

RED ROCKS COMMUNITY
COLLEGE: STRATEGIC
PLAN METRICS

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13. RED ROCKS COMMUNITY COLLEGE

RED ROCKS COMMUNITY COLLEGE: STRATEGIC PLAN AY 18-19¹ SNAPSHOT

Table 13.1: RRCC AY 18-19 Leading Indicators

52.9% of students completed a gateway English course in their 1st year; **69.9%** of students taking a gateway English course successfully completed

26.6% of students completed a gateway Math course in their 1st year; **65.7%** of students taking a gateway math course successfully completed

Students earned an average of **14.8** credits in their first year

On average, students decreased their accumulated credits from the 1st to 2nd semester by **0.75** credits

79.8% of courses attempted were successfully completed

11.7% of students enrolled at Fall census did not earn any credits for the term

0.3% of students completed a student success course; **88.2%** of students taking a student success course successfully completed

10.0% of students experienced a precipitous decline in GPA from the 1st to 2nd semester

Table 13.2: RRCC AY 18-19 Student Success Metrics

KPM	Goal	Actual
1.1 – Increase the number of certificates & degrees awarded	1% annually	-14.9%
1.2 – Exceed the national full-time fall-to-fall retention rate	62.3% national	66.4%
1.2 - Exceed the national part-time fall-to-fall retention rate	46.5% national	36.4%
1.2 – Exceed the national full-time fall-to-spring retention rate	Unknown	81.9%
1.2 – Exceed the national part-time fall-to-spring retention rate	Unknown	60.1%
1.7 – Increase online, hybrid, and interactive video course success rates to match on-campus course success rates	81.3% on-campus	73.9%
3.2 – Increase percentage of successful transfers to 4-year institutions for all students	2% annually	-2.1%

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



Table 13.3: RRCC 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	52.9%	58.6%	56.0%	66.2%
Successful course completion rate – Gateway English	69.9%	64.3%	66.6%	68.7%
% of students completing a gateway Math course in 1 st year	26.6%	26.8%	26.2%	27.2%
Successful course completion rate – Gateway Math	65.7%	59.8%	65.1%	65.1%
Average number of credits earned in first year	14.8	13.1	14.2	12.1
Average change in the number of credits taken from 1 st to 2 nd semester	-0.75	-0.20	0.04	0.52
Successful course completion rate – all courses	79.8%	75.3%	77.6%	75.1%
% of students enrolled at Fall census that did not earn any credits for the term	11.7%	14.1%	13.1%	13.6%
% of students completing a student success course	0.3%	0.4%	0.4%	0.7%
Successful course completion rate – student success course	88.2%	86.7%	82.6%	81.8%
% of students experiencing a precipitous decline in GPA from 1 st to 2 nd semester	10.0%	12.9%	11.8%	13.7%
# of students earning a certificate or degree	2,035	510	531	256
Fall-to-fall retention rate – full-time	66.0%	62.1%	64.4%	58.0%
Fall-to-fall retention rate – part-time	39.6%	39.2%	39.2%	40.8%
Fall-to-spring retention rate – full-time	81.9%	82.2%	78.5%	76.7%
Fall-to-spring retention rate – part-time	60.1%	55.9%	60.8%	61.2%
Successful course completion rate – distance & hybrid courses	73.9%	68.3%	71.5%	69.0%
% of successful transfers to 4-year institutions	15.3%	14.3%	12.2%	14.8%

Table 13.4: RRCC AY 18-19 Concurrent Enrollment Metrics

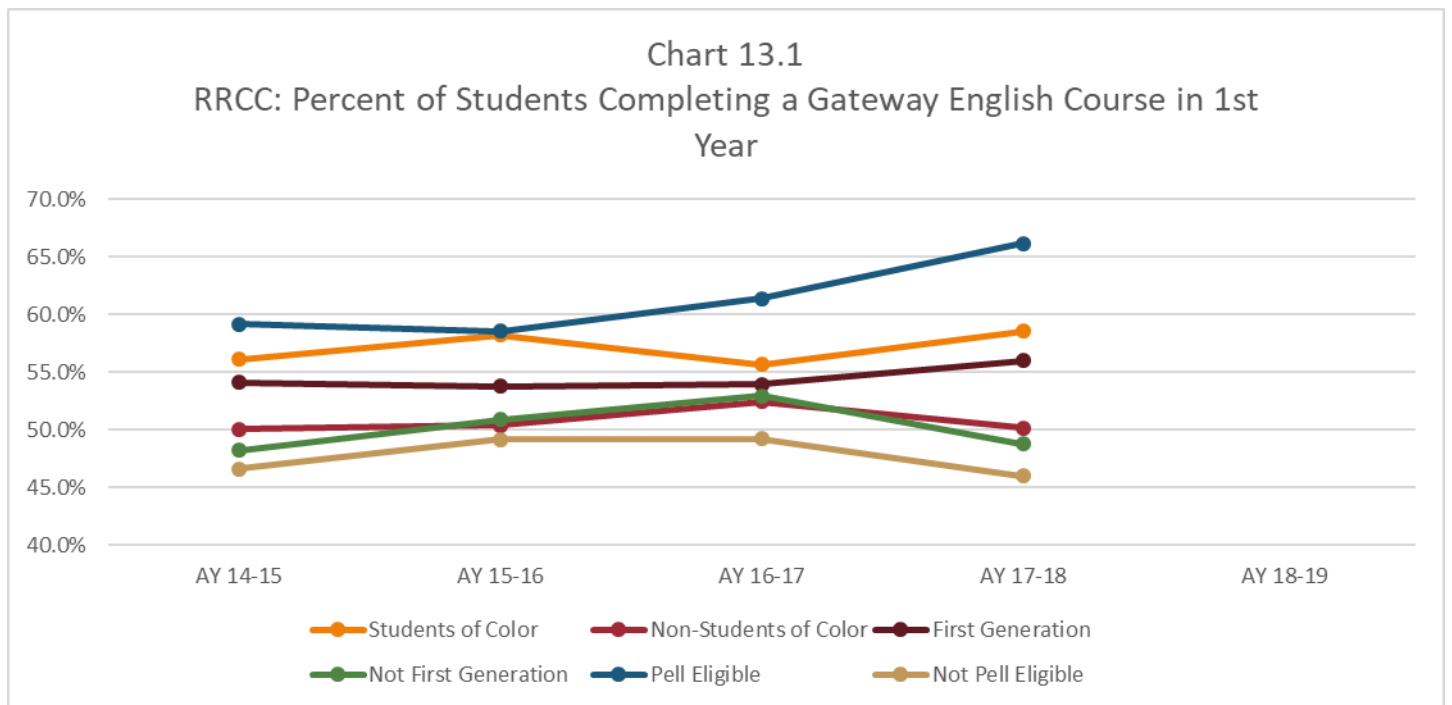
KPM	Goal	Actual
3.1 – Increase matriculation of concurrent enrollment students to a CCCS institution within 4 years of high school graduation	1% annually	-1.2%
3.1 – Increase CCCS college credentials awarded to concurrent enrollment students	1% annually	14.4%
3.1 – Increase successful credit completion through concurrent enrollment	1% annually	14.3%

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.

RED ROCKS COMMUNITY COLLEGE: LEADING INDICATORS

Table 13.5: RRCC 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	56.1%	58.2%	55.7%	58.6%		2.9%	2.5%
Non-Students of Color	50.1%	50.4%	52.5%	50.2%		-2.3%	0.1%
First Generation Status:							
First Generation	54.1%	53.8%	54.0%	56.0%		2.1%	1.9%
Not First Generation	48.3%	50.9%	53.0%	48.8%		-4.2%	0.5%
Pell Eligibility:							
Pell Eligible	59.2%	58.6%	61.4%	66.2%		4.8%	7.0%
Not Pell Eligible	46.6%	49.2%	49.3%	46.0%		-3.2%	-0.6%
RRCC Total	51.6%	52.6%	53.6%	52.9%		-0.7%	1.3%



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



Table 13.6: RRCC 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	67.8%	65.2%	62.4%	69.9%	64.3%	-5.6%	-3.5%
Non-Students of Color	71.6%	68.8%	73.8%	74.9%	72.7%	-2.2%	1.1%
First Generation Status:							
First Generation	71.0%	65.4%	67.2%	70.7%	66.6%	-4.1%	-4.4%
Not First Generation	69.7%	71.0%	73.9%	76.5%	75.0%	-1.5%	5.3%
Pell Eligibility:							
Pell Eligible	72.0%	64.3%	66.2%	71.5%	68.7%	-2.8%	-3.3%
Not Pell Eligible	69.2%	70.0%	72.2%	74.4%	70.8%	-3.6%	1.6%
RRCC Total	70.5%	67.8%	69.8%	73.2%	69.9%	-3.3%	-0.6%

