

PUEBLO COMMUNITY
COLLEGE: STRATEGIC
PLAN METRICS

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11. PUEBLO COMMUNITY COLLEGE

PUEBLO COMMUNITY COLLEGE: STRATEGIC PLAN AY 18-19¹ SNAPSHOT

Table 11.1: PCC AY 18-19 Leading Indicators

57.2% of students completed a gateway English course in their 1st year; **62.0%** of students taking a gateway English course successfully completed

34.8% of students completed a gateway Math course in their 1st year; **58.2%** of students taking a gateway math course successfully completed

Students earned an average of **12.1** credits in their first year

On average, students decreased their accumulated credits from the 1st to 2nd semester by **.54** credits

83.4% of courses attempted were successfully completed

8.8% of students enrolled at Fall census did not earn any credits for the term

4.3% of students completed a student success course; **72.4%** of students taking a student success course successfully completed

13.1% of students experienced a precipitous decline in GPA from the 1st to 2nd semester

Table 11.2: PCC AY 18-19 Student Success Metrics

KPM	Goal	Actual
1.1 – Increase the number of certificates & degrees awarded	1% annually	-2.3%
1.2 – Exceed the national full-time fall-to-fall retention rate	62.3% national	48.5%
1.2 - Exceed the national part-time fall-to-fall retention rate	46.5% national	38.3%
1.2 – Exceed the national full-time fall-to-spring retention rate	Unknown	74.7%
1.2 – Exceed the national part-time fall-to-spring retention rate	Unknown	61.2%
1.7 – Increase online, hybrid, and interactive video course success rates to match on-campus course success rates	87.4% on-campus	73.3%
3.2 – Increase percentage of successful transfers to 4-year institutions for all students	2% annually	1.8%

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 11.3: PCC 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	57.2%	56.3%	58.0%	59.7%
Successful course completion rate – Gateway English	62.0%	54.3%	62.4%	61.6%
% of students completing a gateway Math course in 1 st year	34.8%	37.7%	36.2%	35.3%
Successful course completion rate – Gateway Math	58.2%	56.9%	55.9%	52.8%
Average number of credits earned in first year	12.1	11.6	11.8	11.7
Average change in the number of credits taken from 1 st to 2 nd semester	-0.54	-0.61	-0.50	-0.61
Successful course completion rate – all courses	83.4%	80.8%	81.5%	74.6%
% of students enrolled at Fall census that did not earn any credits for the term	8.8%	10.6%	10.1%	14.0%
% of students completing a student success course	4.3%	5.5%	5.3%	7.8%
Successful course completion rate – student success course	72.4%	72.9%	72.4%	66.9%
% of students experiencing a precipitous decline in GPA from 1 st to 2 nd semester	13.1%	14.5%	10.6%	12.5%
# of students earning a certificate or degree	2,754	1,194	1,569	795
Fall-to-fall retention rate – full-time	53.9%	54.8%	51.5%	53.6%
Fall-to-fall retention rate – part-time	42.1%	39.2%	39.2%	39.4%
Fall-to-spring retention rate – full-time	74.7%	75.1%	73.3%	74.3%
Fall-to-spring retention rate – part-time	61.2%	60.8%	59.7%	57.2%
Successful course completion rate – distance & hybrid courses	73.3%	69.3%	72.3%	70.2%
% of successful transfers to 4-year institutions	9.8%	7.7%	8.0%	7.2%

Table 11.4: PCC AY 18-19 Concurrent Enrollment Metrics

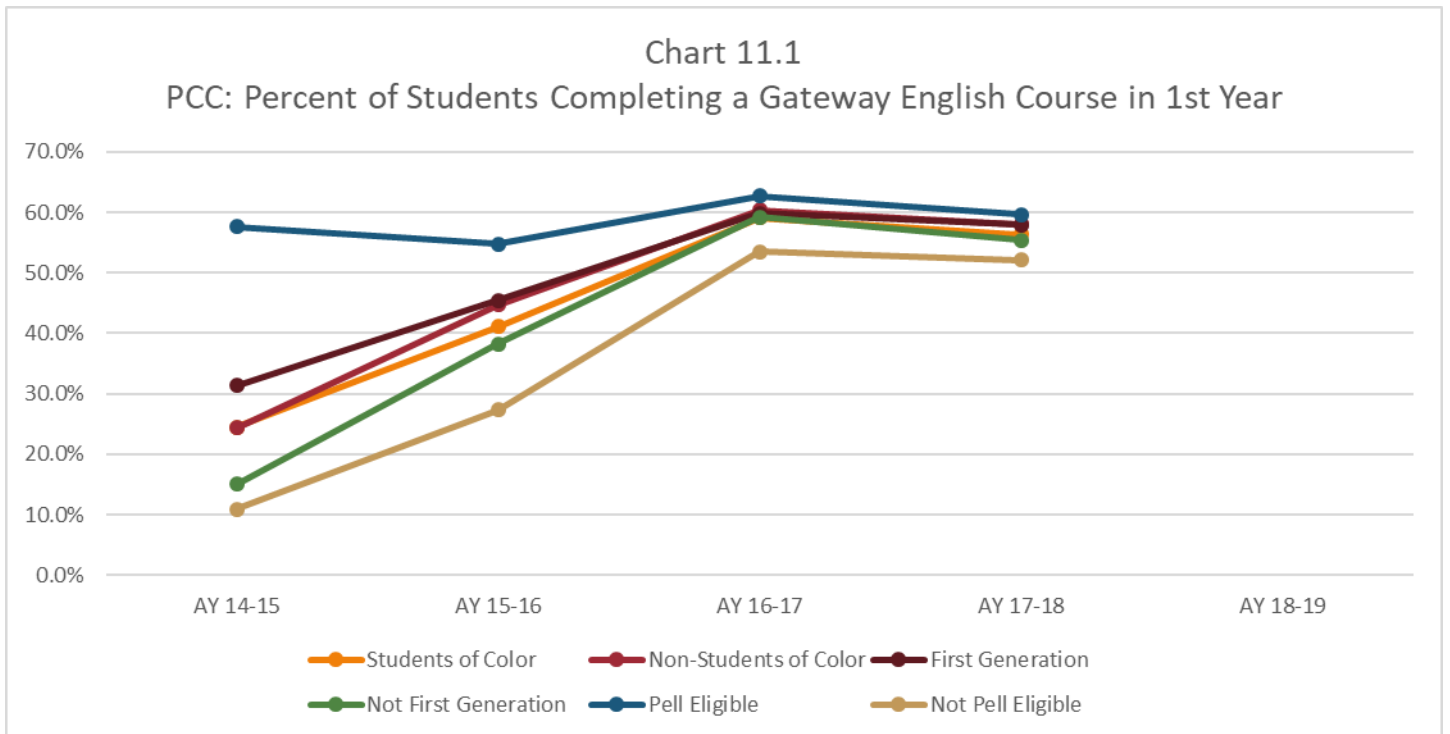
KPM	Goal	Actual
3.1 – Increase matriculation of concurrent enrollment students to a CCCS institution within 4 years of high school graduation	1% annually	-3.3%
3.1 – Increase CCCS college credentials awarded to concurrent enrollment students	1% annually	-7.5%
3.1 – Increase successful credit completion through concurrent enrollment	1% annually	5.9%

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.

PUEBLO COMMUNITY COLLEGE: LEADING INDICATORS

Table 11.5: PCC 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	24.5%	41.1%	59.1%	56.3%		-2.8%	31.8%
Non-Students of Color	24.3%	44.7%	60.3%	58.0%		-2.3%	33.7%
First Generation Status:							
First Generation	31.4%	45.5%	59.8%	58.0%		-1.8%	26.6%
Not First Generation	15.0%	38.3%	59.3%	55.4%		-3.9%	40.3%
Pell Eligibility:							
Pell Eligible	57.7%	54.8%	62.7%	59.7%		-3.1%	2.0%
Not Pell Eligible	10.9%	27.3%	53.5%	52.1%		-1.4%	41.2%
PCC Total	24.4%	43.2%	59.7%	57.2%		-2.5%	32.8%



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



Table 11.6: PCC 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	57.3%	58.3%	61.3%	57.0%	54.3%	-2.7%	-3.0%
Non-Students of Color	63.8%	64.1%	72.5%	71.2%	70.1%	-1.1%	6.3%
First Generation Status:							
First Generation	59.1%	62.5%	64.5%	64.1%	62.4%	-1.7%	3.3%
Not First Generation	65.2%	60.8%	73.0%	66.2%	60.9%	-5.3%	-4.3%
Pell Eligibility:							
Pell Eligible	58.0%	59.8%	66.0%	60.7%	61.6%	0.9%	3.6%
Not Pell Eligible	68.8%	68.4%	68.3%	75.7%	63.3%	-12.4%	-5.5%
PCC Total	60.6%	62.0%	66.7%	64.6%	62.0%	-2.6%	1.4%

