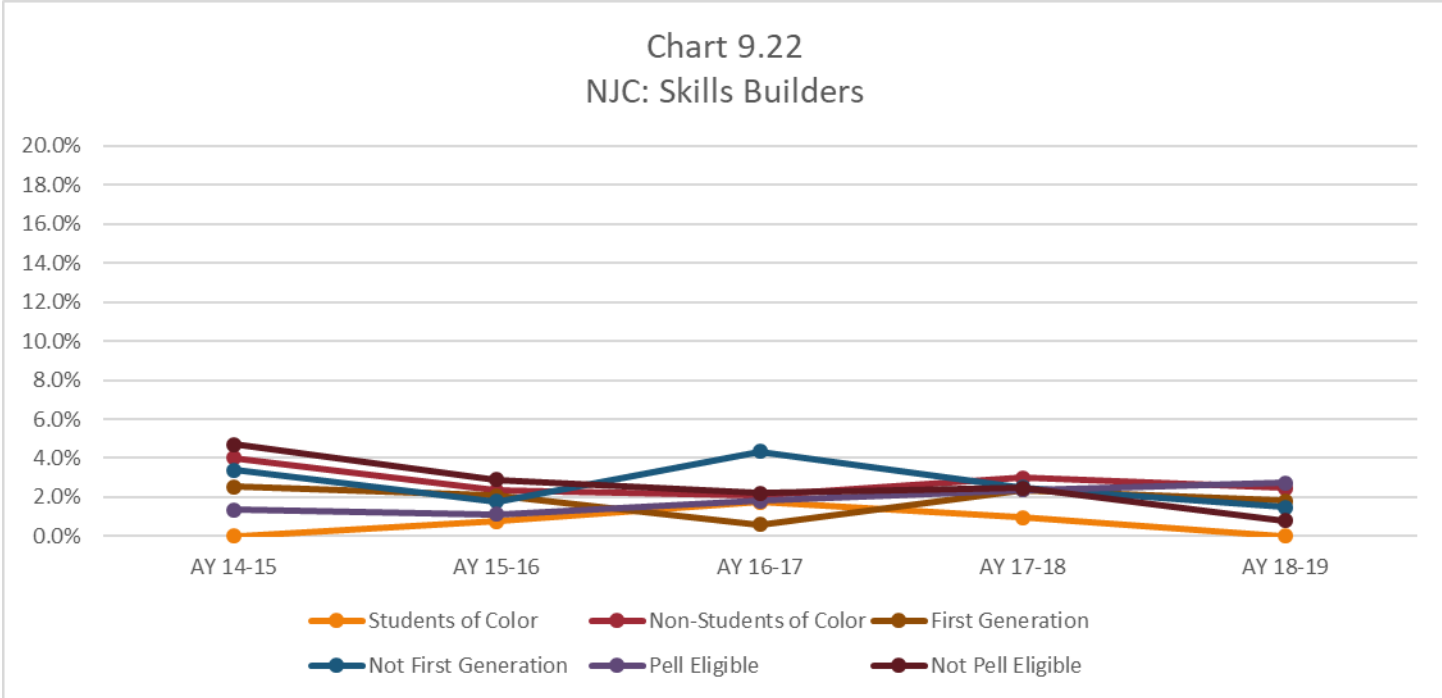
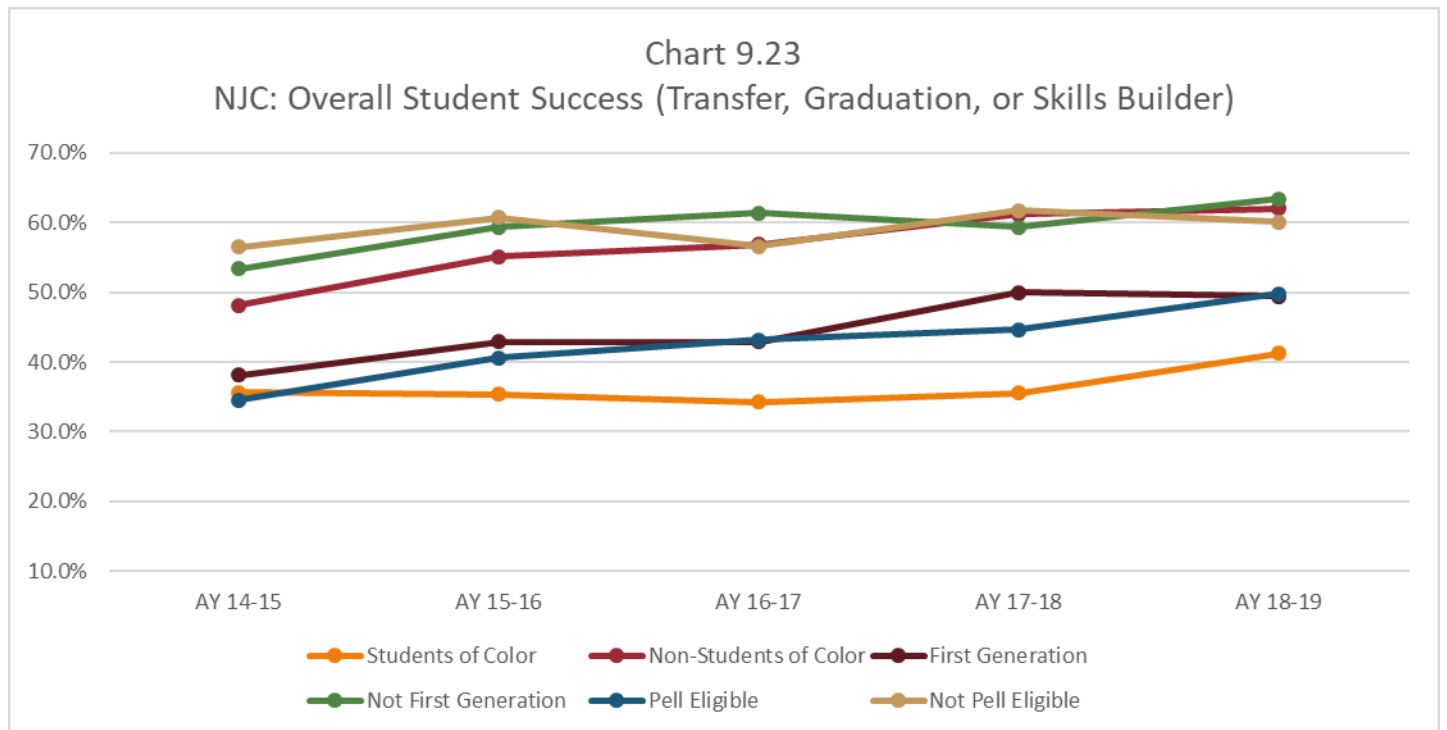