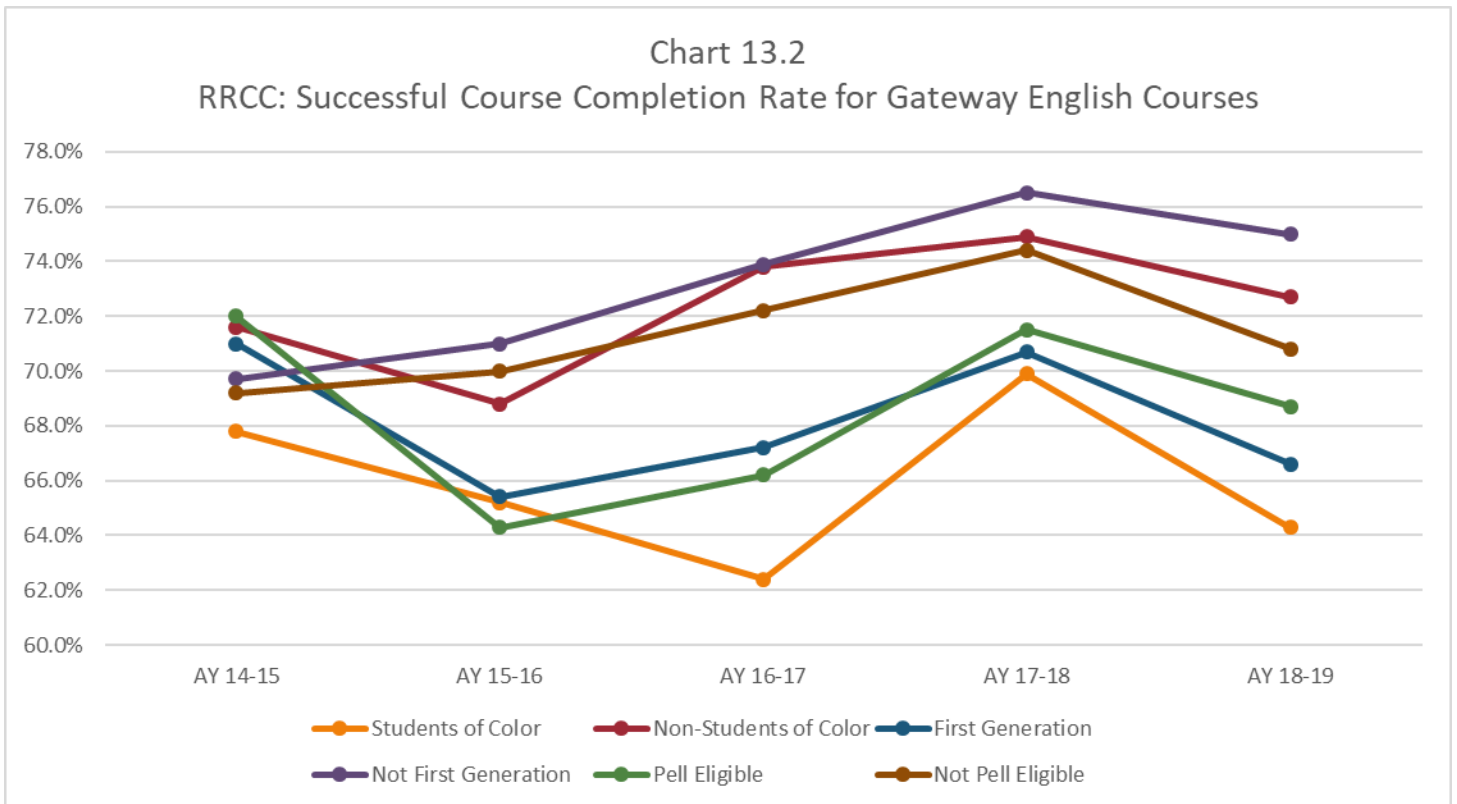
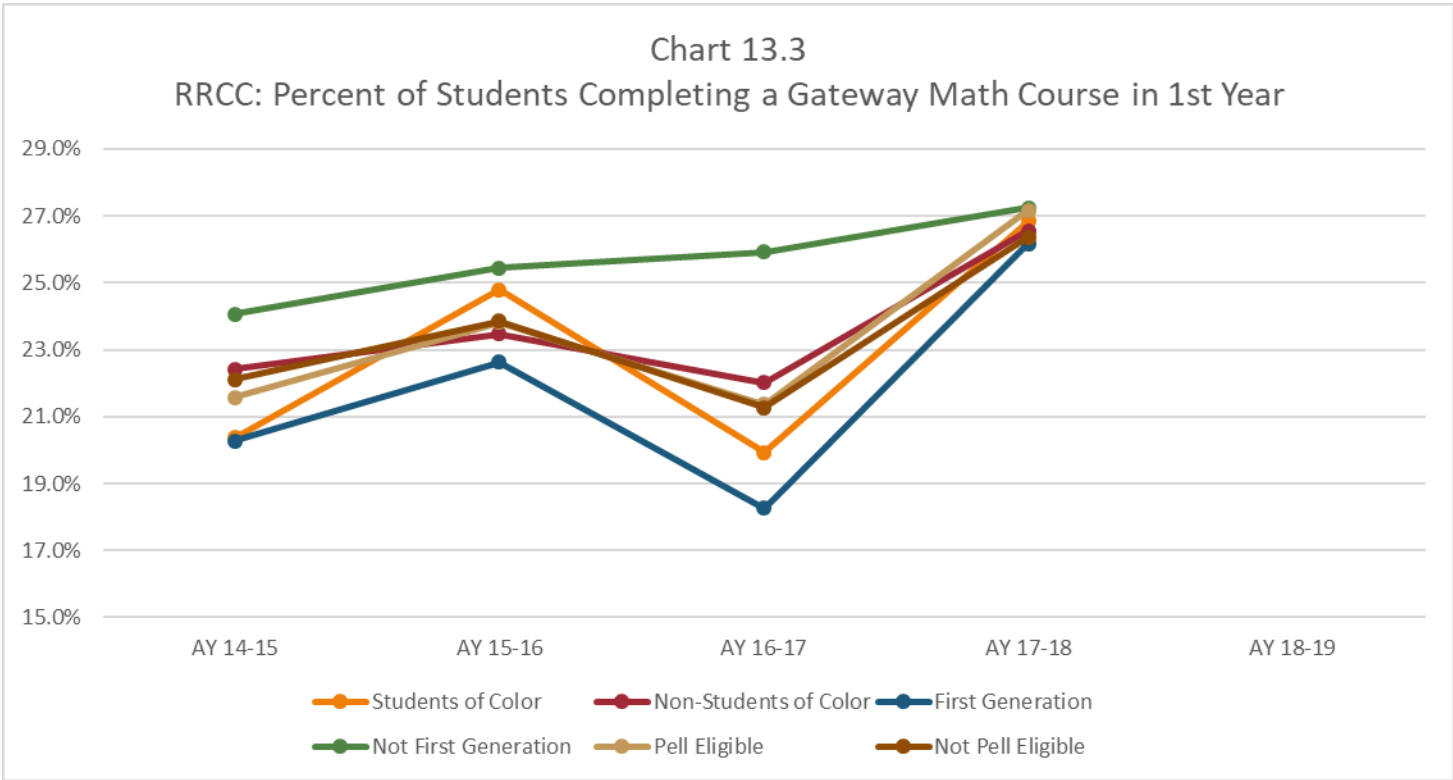




Table 13.7: RRCC Completion of Gateway Math Courses in 1st Year

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	20.4%	24.8%	19.9%	26.8%		6.9%	6.5%
Non-Students of Color	22.4%	23.5%	22.0%	26.5%		4.5%	4.1%
First Generation Status:							
First Generation	20.3%	22.6%	18.3%	26.2%		7.9%	5.9%
Not First Generation	24.1%	25.4%	25.9%	27.2%		1.3%	3.2%
Pell Eligibility:							
Pell Eligible	21.6%	23.8%	21.4%	27.2%		5.8%	5.6%
Not Pell Eligible	22.1%	23.8%	21.3%	26.4%		5.1%	4.2%
RRCC Total	21.9%	23.8%	21.3%	26.6%		5.3%	4.7%



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



Table 13.8: RRCC 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	58.9%	50.6%	44.8%	42.4%	59.8%	17.4%	0.9%
Non-Students of Color	69.6%	59.6%	58.0%	71.5%	68.4%	-3.1%	-1.2%
First Generation Status:							
First Generation	65.9%	53.4%	45.7%	55.8%	65.1%	9.3%	-0.8%
Not First Generation	68.4%	60.6%	60.9%	67.9%	66.4%	-1.5%	-2.0%
Pell Eligibility:							
Pell Eligible	66.7%	48.6%	50.0%	53.5%	65.1%	11.6%	-1.6%
Not Pell Eligible	67.2%	62.0%	54.9%	65.6%	66.0%	0.4%	-1.2%
RRCC Total	67.0%	56.8%	53.2%	61.4%	65.7%	4.3%	-1.3%