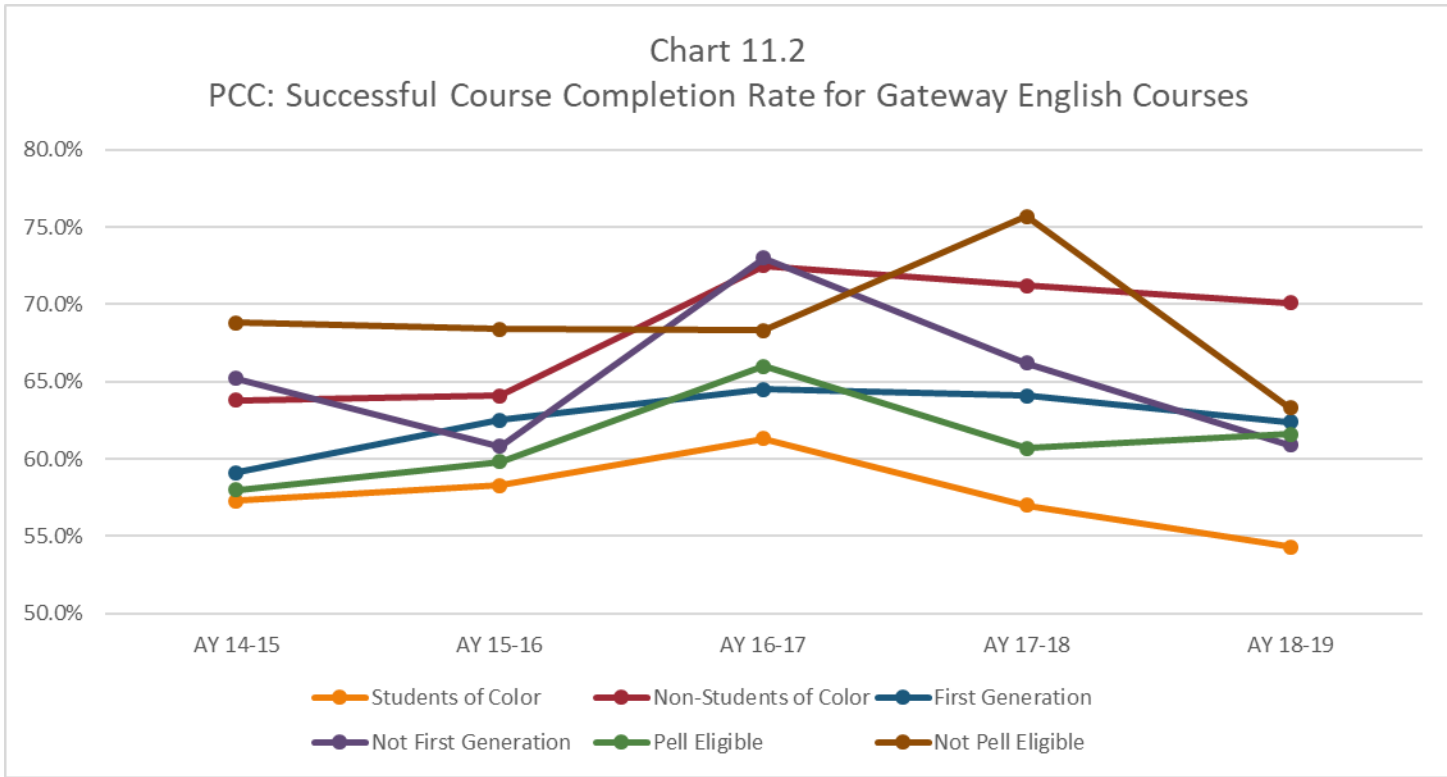
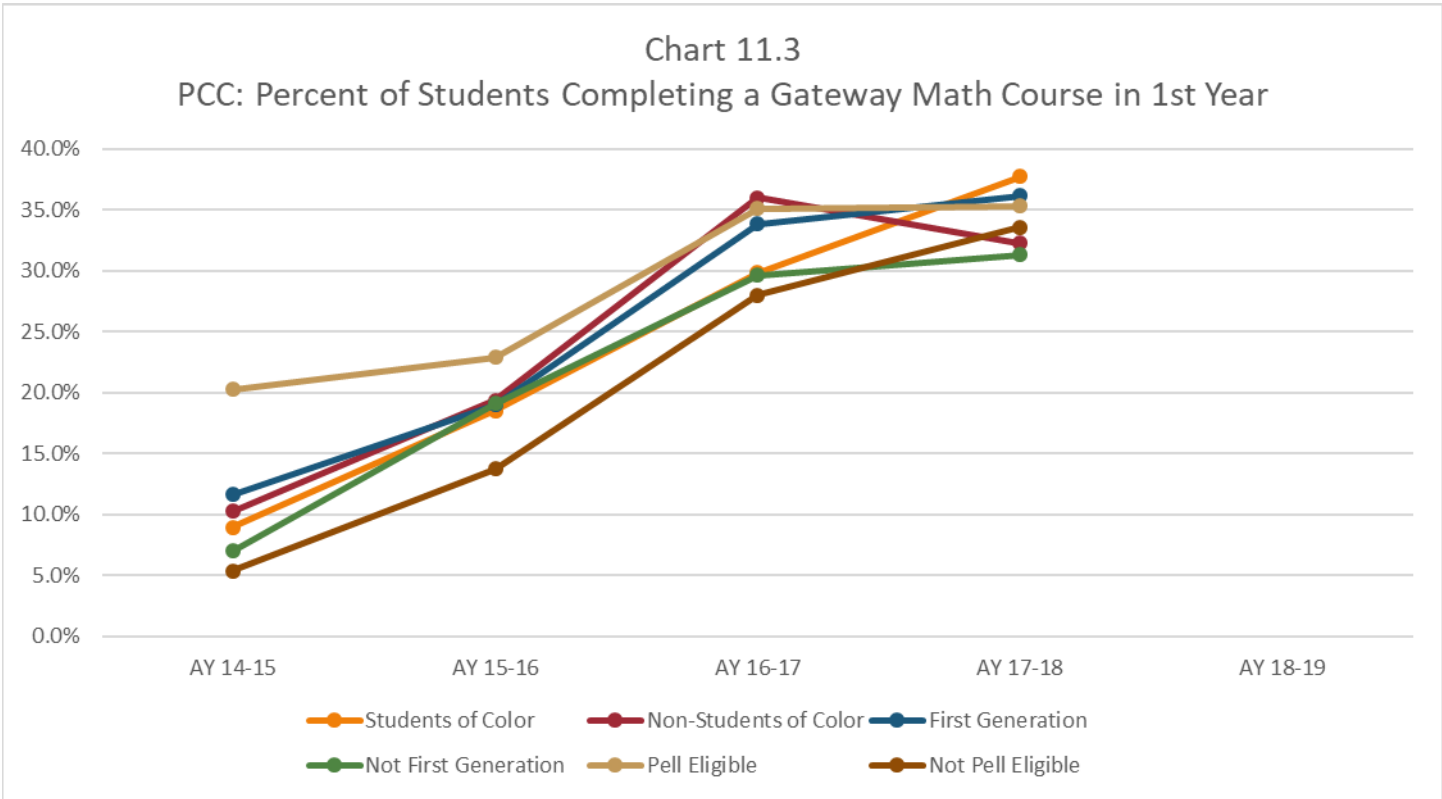




Table 11.7: PCC Completion of Gateway Math Courses in 1st Year

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	9.0%	18.5%	29.8%	37.7%		7.9%	28.7%
Non-Students of Color	10.3%	19.4%	36.0%	32.3%		-3.7%	22.0%
First Generation Status:							
First Generation	11.7%	19.0%	33.8%	36.2%		2.3%	24.5%
Not First Generation	7.0%	19.1%	29.6%	31.3%		1.7%	24.3%
Pell Eligibility:							
Pell Eligible	20.3%	22.9%	35.1%	35.3%		0.2%	15.1%
Not Pell Eligible	5.4%	13.7%	28.0%	33.6%		5.6%	28.2%
PCC Total	9.7%	19.0%	32.8%	34.8%		2.0%	25.1%



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



Table 11.8: PCC 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	66.7%	71.0%	49.2%	54.0%	56.9%	2.9%	-9.8%
Non-Students of Color	53.7%	67.8%	64.4%	65.8%	60.0%	-5.8%	6.3%
First Generation Status:							
First Generation	65.6%	65.4%	55.4%	58.1%	55.9%	-2.2%	-9.7%
Not First Generation	37.5%	73.7%	67.7%	62.7%	64.7%	2.0%	27.2%
Pell Eligibility:							
Pell Eligible	56.4%	66.7%	54.9%	56.3%	52.8%	-3.5%	-3.6%
Not Pell Eligible	68.2%	72.2%	66.7%	68.3%	74.0%	5.7%	5.8%
PCC Total	59.7%	68.9%	57.9%	59.3%	58.2%	-1.1%	-1.5%

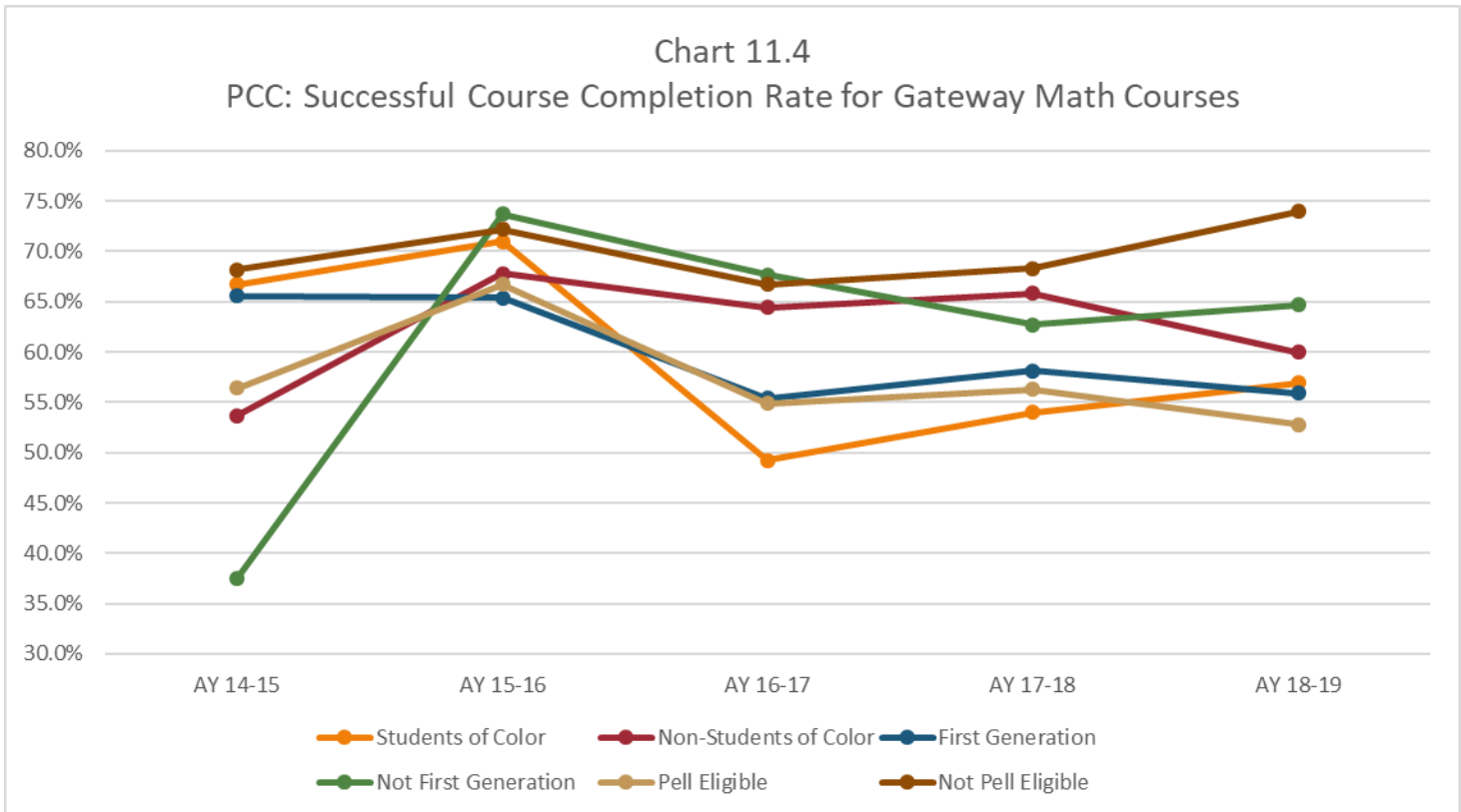
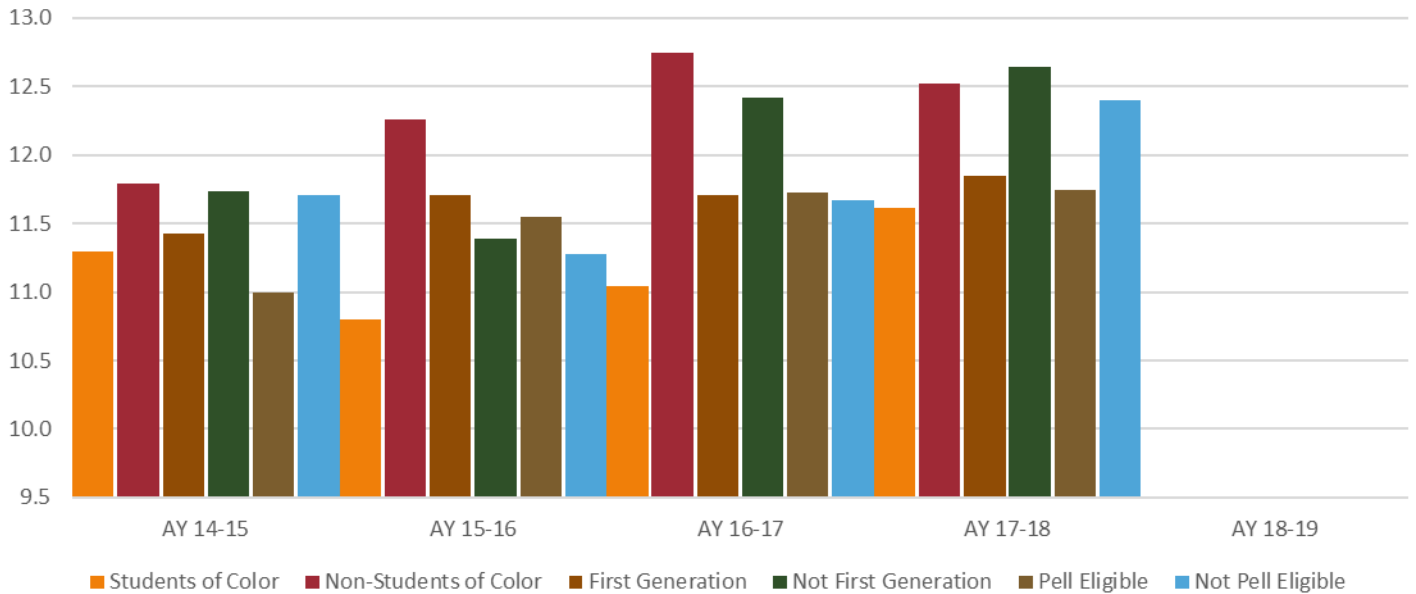