Table 9.29: NJC Overall Student Success (Transfer, Graduation, or Skills Builder)

Equity Group	AY 14-15	AY 15-16	AY 16-17	AY 17-18	AY 18-19	1-Year Change	5-Year Change
Race/Ethnicity:							
Students of Color	35.7%	35.4%	34.3%	35.6%	41.3%	5.7%	5.6%
Non-Students of Color	48.2%	55.1%	56.8%	61.2%	62.0%	0.8%	13.9%
First Generation Status:							
First Generation	38.1%	42.9%	42.9%	50.0%	49.5%	-0.5%	11.3%
Not First Generation	53.4%	59.4%	61.4%	59.4%	63.4%	4.0%	10.0%
Pell Eligibility:							
Pell Eligible	34.5%	40.6%	43.2%	44.6%	49.8%	5.1%	15.2%
Not Pell Eligible	56.5%	60.7%	56.6%	61.8%	60.1%	-1.7%	3.5%
NJC Total	44.7%	50.1%	49.8%	54.0%	55.3%	1.3%	10.6%



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 1ST TO 2ND SEMESTER

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

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

LEADING INDICATOR VI – SUCCESSFUL COURSE COMPLETION RATE

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

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

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

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

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

LEADING INDICATOR VIII – COMPLETION OF A STUDENT SUCCESS COURSE

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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