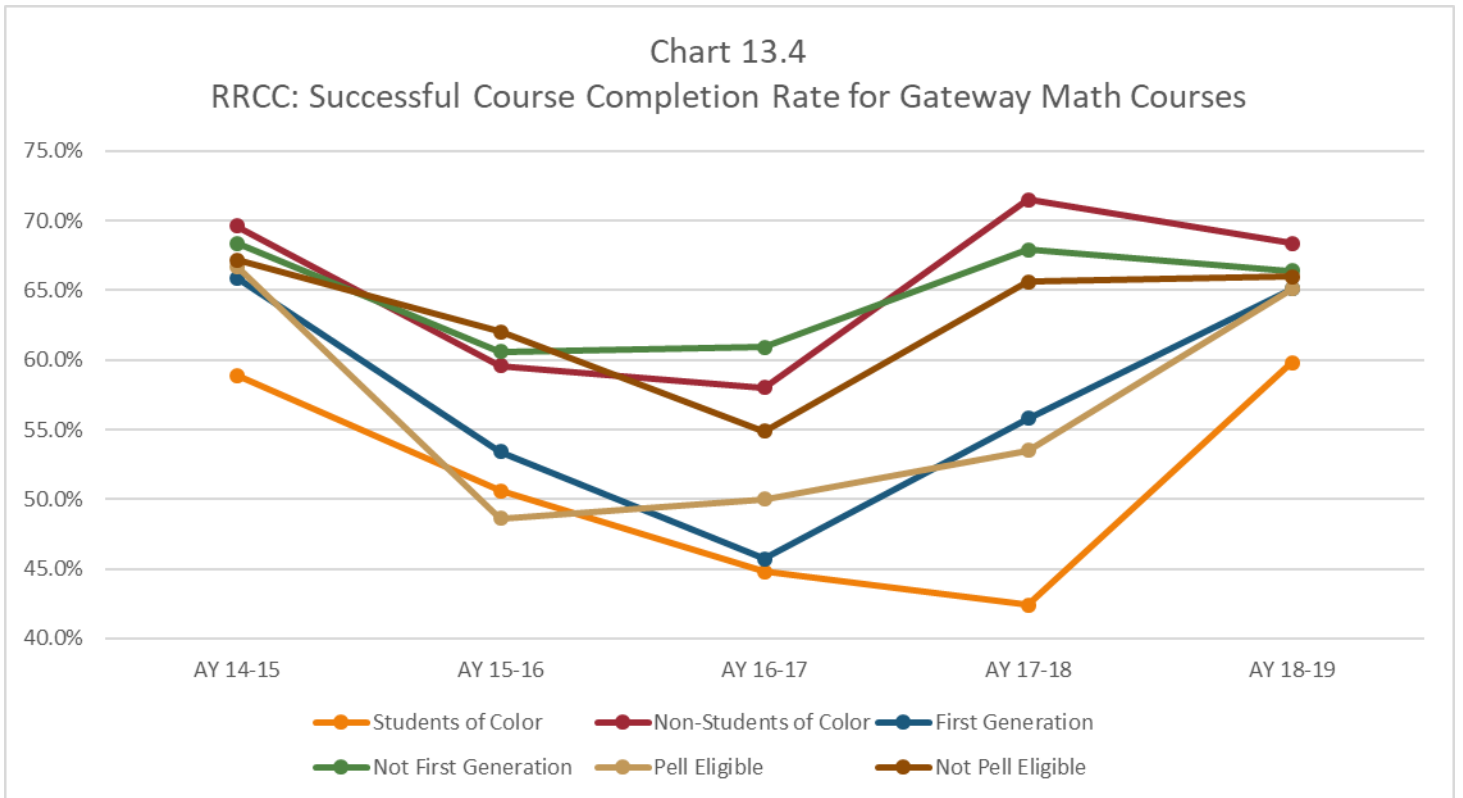
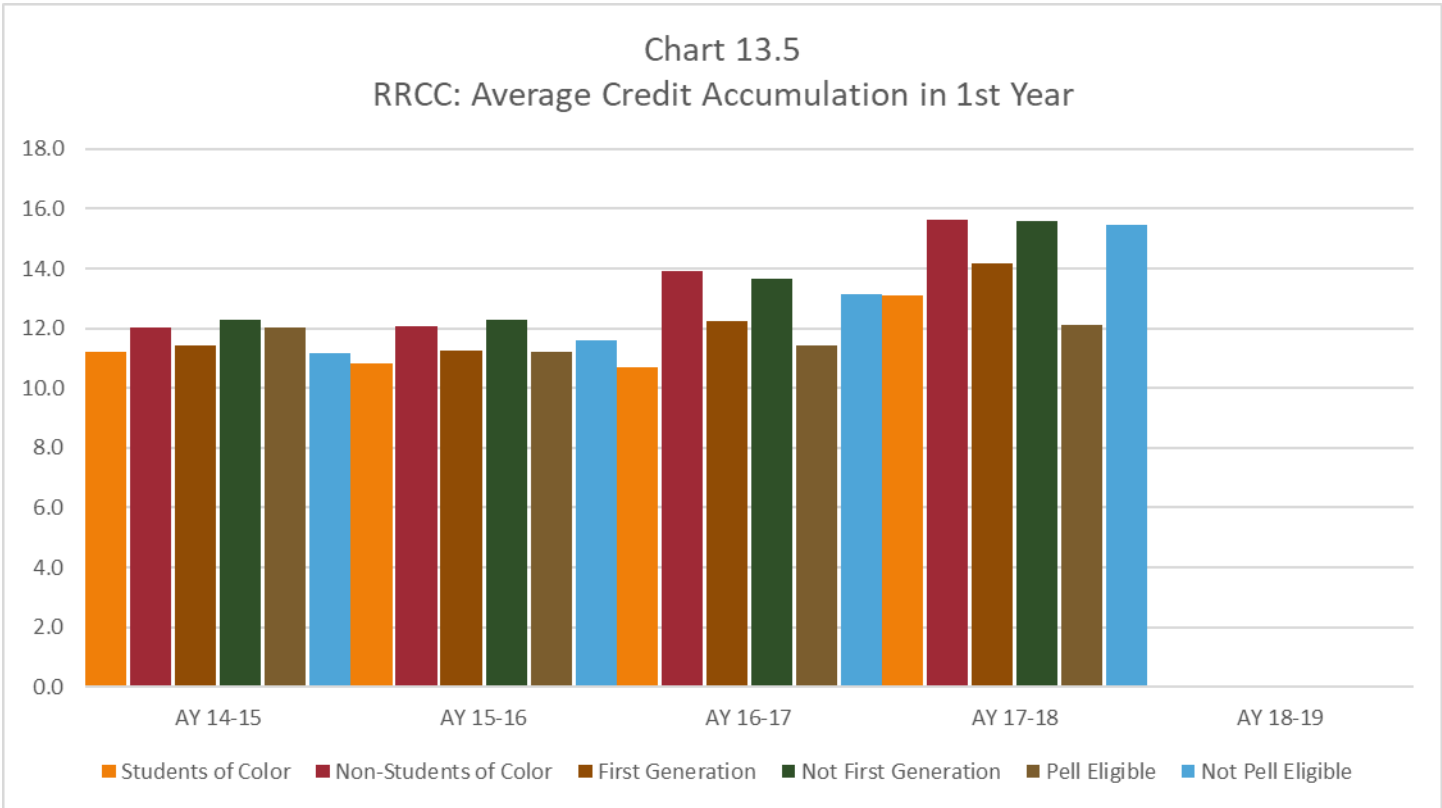




Table 13.9: RRCC Average Credit Accumulation in 1st Year

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	11.2	10.8	10.7	13.1		22.7%	17.1%
Non-Students of Color	12.0	12.1	13.9	15.6		12.2%	29.9%
First Generation Status:							
First Generation	11.4	11.3	12.2	14.2		15.7%	23.7%
Not First Generation	12.3	12.3	13.7	15.6		14.1%	27.0%
Pell Eligibility:							
Pell Eligible	12.0	11.2	11.4	12.1		6.2%	0.6%
Not Pell Eligible	11.2	11.6	13.1	15.5		17.7%	38.7%
RRCC Total	11.8	11.7	12.8	14.8		15.4%	25.4%



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



Table 13.10: RRCC 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	-0.41	-0.70	-0.35	-0.76	-0.20	0.56	0.21
Non-Students of Color	-1.05	-0.82	-0.02	-1.17	-1.03	0.14	0.01
First Generation Status:							
First Generation	-0.98	-0.84	-0.40	-0.59	0.04	0.63	1.02
Not First Generation	-0.75	-0.69	0.25	-1.59	-1.81	-0.22	-1.06
Pell Eligibility:							
Pell Eligible	-0.97	-0.91	-0.43	-0.74	0.52	1.26	1.49
Not Pell Eligible	-0.82	-0.71	0.04	-1.21	-1.49	-0.29	-0.68
RRCC Total	-0.88	-0.78	-0.13	-1.03	-0.75	0.27	0.13