Table 11.9: PCC Average Credit Accumulation in 1st Year

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	11.3	10.8	11.0	11.6		5.2%	2.8%
Non-Students of Color	11.8	12.3	12.7	12.5		-1.8%	6.2%
First Generation Status:							
First Generation	11.4	11.7	11.7	11.8		1.2%	3.7%
Not First Generation	11.7	11.4	12.4	12.6		1.8%	7.8%
Pell Eligibility:							
Pell Eligible	11.0	11.5	11.7	11.7		0.2%	6.8%
Not Pell Eligible	11.7	11.3	11.7	12.4		6.3%	5.9%
PCC Total	11.6	11.6	11.9	12.1		1.7%	4.6%

Chart 11.5
PCC: Average Credit Accumulation in 1st Year



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



Table 11.10: PCC 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	-0.77	-1.97	-0.30	0.21	-0.61	-0.82	0.16
Non-Students of Color	-0.64	-1.21	-1.05	0.87	-0.47	-1.34	0.17
First Generation Status:							
First Generation	-0.76	-1.37	-0.37	0.43	-0.50	-0.93	0.26
Not First Generation	-0.57	-1.97	-1.42	0.87	-0.65	-1.52	-0.08
Pell Eligibility:							
Pell Eligible	-1.02	-1.57	-0.59	0.44	-0.61	-1.04	0.42
Not Pell Eligible	-0.37	-1.47	-0.81	0.79	-0.37	-1.16	0.00
PCC Total	-0.70	-1.54	-0.67	0.56	-0.54	-1.10	0.16

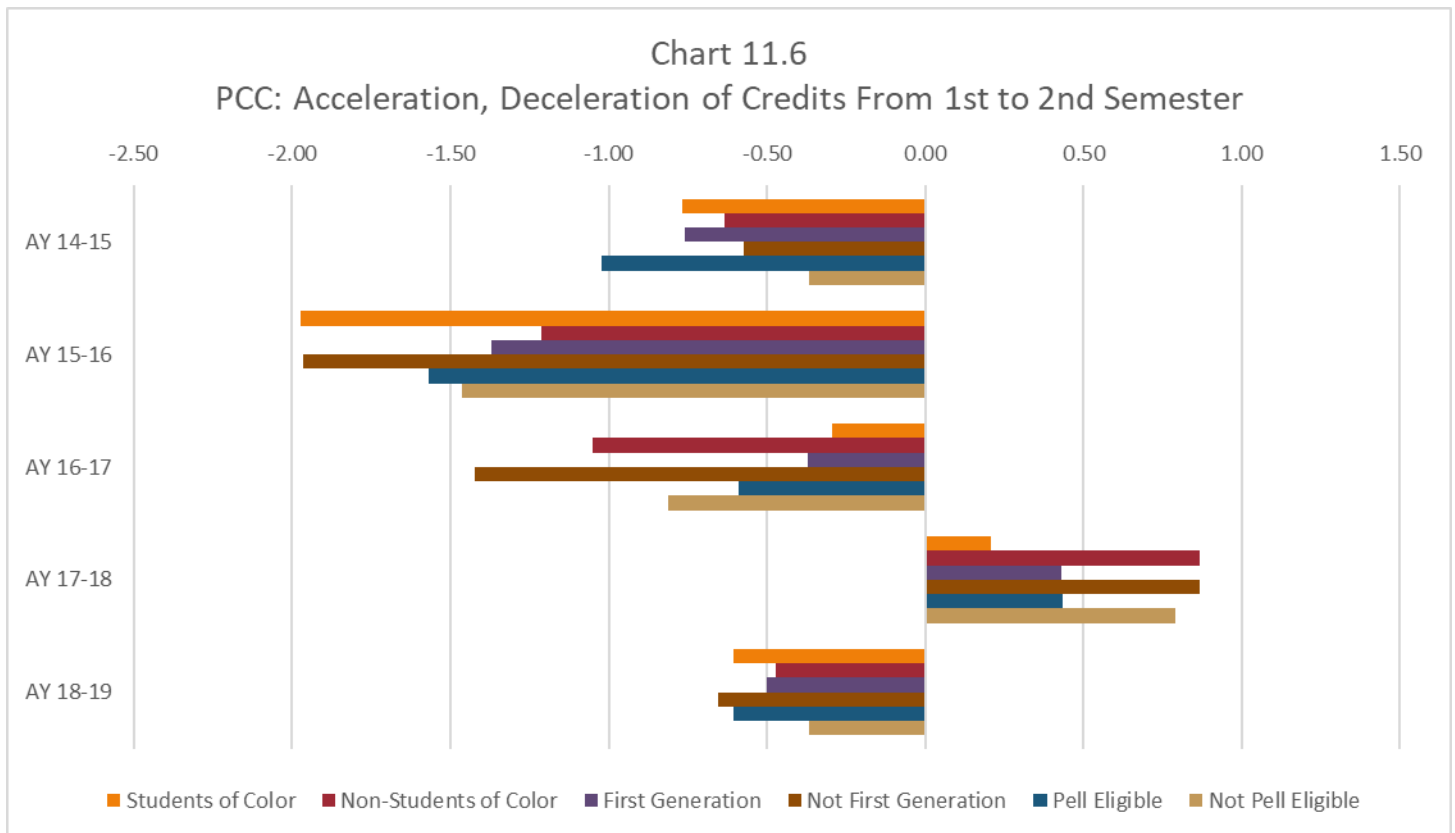
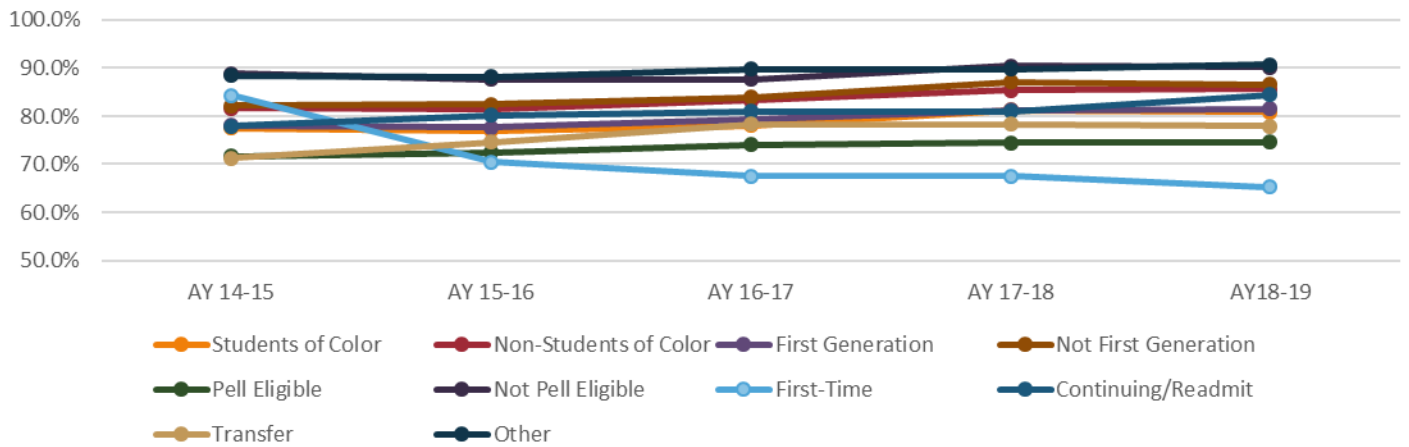




Table 11.11: PCC Successful Course Completion Rate

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	77.6%	77.0%	78.0%	81.2%	80.8%	-0.4%	3.3%
Non-Students of Color	81.7%	81.5%	83.2%	85.3%	85.6%	0.3%	3.9%
First Generation Status:							
First Generation	78.0%	77.6%	79.2%	81.3%	81.5%	0.2%	3.5%
Not First Generation	82.2%	82.5%	83.9%	87.1%	86.6%	-0.5%	4.4%
Pell Eligibility:							
Pell Eligible	71.6%	72.4%	74.1%	74.4%	74.6%	0.2%	3.0%
Not Pell Eligible	88.9%	87.7%	87.6%	90.4%	90.2%	-0.2%	1.3%
Student Type:							
First-Time	84.3% ⁶	70.4%	67.5%	67.5%	65.3%	-2.2%	-19.0%
Continuing/Readmit	77.9%	80.2%	81.0%	81.0%	84.5%	3.5%	6.6%
Transfer	71.2%	74.6%	78.3%	78.3%	77.9%	-0.4%	6.7%
Other	88.5%	88.2%	89.8%	89.8%	90.7%	0.9%	2.2%
PCC Total	79.9%	79.6%	81.0%	83.5%	83.4%	-0.1%	3.5%

Chart 11.7
PCC: Successful Course Completion Rate



⁶ In AY 14-15 PCC had a large number of DOC students, who successfully complete courses at a high rate. The change from AY 14-15 to AY 15-16 is reflective of a smaller DOC population.



Table 11.12: PCC 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	11.8%	13.5%	13.3%	11.8%	10.6%	-1.2%	-1.3%
Non-Students of Color	9.3%	9.6%	7.8%	8.1%	7.5%	-0.6%	-1.8%
First Generation Status:							
First Generation	11.6%	12.5%	11.5%	10.5%	10.1%	-0.4%	-1.5%
Not First Generation	8.9%	9.4%	7.8%	8.3%	6.7%	-1.6%	-2.2%
Pell Eligibility:							
Pell Eligible	15.0%	14.8%	14.0%	14.0%	14.0%	0.0%	-0.9%
Not Pell Eligible	5.2%	7.4%	6.7%	6.1%	5.2%	-0.9%	-0.1%
Student Type:							
First-Time	10.0% ⁶	22.3%	22.5%	18.5%	22.2%	3.7%	12.1%
Continuing/Readmit	10.9%	10.7%	10.0%	8.8%	7.7%	-1.1%	-3.2%
Transfer	16.3%	14.0%	11.3%	16.7%	13.3%	-3.4%	-3.0%
Other	3.6%	3.8%	3.8%	3.4%	3.5%	0.1%	-0.1%
PCC Total	10.3%	11.1%	10.1%	9.7%	8.8%	-0.8%	-1.5%

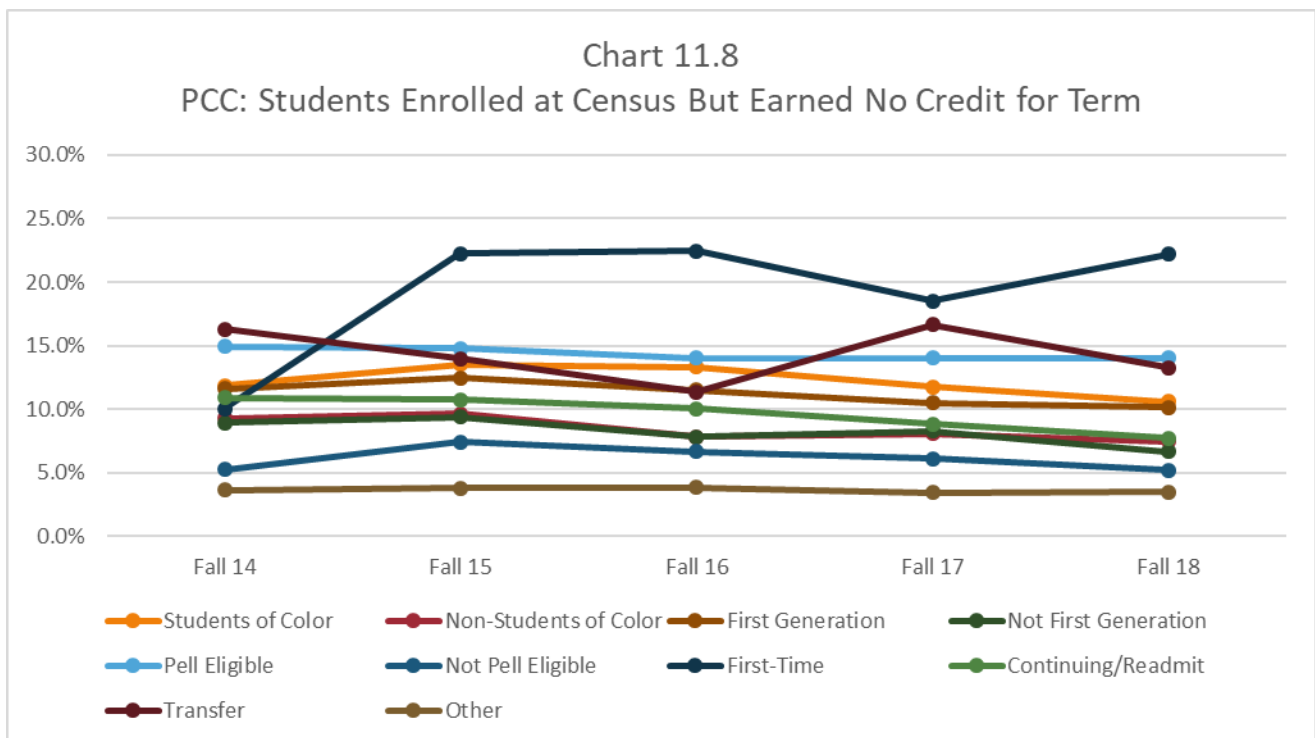




Table 11.13: PCC Completion of a Student Success Course

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	0.3%	0.5%	0.2%	0.2%	5.5%	5.3%	5.2%
Non-Students of Color	0.1%	0.1%	0.1%	0.1%	3.2%	3.2%	3.2%
First Generation Status:							
First Generation	0.2%	0.3%	0.2%	0.2%	5.3%	5.1%	5.1%
Not First Generation	0.1%	0.2%	0.1%	0.0%	2.7%	2.6%	2.5%
Pell Eligibility:							
Pell Eligible	0.2%	0.3%	0.2%	0.3%	7.8%	7.5%	7.6%
Not Pell Eligible	0.2%	0.2%	0.1%	0.0%	1.5%	1.5%	1.4%
PCC Total	0.2%	0.3%	0.1%	0.1%	4.3%	4.2%	4.1%