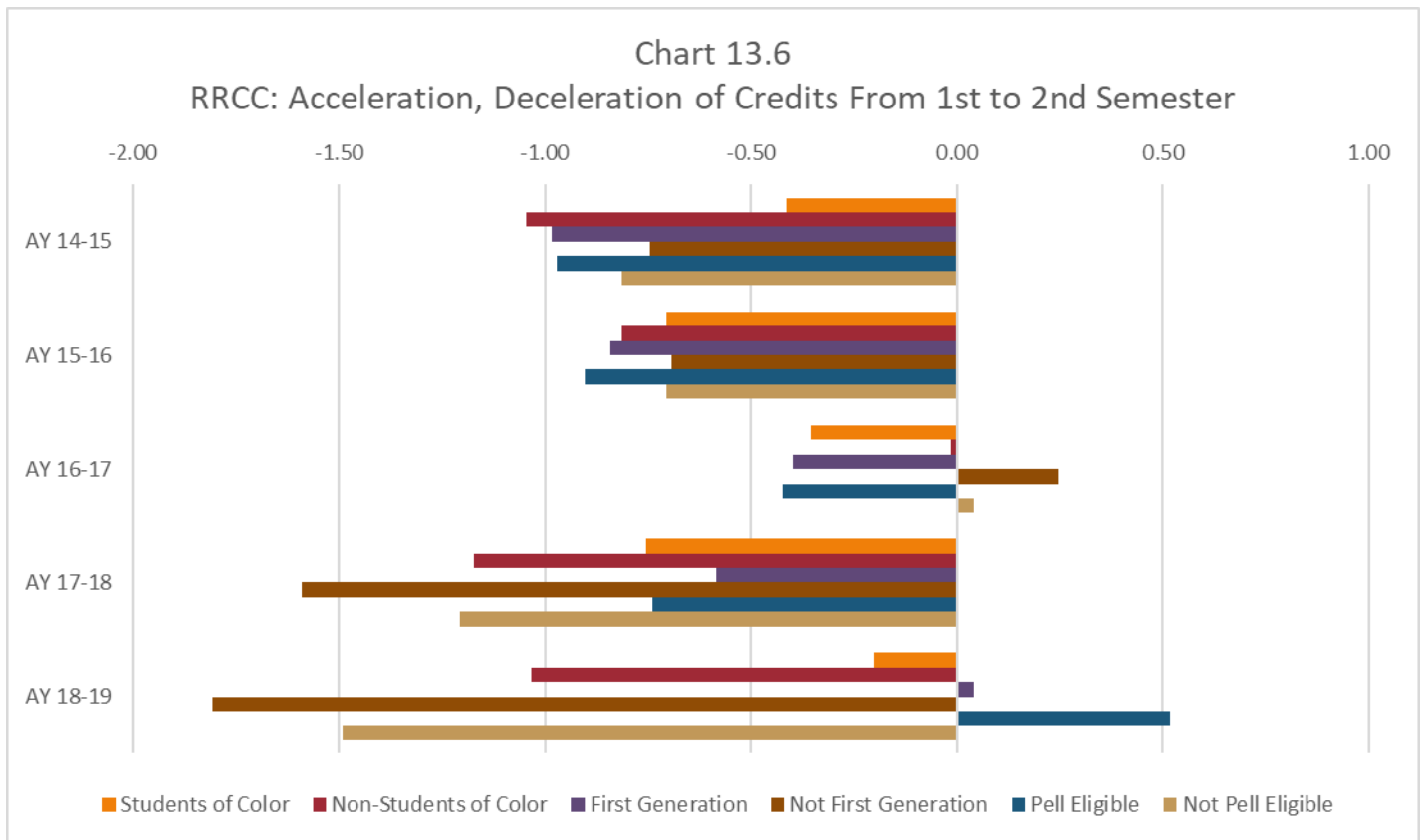




Table 13.11: RRCC Successful Course Completion Rate

Equity Group	AY 14-15	AY 15-16	AY 16-17	AY 17-18	AY 18-19	1-Year Change	5-Year Change
Race/Ethnicity:							
Students of Color	72.8%	73.5%	73.7%	74.7%	75.3%	0.5%	2.5%
Non-Students of Color	77.6%	78.7%	80.3%	81.2%	81.9%	0.7%	4.3%
First Generation Status:							
First Generation	74.7%	75.3%	75.9%	77.1%	77.6%	0.5%	2.9%
Not First Generation	78.3%	79.5%	81.0%	81.4%	82.1%	0.7%	3.8%
Pell Eligibility:							
Pell Eligible	71.1%	71.9%	72.3%	73.4%	75.1%	1.7%	4.0%
Not Pell Eligible	79.7%	80.2%	81.4%	82.1%	82.1%	0.0%	2.4%
Student Type:							
First-Time	71.9%	70.0%	70.2%	70.2%	74.6%	4.4%	2.7%
Continuing/Readmit	75.9%	77.2%	78.0%	78.0%	78.9%	0.9%	3.0%
Transfer	76.7%	78.0%	78.9%	78.9%	77.7%	-1.2%	1.0%
Other	91.2%	91.4%	92.1%	92.1%	92.9%	0.8%	1.7%
RRCC Total	76.4%	77.3%	78.5%	79.2%	79.8%	0.6%	3.4%

Chart 13.7
RRCC: Successful Course Completion Rate

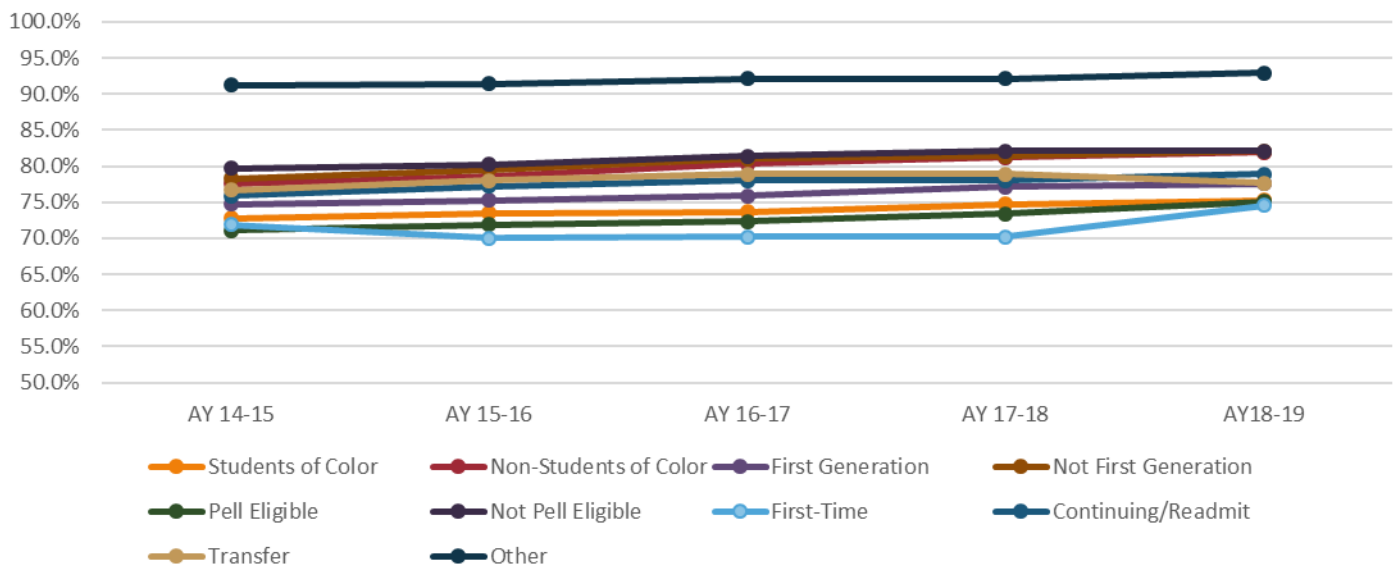




Table 13.12: RRCC Students Enrolled at Fall Census But Earned No Credits

Equity Group	Fall 14	Fall 15	Fall 16	Fall 17	Fall 18	1-Year Change	5-Year Change
Race/Ethnicity:							
Students of Color	15.5%	16.1%	16.6%	15.4%	14.1%	-1.3%	-1.4%
Non-Students of Color	12.2%	11.5%	11.6%	10.8%	10.6%	-0.2%	-1.6%
First Generation Status:							
First Generation	14.1%	14.1%	14.3%	13.6%	13.1%	-0.5%	-1.0%
Not First Generation	11.8%	11.2%	11.6%	10.6%	10.2%	-0.4%	-1.6%
Pell Eligibility:							
Pell Eligible	15.3%	14.9%	15.0%	15.1%	13.6%	-1.5%	-1.6%
Not Pell Eligible	11.7%	11.7%	12.2%	10.8%	10.9%	0.1%	-0.9%
Student Type:							
First-Time	17.1%	18.2%	18.9%	16.1%	15.4%	-0.7%	-1.7%
Continuing/Readmit	12.5%	11.3%	11.4%	11.5%	11.1%	-0.4%	-1.3%
Transfer	13.8%	13.1%	14.9%	12.0%	15.5%	3.5%	1.7%
Other	3.1%	10.1%	11.3%	7.6%	5.0%	-2.6%	1.9%
RRCC Total	12.9%	12.7%	13.0%	12.1%	11.7%	-0.5%	-1.3%

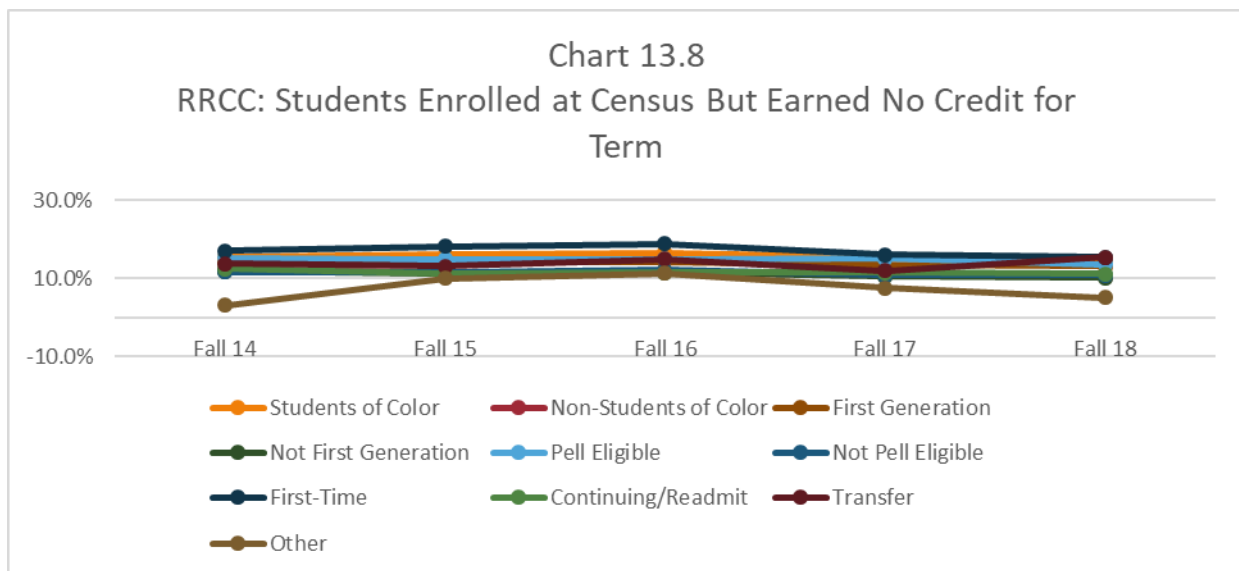


Table 13.13: RRCC Completion of a Student Success Course



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	1.4%	1.0%	0.9%	0.1%	0.4%	0.3%	-1.0%
Non-Students of Color	1.0%	0.5%	0.2%	0.0%	0.3%	0.2%	-0.7%
First Generation Status:							
First Generation	1.2%	0.8%	0.6%	0.1%	0.4%	0.3%	-0.8%
Not First Generation	0.9%	0.4%	0.2%	0.0%	0.2%	0.2%	-0.7%
Pell Eligibility:							
Pell Eligible	2.0%	1.3%	1.1%		0.7%	0.7%	-1.3%
Not Pell Eligible	0.6%	0.3%	0.1%	0.1%	0.2%	0.1%	-0.4%
RRCC Total	1.1%	0.6%	0.4%	0.1%	0.3%	0.3%	-0.8%

Chart 13.9

RRCC: Percent of Students Completing a Student Success Course

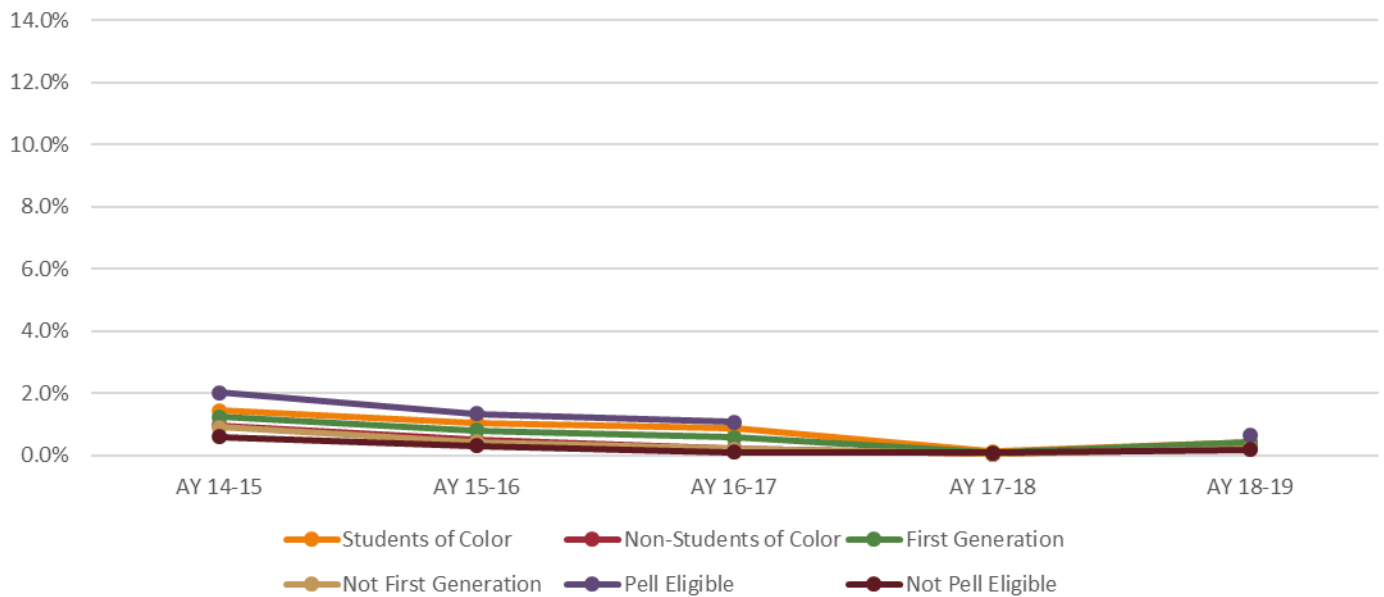


Table 13.14: RRCC Student Success Course Completion Rate



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	86.4%	90.9%	88.5%	100.0%	86.7%	-13.3%	0.3%
Non-Students of Color	86.7%	86.7%	75.0%	100.0%	89.5%	-10.5%	2.7%
First Generation Status:							
First Generation	84.1%	90.0%	81.6%	100.0%	82.6%	-17.4%	-1.5%
Not First Generation	90.7%	85.7%	83.3%	100.0%	100.0%	0.0%	9.3%
Pell Eligibility:							
Pell Eligible	86.5%	93.9%	91.2%		81.8%	81.8%	-4.7%
Not Pell Eligible	86.8%	79.3%	62.5%	100.0%	100.0%	0.0%	13.2%
Student Type:							
First-Time	81.4%	87.8%	79.4%		88.2%	88.2%	6.8%
Continuing/Readmit	89.6%	92.3%	92.9%	100.0%	86.7%	-13.3%	-2.9%
Transfer	93.8%	87.5%	50.0%	100.0%	100.0%	0.0%	6.2%
Other		66.7%				0.0%	0.0%
RRCC Total	86.6%	88.5%	82.0%	100.0%	88.2%	-11.8%	1.6%

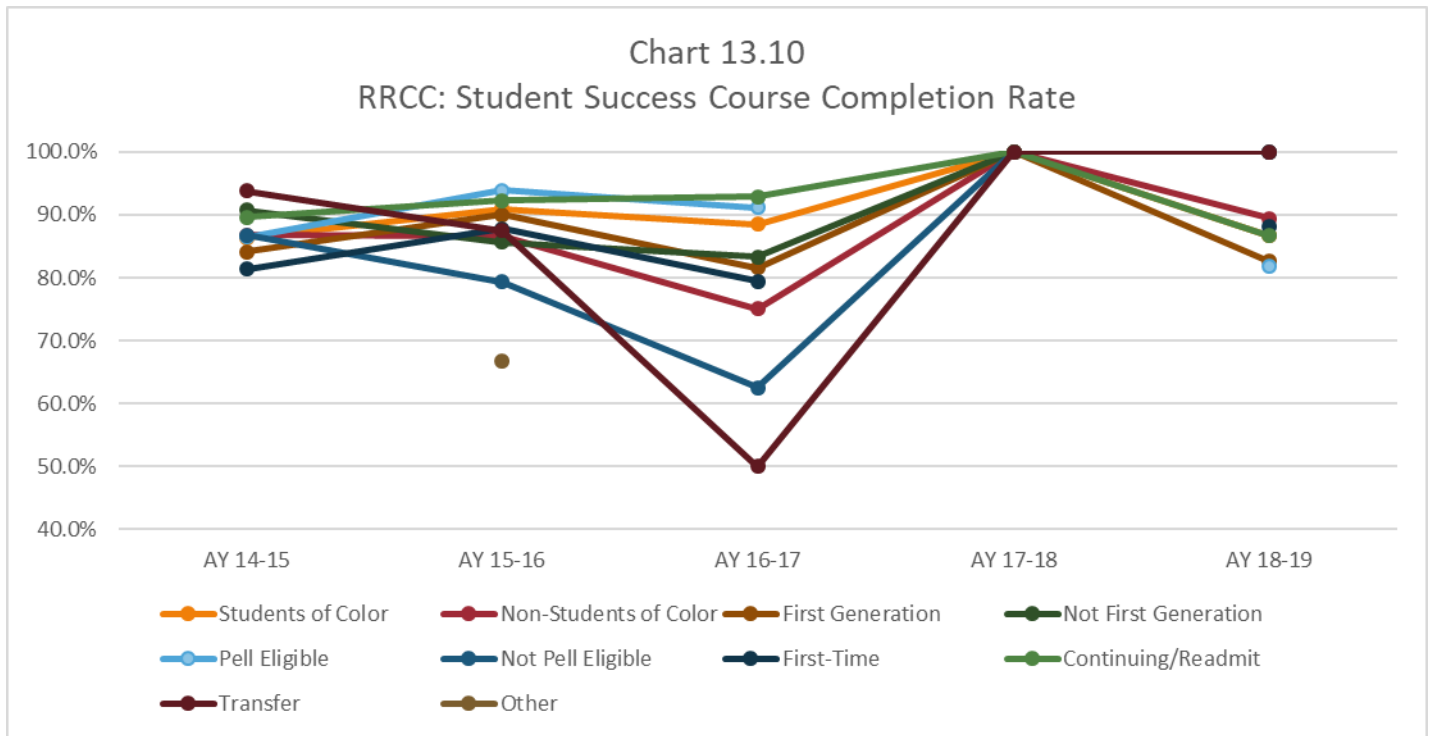
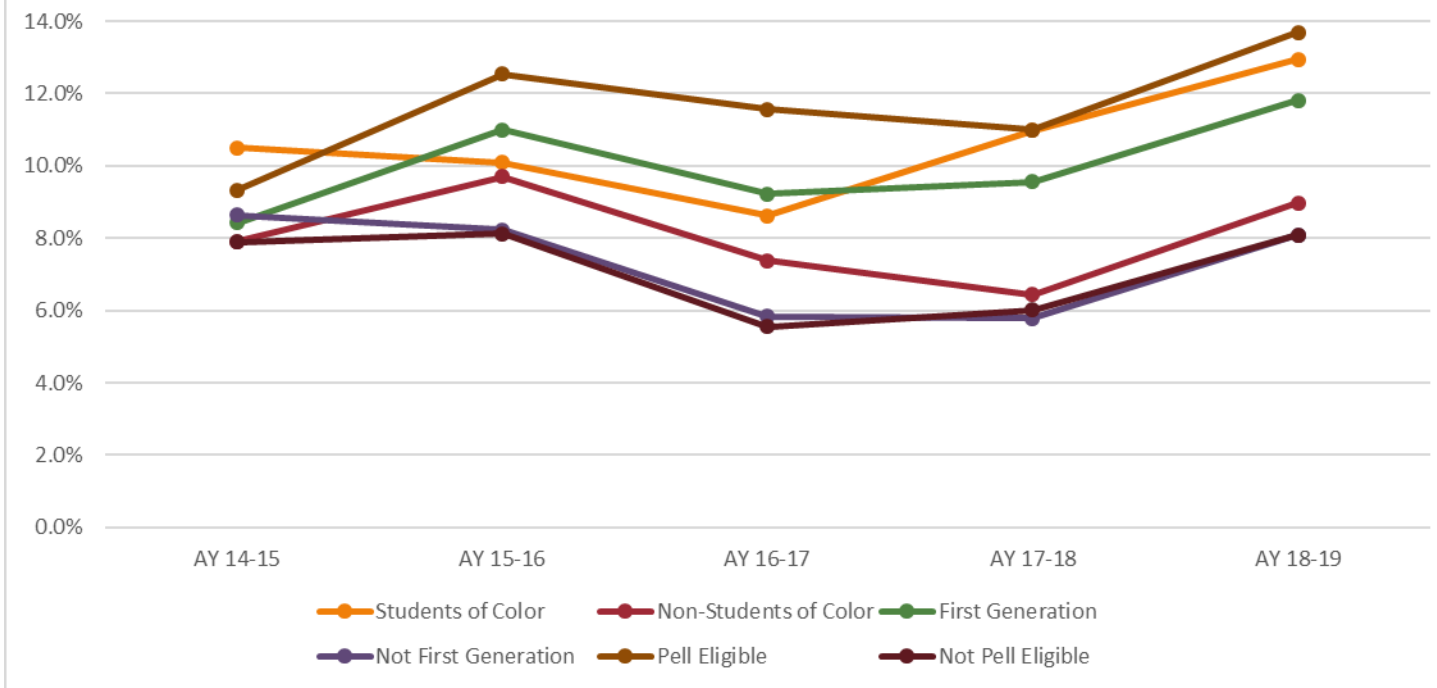