Chart 11.9
PCC: Percent of Students Completing a Student Success Course

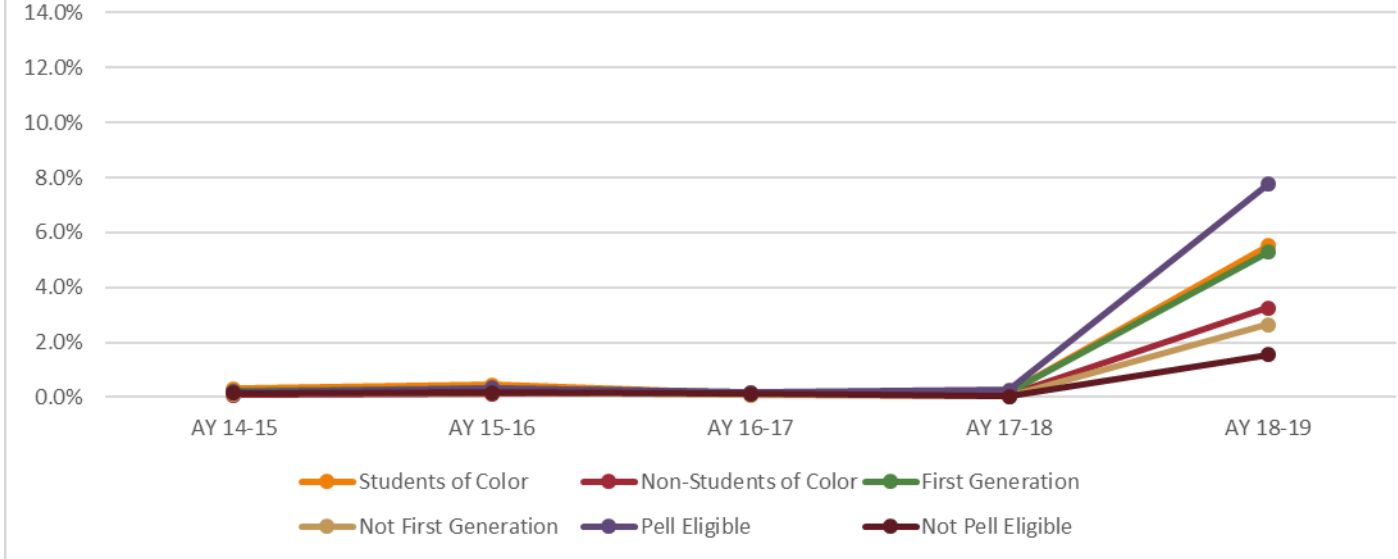




Table 11.14: PCC Student Success Course Completion Rate

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	92.3%	100.0%	81.8%	100.0%	72.9%	-27.1%	-19.5%
Non-Students of Color	83.3%	100.0%	73.7%	92.6%	71.6%	-21.0%	-11.7%
First Generation Status:							
First Generation	85.7%	100.0%	76.5%	95.7%	72.4%	-23.3%	-13.3%
Not First Generation	100.0%	100.0%	76.9%	94.4%	72.5%	-21.9%	-27.5%
Pell Eligibility:							
Pell Eligible	90.9%	100.0%	66.7%	100.0%	66.9%	-33.1%	-24.0%
Not Pell Eligible	87.5%	100.0%	81.0%	93.8%	79.9%	-13.9%	-7.6%
Student Type:							
First-Time		100.0%	66.7%	100.0%	65.0%	-35.0%	65.0%
Continuing/Readmit	85.7%	100.0%	75.0%	100.0%	73.2%	-26.8%	-12.5%
Transfer	100.0%	100.0%	66.7%		68.2%	68.2%	-31.8%
Other	100.0%	100.0%	81.3%	93.3%	84.1%	-9.2%	-15.9%
PCC Total	89.5%	100.0%	76.7%	95.1%	72.4%	-22.7%	-17.1%

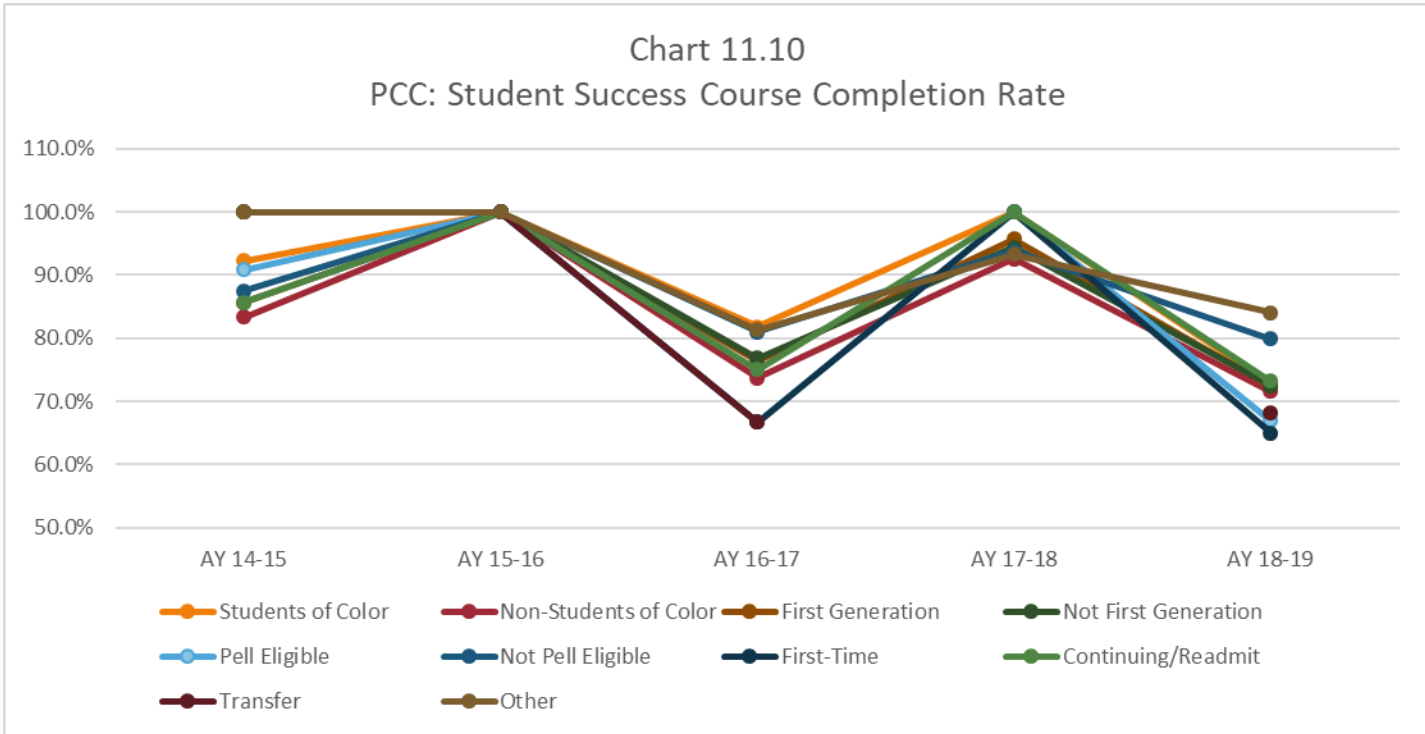
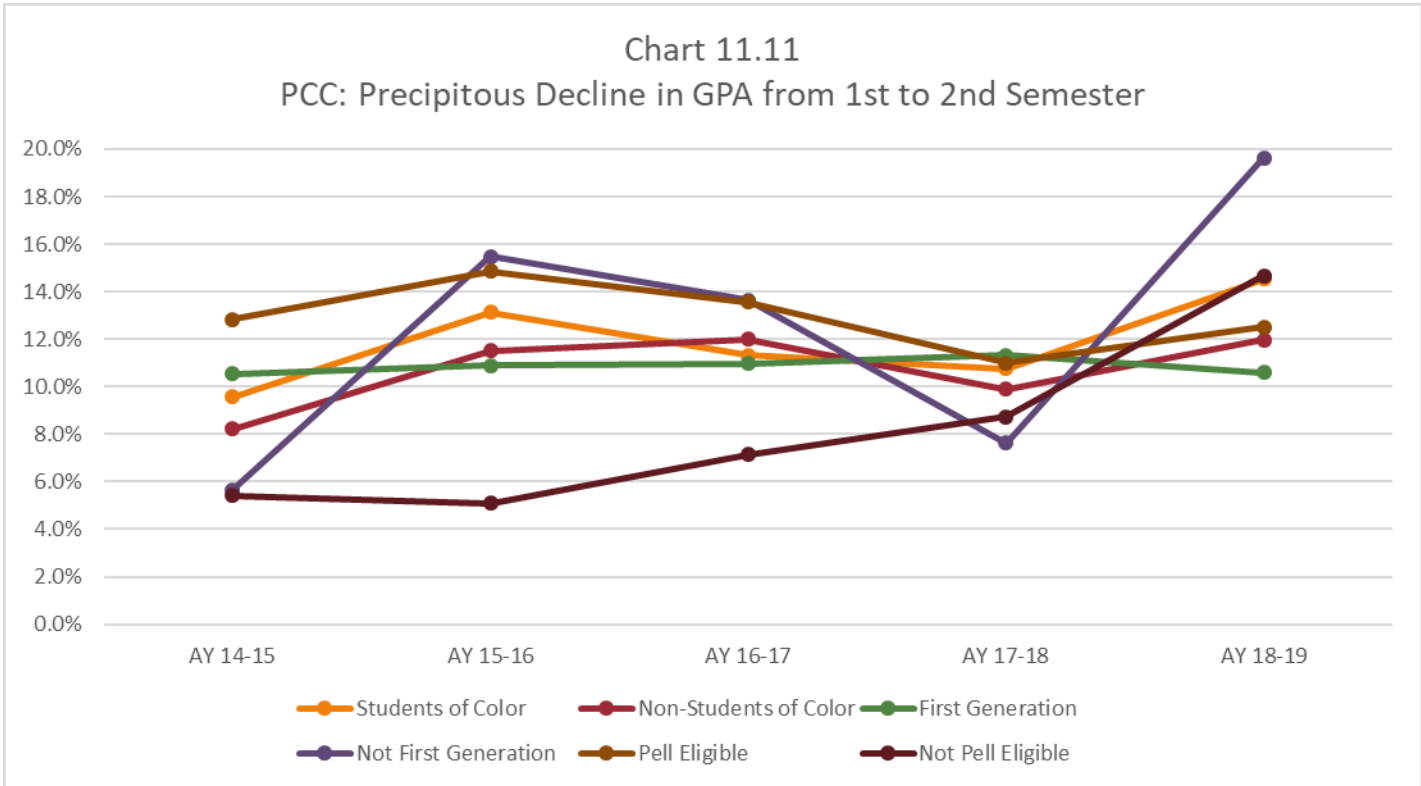