Table 13.15: RRCC Precipitous Decline in GPA from 1st to 2nd Semester



Equity Group	AY 14-15	AY 15-16	AY 16-17	AY 17-18	AY 18-19	1-Year Change	5-Year Change
Race/Ethnicity:							
Students of Color	10.5%	10.1%	8.6%	11.0%	12.9%	2.0%	2.4%
Non-Students of Color	7.9%	9.7%	7.4%	6.4%	9.0%	2.5%	1.1%
First Generation Status:							
First Generation	8.4%	11.0%	9.2%	9.6%	11.8%	2.2%	3.4%
Not First Generation	8.6%	8.2%	5.8%	5.8%	8.1%	2.3%	-0.6%
Pell Eligibility:							
Pell Eligible	9.3%	12.5%	11.6%	11.0%	13.7%	2.7%	4.4%
Not Pell Eligible	7.9%	8.1%	5.6%	6.0%	8.1%	2.1%	0.2%
RRCC Total	8.5%	9.8%	7.7%	7.8%	10.0%	2.2%	1.5%

Chart 13.11
RRCC: Precipitous Decline in GPA from 1st to 2nd Semester



RED ROCKS COMMUNITY COLLEGE: STUDENT SUCCESS KPMS

Table 13.16: RRCC 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	335	506	484	495	510	3.0%	52.2%	
Non-Students of Color	1,433	1,971	1,784	1,897	1,525	-19.6%	6.4%	
First Generation Status:								
First Generation	942	1,299	1,213	1,247	1,107	-11.2%	17.5%	
Not First Generation	826	1,178	1,055	1,145	928	-19.0%	12.3%	
Pell Eligibility:								
Pell Eligible	596	697	615	594	531	-10.6%	-10.9%	
Not Pell Eligible	1,172	1,780	1,653	1,798	1,504	-16.4%	28.3%	
Student Type:								
First-Time	68	135	158	298	256	-14.1%	276.5%	
Continuing/Readmit	1,495	2,099	1,857	1,908	1,567	-17.9%	4.8%	
Transfer	189	243	253	186	207	11.3%	9.5%	
Other	16	0	0	0	5	----	-68.8%	
RRCC Total	1,768	2,477	2,268	2,392	2,035	-14.9%	15.1%	
KPM Goal							1.0%	

Chart 13.12
 RRCC: KPM 1.1 Increase the Number of Degrees & Certificates Awarded

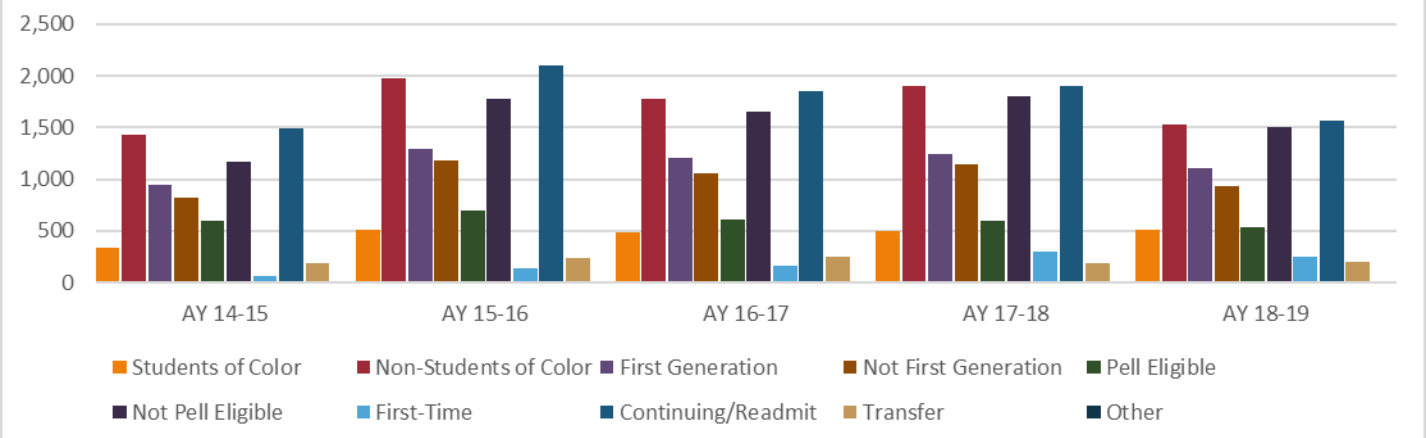




Table 13.17: RRCC KPM 1.1 Degree & Certificate Programs with Greatest 1-Year Increase in Number Awarded

RRCC Program	Change From AY 17-18 to AY 18-19	5-Year Median Wage of Our Graduates ⁶	Meets Living Wage for Service Area = \$37,835.20
151301 - Drafting & Design Tech/Techn,	30	\$52,182.97	✓
310101 - Parks, Recreation & Leisure St	21	NA	
110201 - Computer Programming	18	NA	
480508 - Welding Tech/Welder	13	\$43,921.68	✓
240101 - Liberal Arts & Sciences/Libera	12	\$42,904.07	✓
110801 - Web Page, Digital/Multimedia &	10	\$67,326.16	✓
240199 - Liberal Arts & Sciences, Gener	8	\$42,904.07	✓
513902 - Nursing Assistant/Aide	8	\$35,663.94	
520302 - Accounting Tech/Techn & Bookke	7	\$46,274.85	✓
480503 - Machine Shop Tech/Assistant	6	\$43,921.68	✓

Table 13.18: RRCC KPM 1.1 Degree & Certificate Programs with Greatest 5-Year Increase in Number Awarded

RRCC Program	Change From AY 14-15 to AY 18-19	5-Year Median Wage of Our Graduates ⁴²	Meets Living Wage for Service Area = \$37,835.20
430203 - Fire Science/Fire-fighting	143	\$66,024.61	✓
430107 - Criminal Justice/Police Scienc	72	\$59,448.10	✓
151301 - Drafting & Design Tech/Techn,	60	\$52,182.97	✓
480701 - Woodworking, General	52	\$38,323.88	✓
240102 - General Studies	36	\$42,904.07	✓
131210 - Early Childhood Ed & Teaching	36	\$37,320.67	
310101 - Parks, Recreation & Leisure St	34	NA	
110201 - Computer Programming	34	NA	
240199 - Liberal Arts & Sciences, Gener	23	\$42,904.07	✓
460302 - Electrician	21	\$60,827.92	✓

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



Table 13.19: RRCC 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	60.7%	60.0%	55.0%	60.6%	62.1%	1.5%	1.5%
Non-Students of Color	54.9%	59.0%	56.6%	69.5%	67.6%	-1.9%	12.8%
First Generation Status:							
First Generation	54.6%	58.5%	53.3%	62.9%	64.4%	1.5%	9.8%
Not First Generation	57.9%	60.4%	60.0%	71.4%	67.6%	-3.8%	9.7%
Pell Eligibility:							
Pell Eligible	54.9%	59.0%	52.0%	58.8%	58.0%	-0.8%	3.1%
Not Pell Eligible	57.3%	59.5%	59.0%	71.0%	70.2%	-0.9%	12.8%
RRCC Total	56.2%	59.3%	56.2%	66.4%	66.0%	-0.5%	9.8%
National Public 2-Year Schools	60.5%	61.1%	62.1%	62.3%	NA		

Chart 13.13
RRCC: KPM 1.2 Exceed the National Fall-to-Fall Retention Rate, Full-Time Students

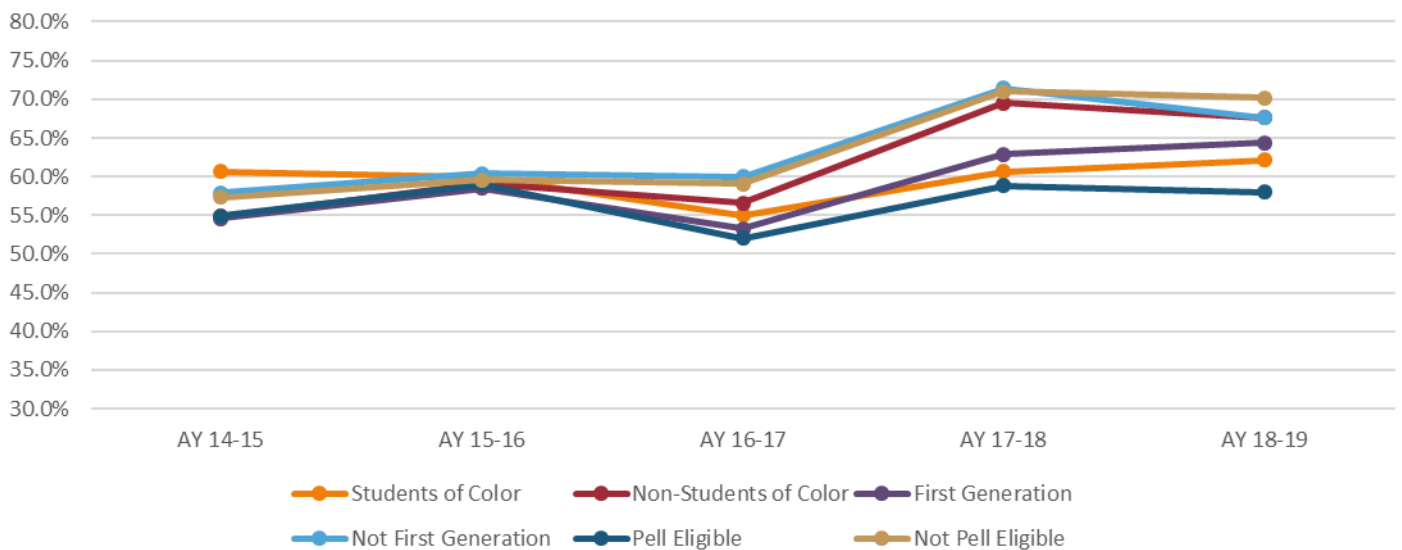




Table 13.20: RRCC KPM 1.2 Exceed the National Fall-to-Fall Retention Rate for Part-Time Students

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	38.6%	32.7%	39.5%	27.9%	39.2%	11.3%	0.6%
Non-Students of Color	40.8%	39.4%	42.8%	41.4%	39.9%	-1.5%	-0.9%
First Generation Status:							
First Generation	40.1%	36.1%	39.2%	32.7%	39.2%	6.5%	-0.8%
Not First Generation	40.2%	39.7%	46.9%	42.8%	40.3%	-2.5%	0.1%
Pell Eligibility:							
Pell Eligible	36.4%	34.6%	39.1%	31.3%	40.8%	9.6%	4.4%
Not Pell Eligible	42.9%	40.0%	43.8%	39.8%	38.8%	-1.1%	-4.1%
RRCC Total	40.1%	37.6%	41.9%	36.4%	39.6%	3.3%	-0.5%
National Public 2-Year Schools	44.9%	44.9%	46.0%	46.5%	NA		

Chart 13.14
RRCC: KPM Exceed the National Fall-to-Fall Retention Rate for Part-Time Students

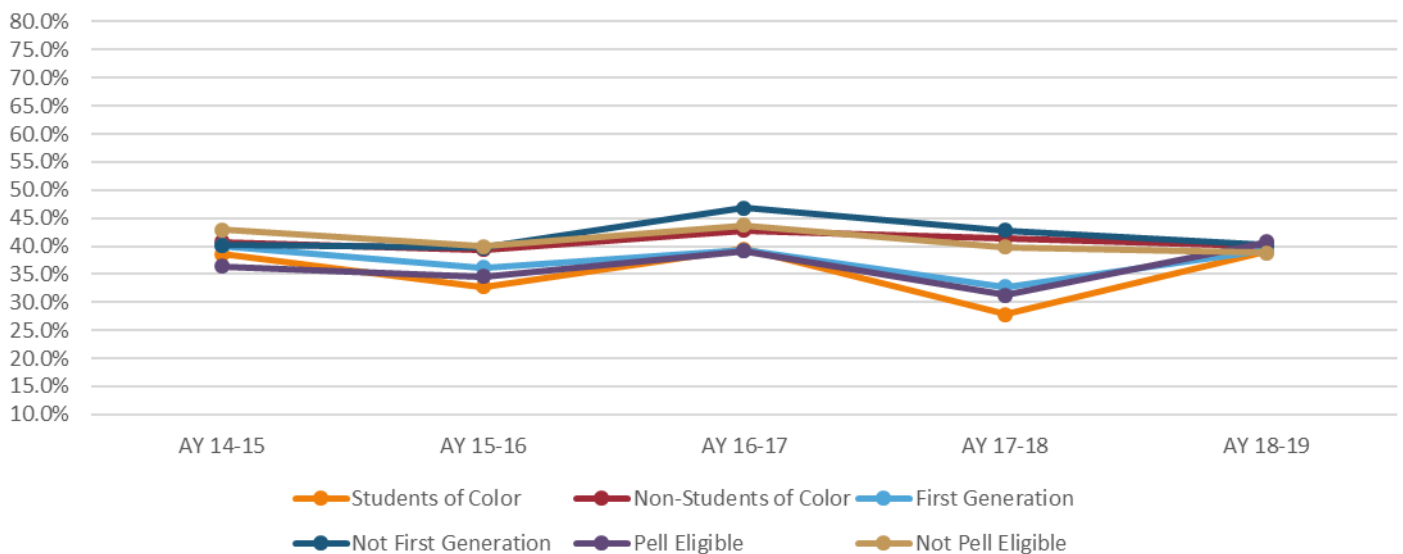




Table 13.21: RRCC KPM 1.2 Exceed the National Fall-to-Spring Retention Rate for Full-Time Students

Equity Group	AY 14-15	AY 15-16	AY 16-17	AY 17-18	AY 18-19	1-Year Change	5-Year Change
Race/Ethnicity:							
Students of Color	77.9%	83.8%	77.9%	81.8%	82.2%	0.4%	4.4%
Non-Students of Color	78.4%	81.6%	78.3%	86.2%	81.7%	-4.5%	3.3%
First Generation Status:							
First Generation	78.0%	81.4%	75.8%	81.9%	78.5%	-3.4%	0.4%
Not First Generation	78.6%	83.4%	81.3%	88.7%	85.4%	-3.3%	6.8%
Pell Eligibility:							
Pell Eligible	81.2%	81.6%	74.7%	81.5%	76.7%	-4.7%	-4.4%
Not Pell Eligible	75.6%	82.8%	80.6%	86.6%	84.5%	-2.1%	8.9%
RRCC Total	78.3%	82.2%	78.2%	84.7%	81.9%	-2.8%	3.6%
National Public 2-Year Schools	NA	NA	NA	NA	NA		

Chart 13.15
RRCC: KPM 1.2 Exceed the National Fall-to-Spring Retention Rate for Full-Time Students

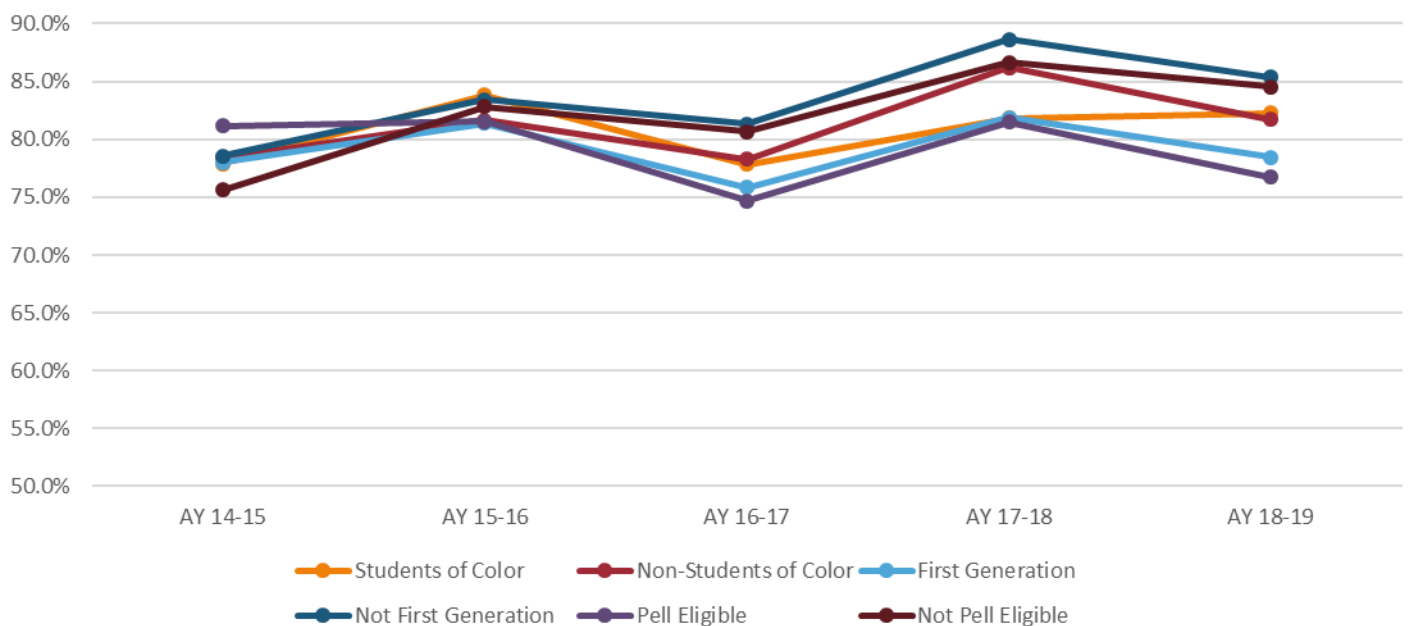




Table 13.22: RRCC KPM 1.2 Exceed the National Fall-to-Spring Retention Rate for Part-Time Students