Table 11.15: PCC Precipitous Decline in GPA from 1st to 2nd Semester

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	9.6%	13.1%	11.3%	10.8%	14.5%	3.8%	5.0%
Non-Students of Color	8.2%	11.5%	12.0%	9.9%	12.0%	2.1%	3.7%
First Generation Status:							
First Generation	10.6%	10.9%	11.0%	11.3%	10.6%	-0.7%	0.0%
Not First Generation	5.7%	15.5%	13.6%	7.6%	19.6%	12.0%	14.0%
Pell Eligibility:							
Pell Eligible	12.8%	14.8%	13.6%	11.0%	12.5%	1.5%	-0.3%
Not Pell Eligible	5.4%	5.1%	7.1%	8.7%	14.7%	6.0%	9.3%
PCC Total	8.8%	12.1%	11.7%	10.2%	13.1%	2.9%	4.3%



PUEBLO COMMUNITY COLLEGE: STUDENT SUCCESS KPMS

Table 11.16: PCC 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	845	993	907	1,177	1,194	1.4%	41.3%	
Non-Students of Color	1,184	1,264	1,240	1,641	1,560	-4.9%	31.8%	
First Generation Status:								
First Generation	1,131	1,166	1,148	1,623	1,569	-3.3%	38.7%	
Not First Generation	898	1,091	999	1,195	1,185	-0.8%	32.0%	
Pell Eligibility:								
Pell Eligible	917	843	800	820	795	-3.0%	-13.3%	
Not Pell Eligible	1,112	1,414	1,347	1,998	1,959	-2.0%	76.2%	
Student Type:								
First-Time	375	141	50	100	79	-21.0%	-78.9%	
Continuing/Readmit	1,573	2,053	2,040	2,634	2,591	-1.6%	64.7%	
Transfer	81	62	54	71	80	12.7%	-1.2%	
Other	0	1	3	13	4	-69.2%	----	
PCC Total	2,029	2,257	2,147	2,818	2,754	-2.3%	35.7%	
KPM Goal							1.0%	

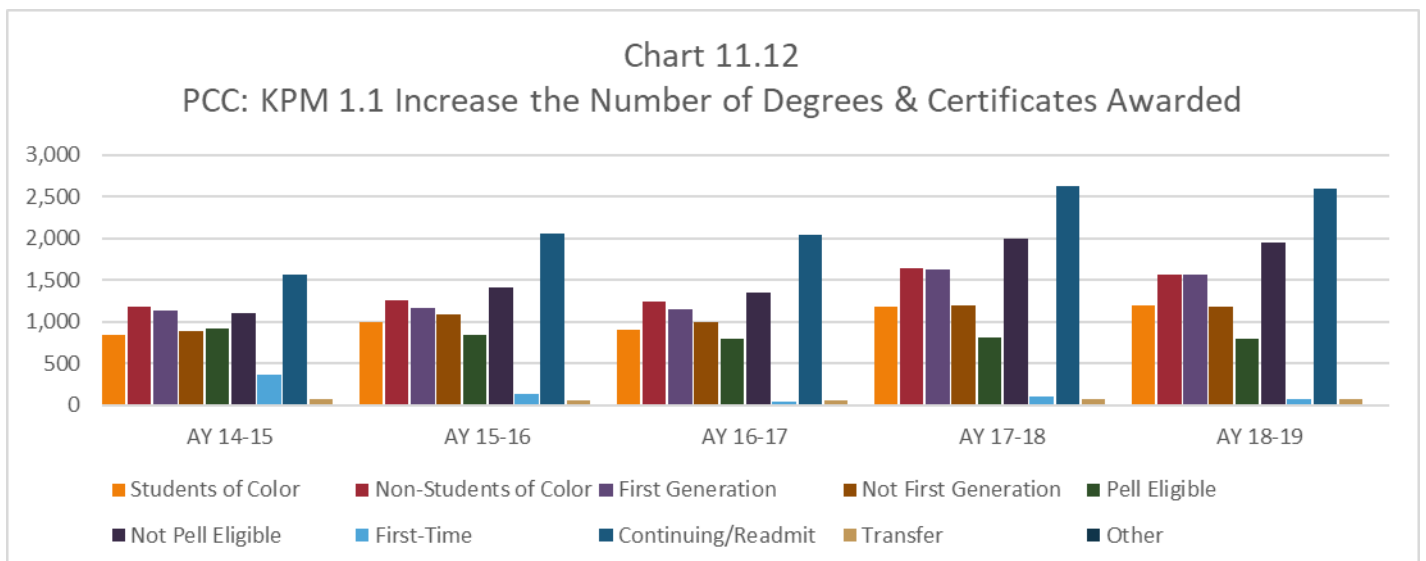




Table 11.17: PCC KPM 1.1 Degree & Certificate Programs with Greatest 1-Year Increase in Number Awarded

PCC Program	Change From AY 17-18 to AY 18-19	5-Year Median Wage of Our Graduates ⁷	Meets Living Wage for Service Area = \$34,013.20
520407 - Business/Office Automation/Tec	50	\$25,708.74	
480503 - Machine Shop Tech/Assistant	49	\$36,113.00	✓
510602 - Dental Hygiene/Hygienist	29	\$38,516.24	✓
513801 - Registered Nursing/Nurse	24	\$52,604.39	✓
120500 - Cooking & Related Culinary Art	23	\$37,488.06	✓
090702 - Digital Communication & Media/	16	NA	
511502 - Psychiatric/Mental Health Serv	14	\$38,563.62	✓
430299 - Fire Protection, Other	8	\$47,166.51	✓
510808 - Veterinary/Animal Health Tech/	8	\$33,682.77	
520201 - Business Admin & Management, G	8	\$42,006.13	✓

Table 11.18: PCC KPM 1.1 Degree & Certificate Programs with Greatest 5-Year Increase in Number Awarded

PCC Program	Change From AY 14-15 to AY 18-19	5-Year Median Wage of Our Graduates ³⁶	Meets Living Wage for Service Area = \$34,013.20
520407 - Business/Office Automation/Tec	462	\$25,708.74	
110101 - Computer & Info Sciences, Gene	109	\$40,168.94	✓
120500 - Cooking & Related Culinary Art	73	\$37,488.06	✓
480503 - Machine Shop Tech/Assistant	56	\$36,113.00	✓
430299 - Fire Protection, Other	56	\$47,166.51	✓
513801 - Registered Nursing/Nurse	29	\$52,604.39	✓
510705 - Medical Office Management/Admi	25	\$39,968.70	✓
430107 - Criminal Justice/Police Scienc	21	\$45,446.46	✓
510602 - Dental Hygiene/Hygienist	18	\$38,516.24	✓
090702 - Digital Communication & Media/	18	NA	

⁷ Although wage data obtained from CDHE includes PCC's actual graduates, the population may not include the exact same graduates included in the determination of the programs with the greatest change.



Table 11.19: PCC 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	59.8%	46.7%	40.6%	50.4%	54.8%	4.4%	-5.0%
Non-Students of Color	47.0%	51.6%	43.3%	46.5%	53.1%	6.6%	6.1%
First Generation Status:							
First Generation	46.6%	48.2%	40.7%	50.3%	51.5%	1.2%	4.9%
Not First Generation	54.1%	53.1%	46.7%	43.5%	59.3%	15.8%	5.3%
Pell Eligibility:							
Pell Eligible	50.2%	46.3%	39.3%	51.6%	53.6%	2.1%	3.5%
Not Pell Eligible	57.3%	59.3%	52.6%	40.8%	54.3%	13.5%	-3.0%
PCC Total	51.9%	49.4%	42.2%	48.5%	53.9%	5.4%	2.0%
National Public 2-Year Schools	60.5%	61.1%	62.1%	62.3%	NA		

Chart 11.13
PCC: KPM 1.2 Exceed the National Fall-to-Fall Retention Rate, Full-Time Students

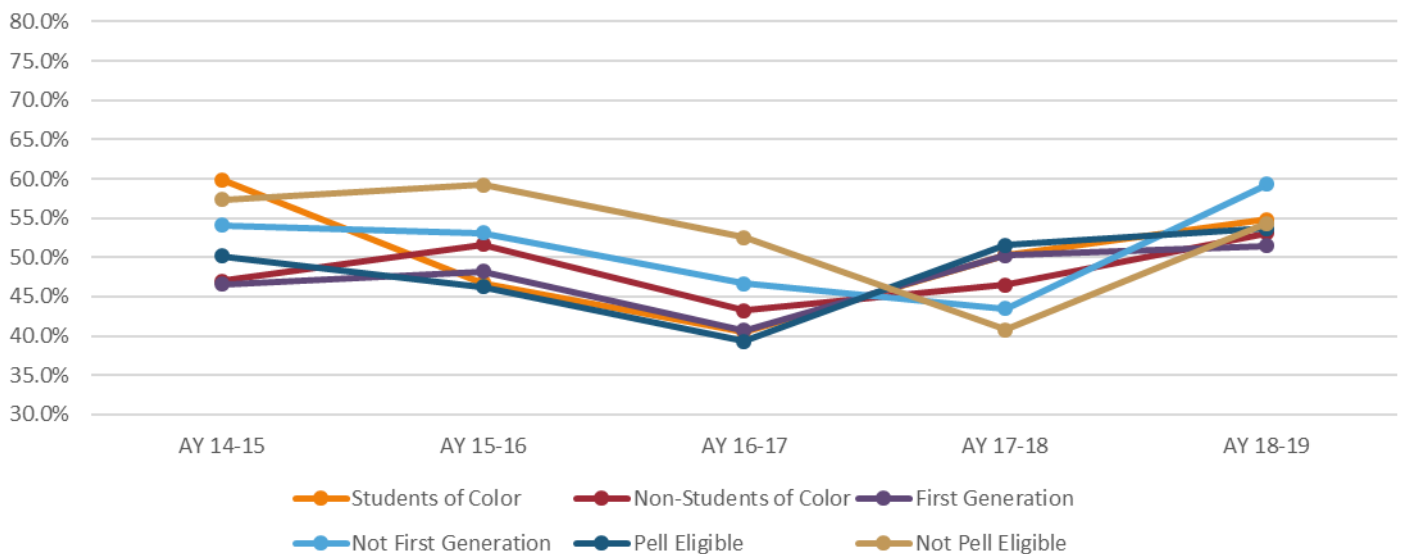




Table 11.20: PCC KPM 1.2 Exceed the National Fall-to-Fall Retention Rate for Part-Time Students

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	37.9%	35.9%	34.2%	37.5%	39.2%	1.7%	1.2%
Non-Students of Color	40.2%	45.0%	40.4%	39.3%	45.0%	5.7%	4.8%
First Generation Status:							
First Generation	39.8%	41.5%	36.5%	38.4%	39.2%	0.8%	-0.6%
Not First Generation	38.8%	39.8%	41.5%	38.0%	50.4%	12.5%	11.6%
Pell Eligibility:							
Pell Eligible	37.7%	39.1%	37.0%	37.7%	39.4%	1.7%	1.7%
Not Pell Eligible	43.8%	46.7%	40.2%	39.5%	49.2%	9.7%	5.5%
PCC Total	39.1%	41.1%	37.9%	38.3%	42.1%	3.8%	3.0%
National Public 2-Year Schools	44.9%	44.9%	46.0%	46.5%	NA		

Chart 11.14
PCC: KPM Exceed the National Fall-to-Fall Retention Rate for Part-Time Students

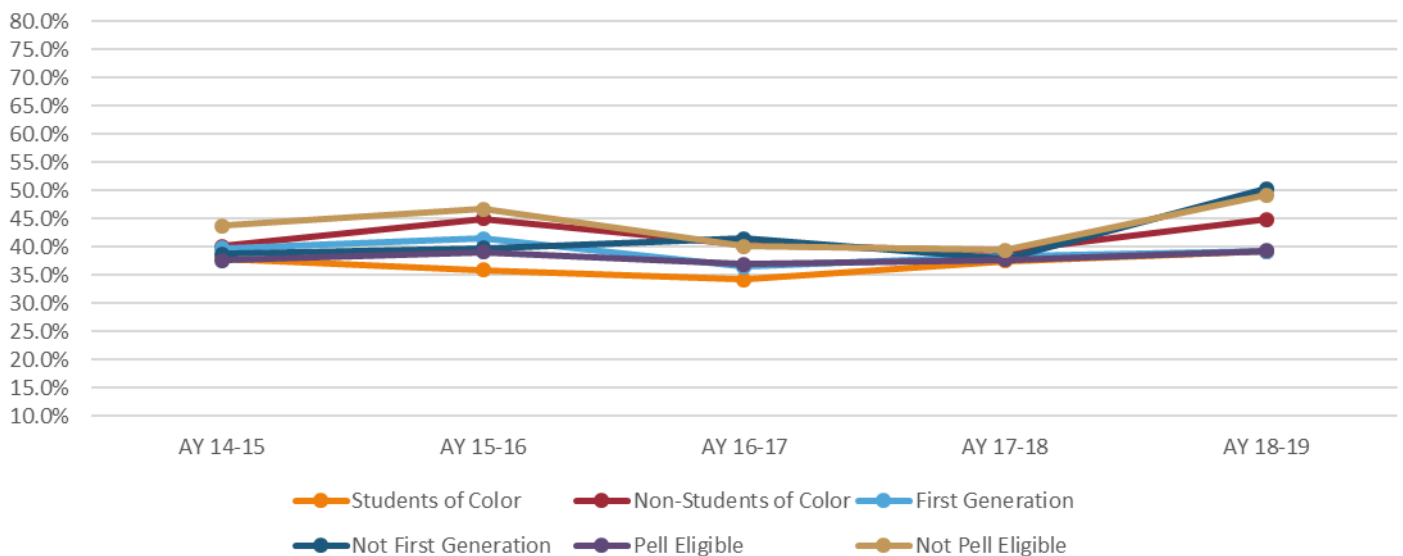




Table 11.21: PCC KPM 1.2 Exceed the National Fall-to-Spring Retention Rate for Full-Time Students

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	75.0%	75.0%	66.4%	69.1%	75.1%	6.1%	0.1%
Non-Students of Color	74.2%	75.0%	69.8%	70.1%	74.4%	4.3%	0.2%
First Generation Status:							
First Generation	73.1%	74.1%	67.9%	69.5%	73.3%	3.8%	0.3%
Not First Generation	75.1%	77.8%	70.0%	69.6%	78.0%	8.4%	2.9%
Pell Eligibility:							
Pell Eligible	73.8%	74.9%	67.1%	70.5%	74.3%	3.8%	0.5%
Not Pell Eligible	76.8%	75.3%	73.1%	67.1%	75.6%	8.5%	-1.2%
PCC Total	74.5%	75.0%	68.4%	69.5%	74.7%	5.2%	0.2%
National Public 2-Year Schools	NA	NA	NA	NA	NA		

Chart 11.15
PCC: KPM 1.2 Exceed the National Fall-to-Spring Retention Rate for Full-Time Students

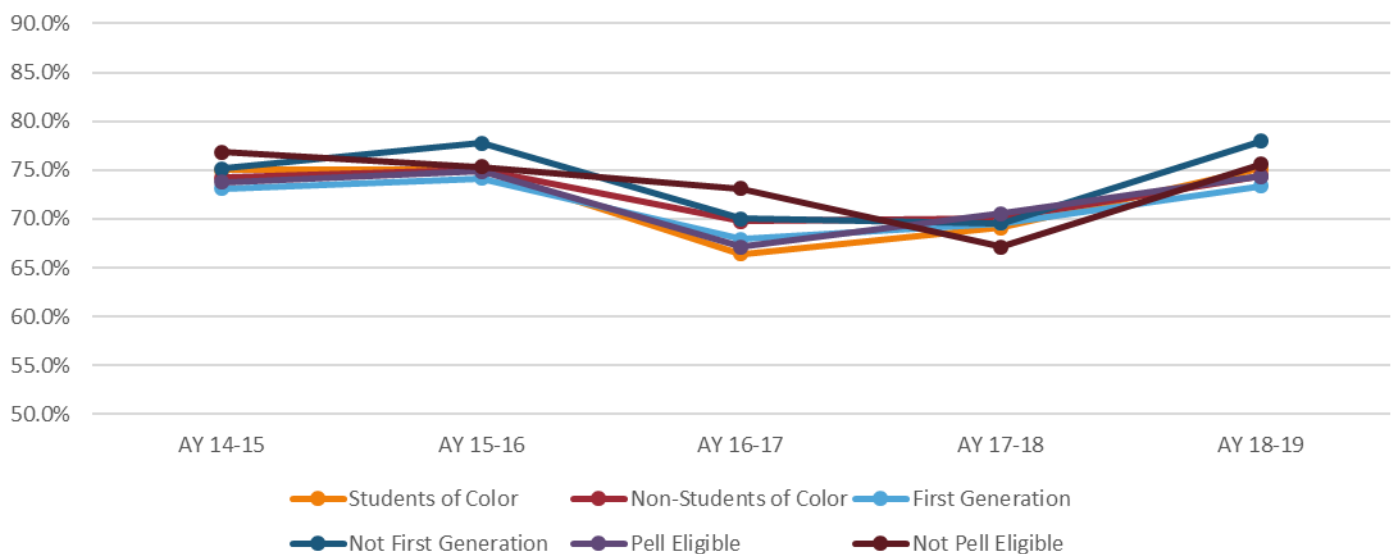




Table 11.22: PCC KPM 1.2 Exceed the National Fall-to-Spring Retention Rate for Part-Time Students

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	60.5%	53.6%	54.8%	50.0%	60.8%	10.8%	0.3%
Non-Students of Color	65.4%	68.5%	54.3%	62.6%	61.6%	-1.0%	-3.8%
First Generation Status:							
First Generation	65.3%	61.2%	53.6%	53.0%	59.7%	6.7%	-5.6%
Not First Generation	62.1%	64.5%	56.6%	65.8%	65.5%	-0.3%	3.4%
Pell Eligibility:							
Pell Eligible	63.6%	60.9%	56.4%	54.4%	57.2%	2.8%	-6.3%
Not Pell Eligible	61.5%	65.2%	50.0%	58.8%	71.4%	12.6%	10.0%
PCC Total	63.1%	62.0%	54.5%	55.9%	61.2%	5.3%	-1.9%
National Public 2-Year Schools	NA	NA	NA	NA	NA		

Chart 11.16
PCC: KPM 1.2 Exceed the National Fall-to-Spring Retention Rate for Part-Time Students

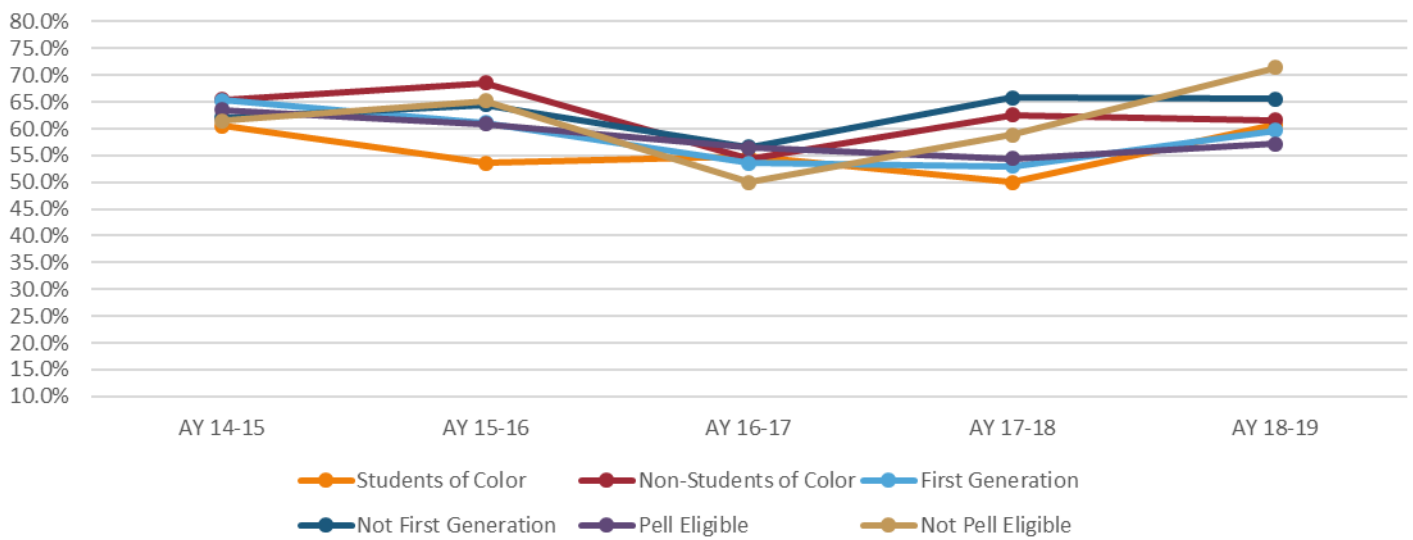




Table 11.23: PCC KPM 1.7 Increase Distance & Hybrid Success Rates to Match On-Campus Success Rates

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	60.8%	63.3%	67.5%	69.0%	69.3%	0.3%	8.4%
Non-Students of Color	69.6%	73.5%	75.2%	76.1%	76.6%	0.5%	7.1%
First Generation Status:							
First Generation	64.3%	67.5%	70.5%	72.3%	72.3%	0.0%	8.0%
Not First Generation	68.1%	72.5%	74.8%	74.5%	75.4%	0.9%	7.3%
Pell Eligibility:							
Pell Eligible	61.5%	65.6%	68.9%	69.5%	70.2%	0.7%	8.8%
Not Pell Eligible	76.4%	77.8%	78.0%	79.5%	79.6%	0.1%	3.2%
Student Type:							
First-Time	58.1%	54.1%	59.9%	62.0%	58.8%	-3.2%	0.6%
Continuing/Readmit	66.9%	70.9%	72.1%	74.5%	74.1%	-0.3%	7.3%
Transfer	59.7%	68.3%	73.2%	66.9%	73.4%	6.5%	13.7%
Other	80.0%	81.1%	88.7%	87.1%	87.7%	0.6%	7.7%
PCC Total	65.9%	69.5%	72.1%	73.0%	73.3%	0.3%	7.4%
On-Campus Success Rate	84.6%	83.5%	84.6%	87.1%	87.4%	0.3%	2.8%

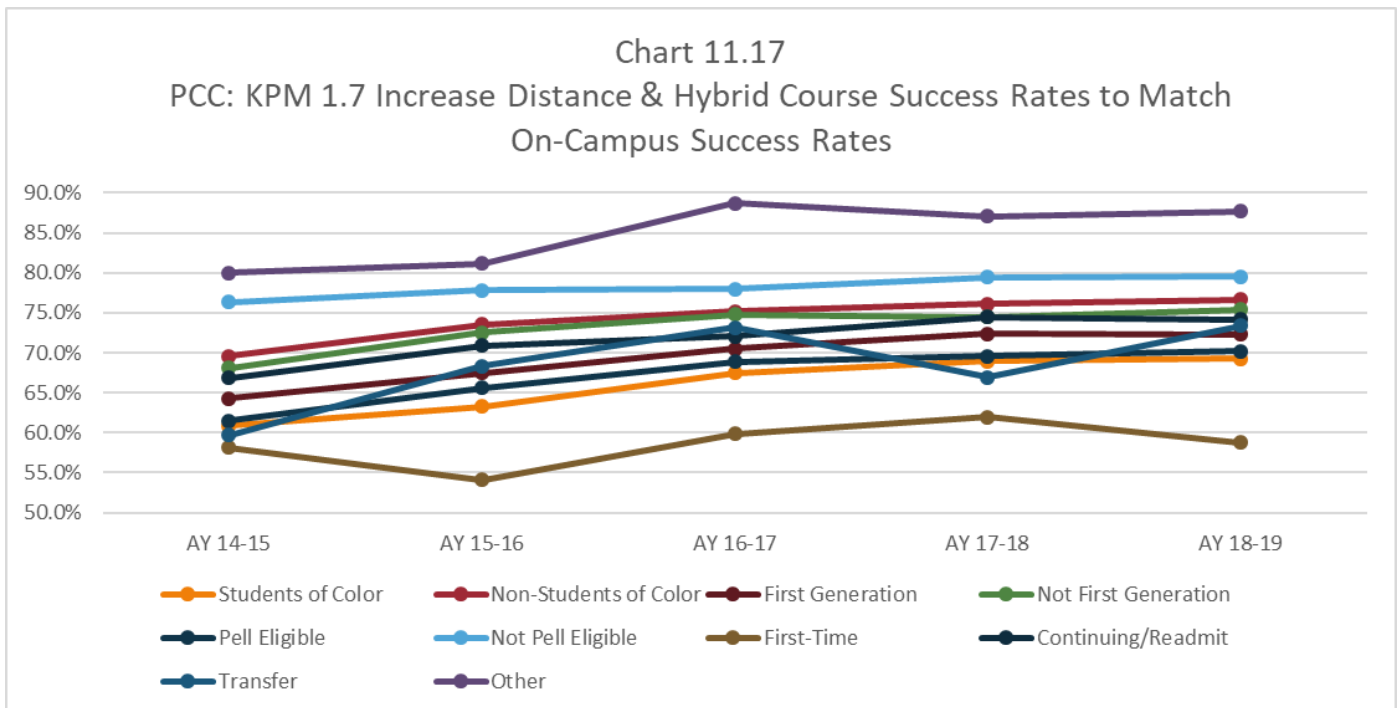
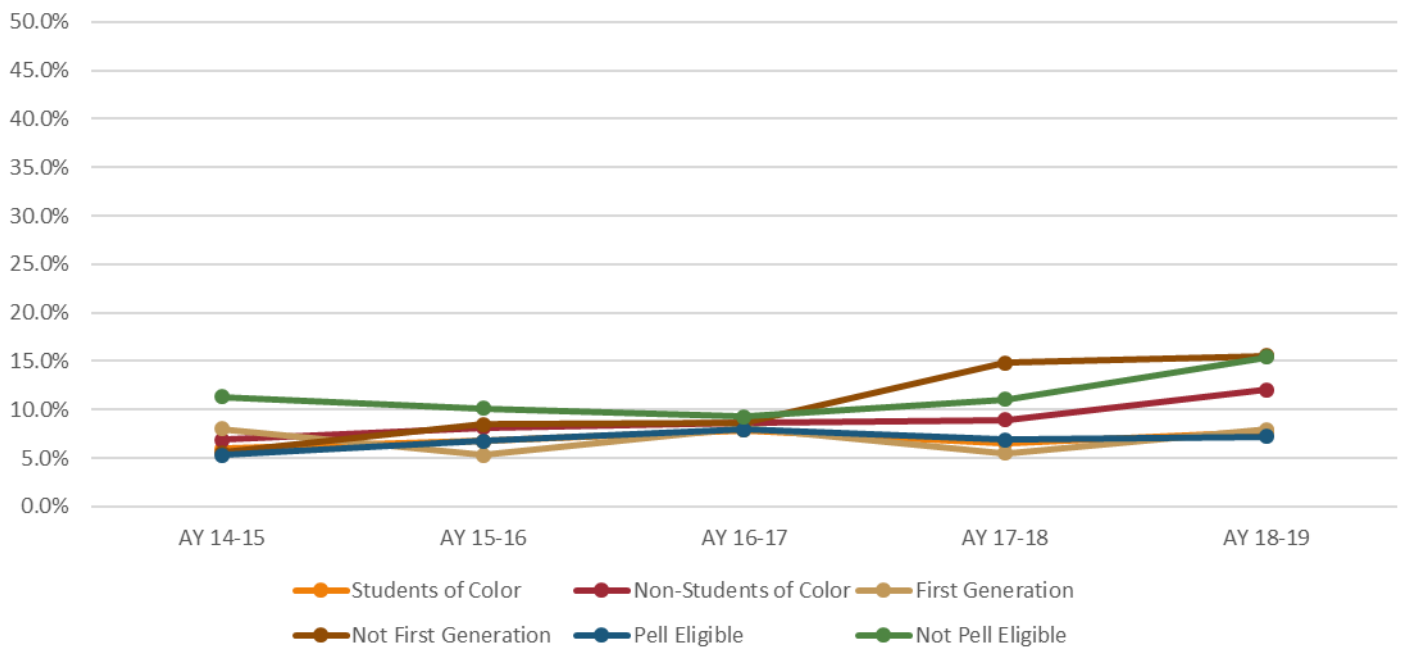




Table 11.24: PCC KPM 3.2 Increase Percentage of Successful Transfers to 4-Year Institutions

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	5.9%	6.7%	7.9%	6.6%	7.7%	1.2%	1.8%
Non-Students of Color	6.8%	8.1%	8.6%	8.9%	12.1%	3.2%	5.2%
First Generation Status:							
First Generation	8.0%	5.3%	8.2%	5.5%	8.0%	2.5%	-0.1%
Not First Generation	5.5%	8.5%	8.6%	14.8%	15.5%	0.7%	10.0%
Pell Eligibility:							
Pell Eligible	5.3%	6.7%	7.9%	6.9%	7.2%	0.3%	1.9%
Not Pell Eligible	11.3%	10.1%	9.2%	11.1%	15.4%	4.3%	4.1%
PCC Total	6.5%	7.5%	8.3%	8.0%	9.8%	1.8%	3.3%
KPM Goal						2.0%	

Chart 11.18
PCC: Increase Percentage of Successful Transfers to 4-Year Institutions



PUEBLO COMMUNITY COLLEGE: CONCURRENT ENROLLMENT KPMS

Table 11.25: PCC 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	53.3%	46.4%	47.3%	46.0%	41.0%	-4.9%	-12.3%
Non-Students of Color	41.2%	38.3%	33.9%	36.6%	34.2%	-2.4%	-7.0%
First Generation Status:							
First Generation	48.3%	50.5%	55.2%	64.3%	43.9%	-20.4%	-4.4%
Not First Generation	42.2%	33.3%	29.8%	27.1%	29.3%	2.2%	-12.9%
Pell Eligibility:							
Pell Eligible	79.4%	48.7%	80.0%	70.7%	61.3%	-9.4%	-18.1%
Not Pell Eligible	44.6%	40.7%	36.4%	38.7%	35.8%	-2.9%	-8.8%
PCC Total	45.6%	41.0%	38.6%	39.8%	36.5%	-3.3%	-9.2%
KPM Goal						1.0%	

Chart 11.19

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

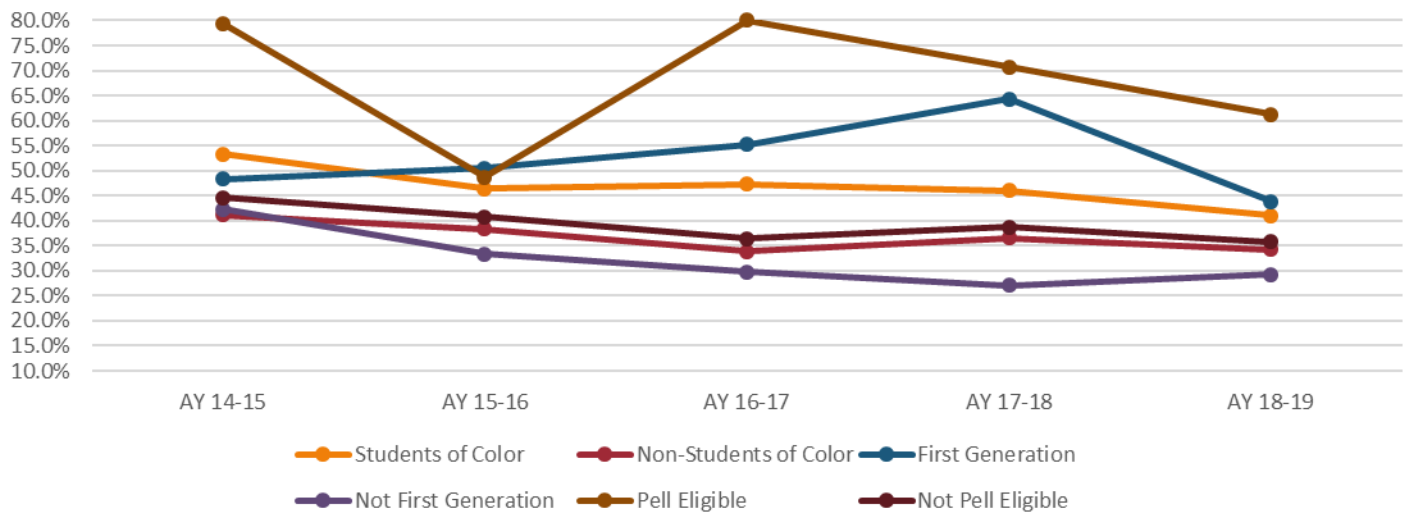




Table 11.26: PCC KPM 3.1 Increase PCC College Credentials Awarded to Concurrent Enrollment Students

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	41	53	52	93	76	-18.3%	85.4%
Non-Students of Color	107	62	79	148	147	-0.7%	37.4%
First Generation Status:							
First Generation	54	54	76	158	140	-11.4%	159.3%
Not First Generation	94	61	55	83	83	0.0%	-11.7%
Pell Eligibility:							
Pell Eligible	2	13	2	3	13	333.3%	550.0%
Not Pell Eligible	146	102	129	238	210	-11.8%	43.8%
PCC Total	148	115	131	241	223	-7.5%	50.7%
KPM Goal						1.0%	

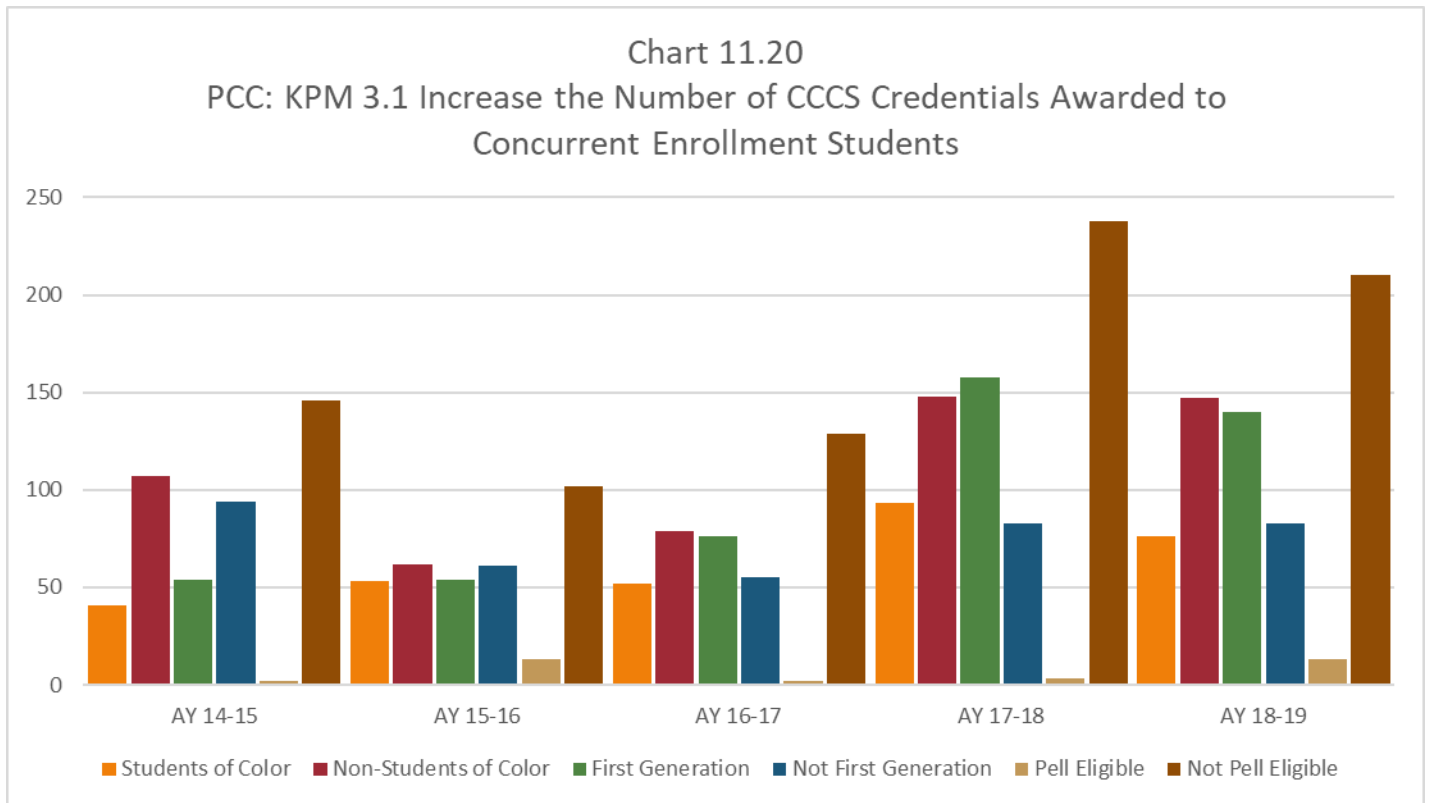
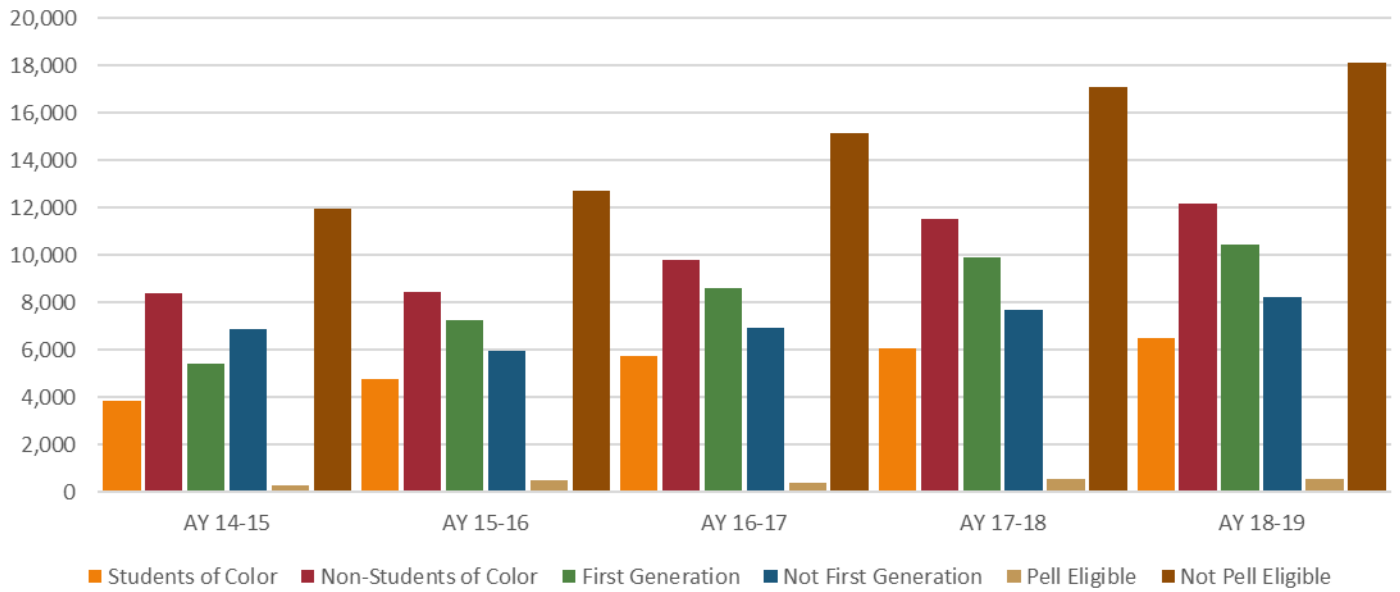




Table 11.27: PCC KPM 3.1 Increase Successful Credit Completion Through Concurrent Enrollment

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	3,845	4,758	5,728	6,089	6,493	6.6%	68.9%
Non-Students of Color	8,408	8,447	9,811	11,529	12,168	5.5%	44.7%
First Generation Status:							
First Generation	5,398	7,246	8,619	9,917	10,444	5.3%	93.5%
Not First Generation	6,855	5,959	6,921	7,701	8,218	6.7%	19.9%
Pell Eligibility:							
Pell Eligible	301	508	379	520	526	1.1%	74.9%
Not Pell Eligible	11,952	12,698	15,161	17,098	18,136	6.1%	51.7%
PCC Total	12,253	13,205	15,539	17,618	18,661	5.9%	52.3%
KPM Goal						1.0%	

Chart 11.21
PCC: KPM 3.1 Increase Successful Credit Completion Through Concurrent Enrollment



PUEBLO COMMUNITY COLLEGE: SKILLS BUILDERS & OVERALL SUCCESS

Table 11.28: PCC 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	2.4%	3.7%	1.0%	4.5%	6.2%	1.7%	3.8%
Non-Students of Color	4.1%	4.2%	4.2%	5.3%	6.6%	1.3%	2.4%
First Generation Status:							
First Generation	2.8%	3.1%	2.5%	5.5%	6.7%	1.2%	3.9%
Not First Generation	3.7%	4.3%	3.4%	3.6%	5.4%	1.8%	1.7%
Pell Eligibility:							
Pell Eligible	2.9%	3.4%	2.1%	3.7%	3.8%	0.1%	0.9%
Not Pell Eligible	5.3%	5.6%	4.6%	8.4%	11.8%	3.4%	6.5%
PCC Total	3.4%	4.0%	2.8%	5.0%	6.4%	1.4%	3.0%

Chart 11.22
PCC: Skills Builders

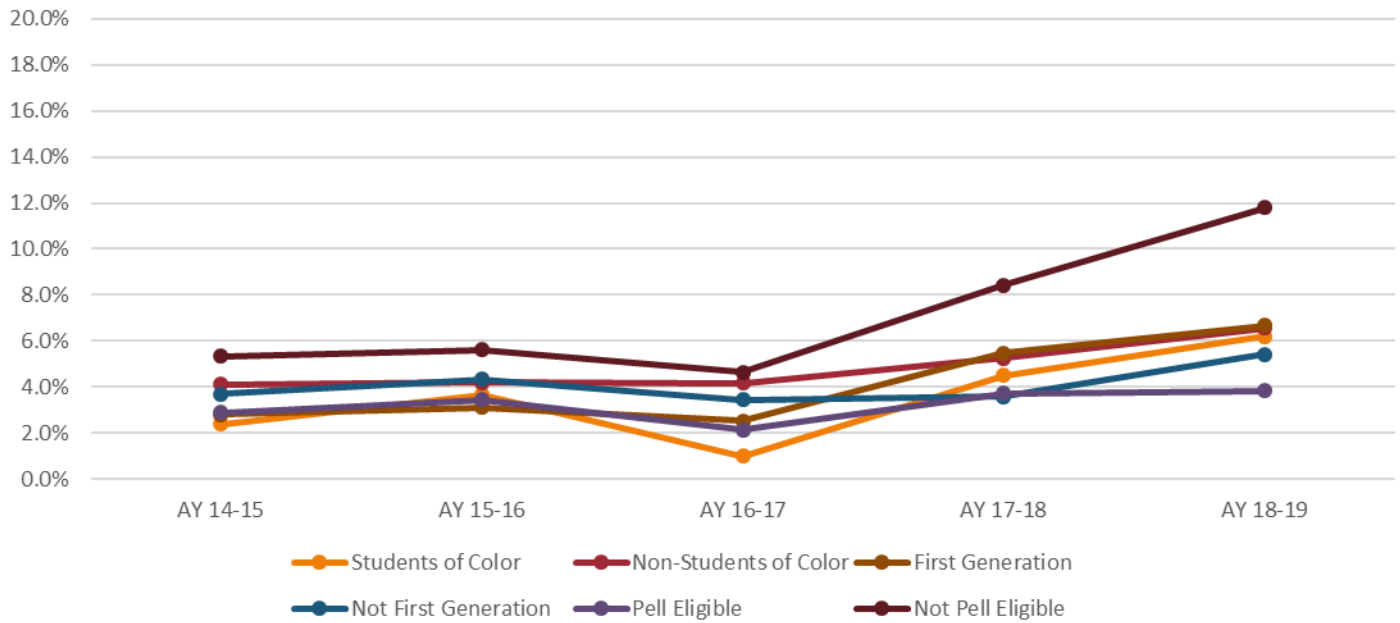
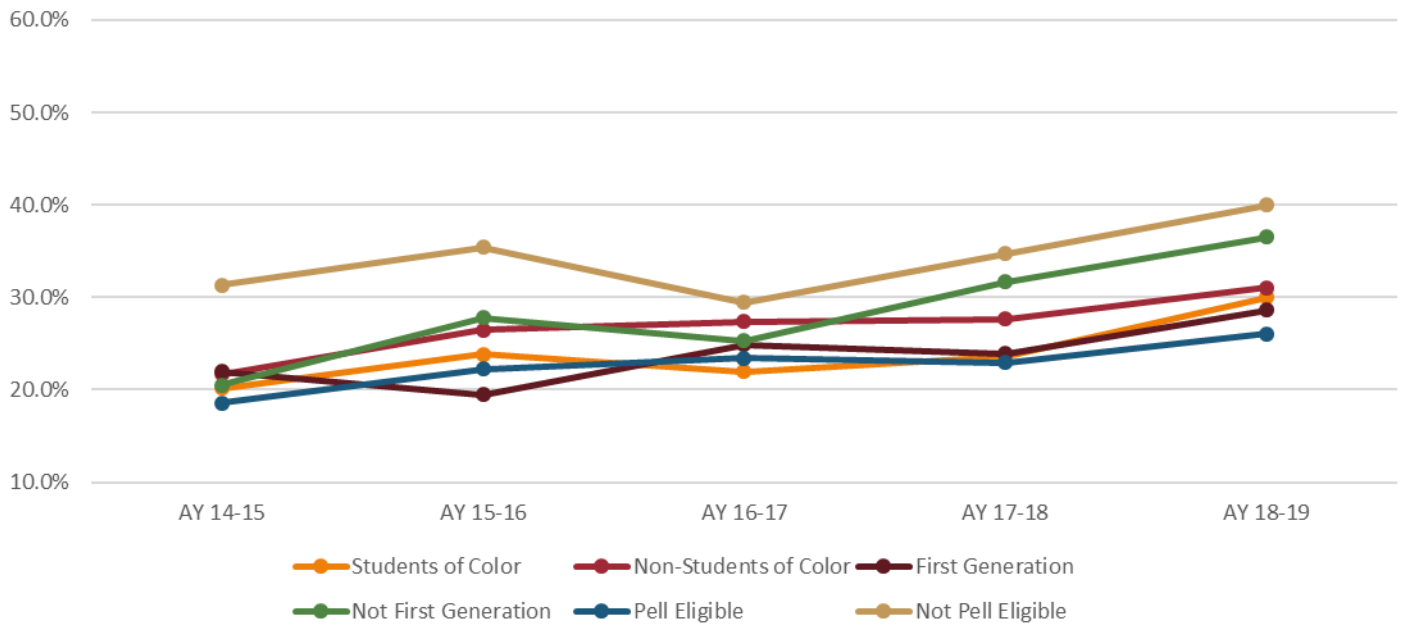




Table 11.29: PCC Overall Student Success (Transfer, Graduation, or Skills Builder)

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	20.2%	23.9%	22.0%	23.5%	30.0%	6.5%	9.9%
Non-Students of Color	21.7%	26.5%	27.3%	27.6%	31.0%	3.4%	9.3%
First Generation Status:							
First Generation	22.0%	19.5%	24.9%	23.9%	28.6%	4.7%	6.7%
Not First Generation	20.5%	27.8%	25.3%	31.6%	36.5%	4.9%	16.0%
Pell Eligibility:							
Pell Eligible	18.6%	22.2%	23.4%	22.9%	26.1%	3.2%	7.5%
Not Pell Eligible	31.3%	35.4%	29.5%	34.7%	40.0%	5.3%	8.7%
PCC Total	21.0%	25.3%	25.0%	26.0%	30.5%	4.5%	9.5%

Chart 11.23
PCC: 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 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.