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	62.2%	52.9%	56.7%	46.2%	55.9%	9.7%	-6.4%
Non-Students of Color	58.3%	58.5%	57.3%	57.4%	62.6%	5.2%	4.2%
First Generation Status:							
First Generation	60.7%	57.0%	55.8%	50.2%	60.8%	10.5%	0.0%
Not First Generation	57.7%	57.0%	59.6%	58.4%	58.9%	0.5%	1.2%
Pell Eligibility:							
Pell Eligible	64.2%	57.0%	57.0%	50.0%	61.2%	11.2%	-3.0%
Not Pell Eligible	56.0%	57.0%	57.3%	55.4%	59.3%	3.9%	3.2%
RRCC Total	59.5%	57.0%	57.2%	53.2%	60.1%	6.9%	0.6%
National Public 2-Year Schools	NA	NA	NA	NA	NA		

Chart 13.16
RRCC: KPM 1.2 Exceed the National Fall-to-Spring Retention Rate for Part-Time Students

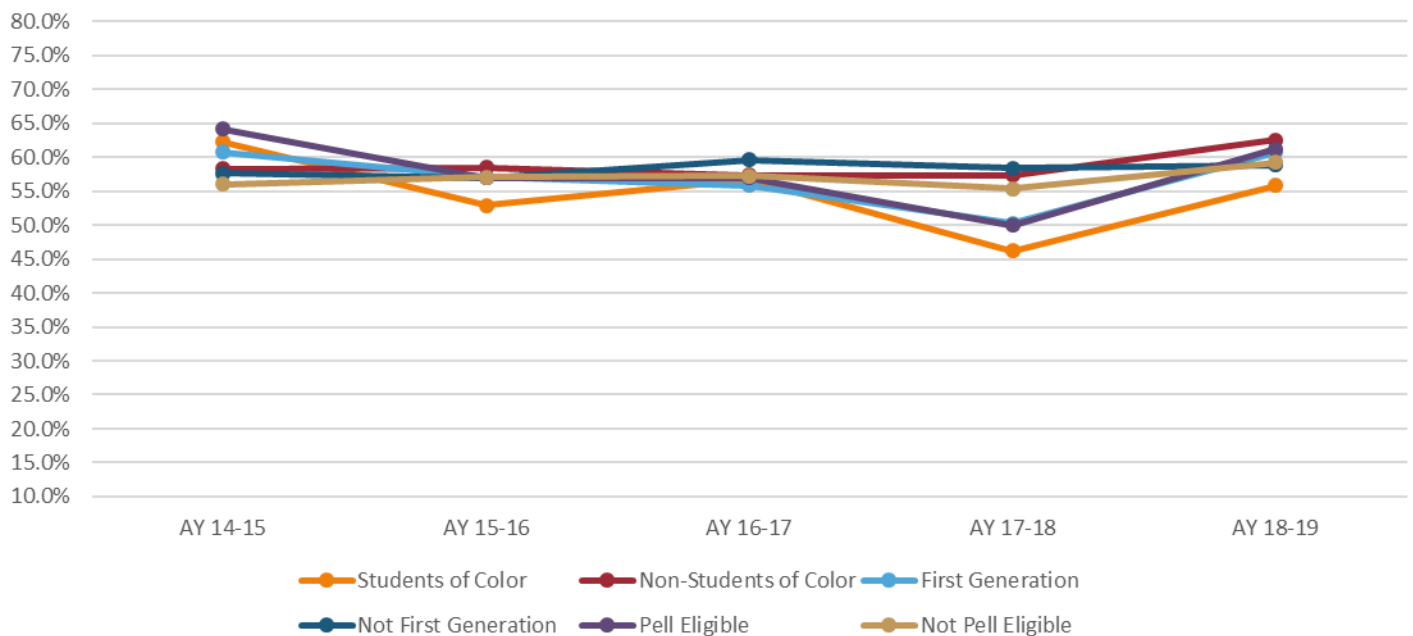




Table 13.23: RRCC KPM 1.7 Increase Distance & Hybrid Success Rates to Match On-Campus Success Rates

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	63.9%	65.7%	65.9%	66.2%	68.3%	2.1%	4.4%
Non-Students of Color	70.9%	72.1%	74.6%	75.8%	76.3%	0.4%	5.4%
First Generation Status:							
First Generation	67.4%	67.9%	69.5%	70.4%	71.5%	1.1%	4.2%
Not First Generation	71.7%	73.7%	75.4%	76.1%	76.5%	0.4%	4.7%
Pell Eligibility:							
Pell Eligible	62.4%	64.2%	65.8%	67.2%	69.0%	1.7%	6.5%
Not Pell Eligible	74.6%	75.0%	76.5%	77.0%	76.9%	-0.1%	2.2%
Student Type:							
First-Time	62.2%	61.7%	57.4%	60.1%	63.8%	3.6%	1.6%
Continuing/Readmit	69.6%	71.1%	72.7%	74.1%	74.6%	0.5%	5.0%
Transfer	70.6%	72.2%	75.7%	76.2%	74.0%	-2.3%	3.4%
Other	79.7%	82.1%	89.0%	86.4%	82.9%	-3.5%	3.2%
RRCC Total	69.3%	70.5%	72.3%	73.2%	73.9%	0.7%	4.7%
On-Campus Success Rate	75.8%	76.6%	77.2%	78.5%	81.3%	2.8%	5.5%

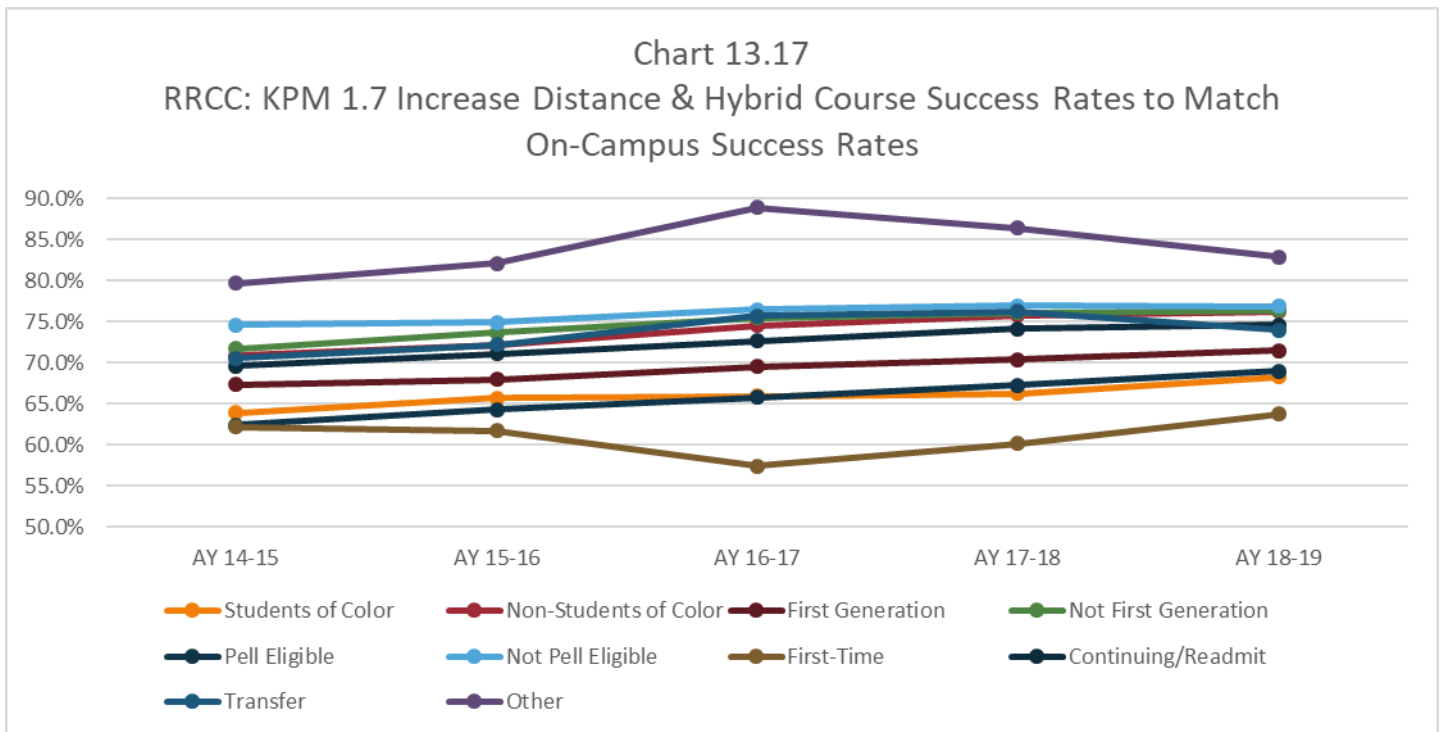
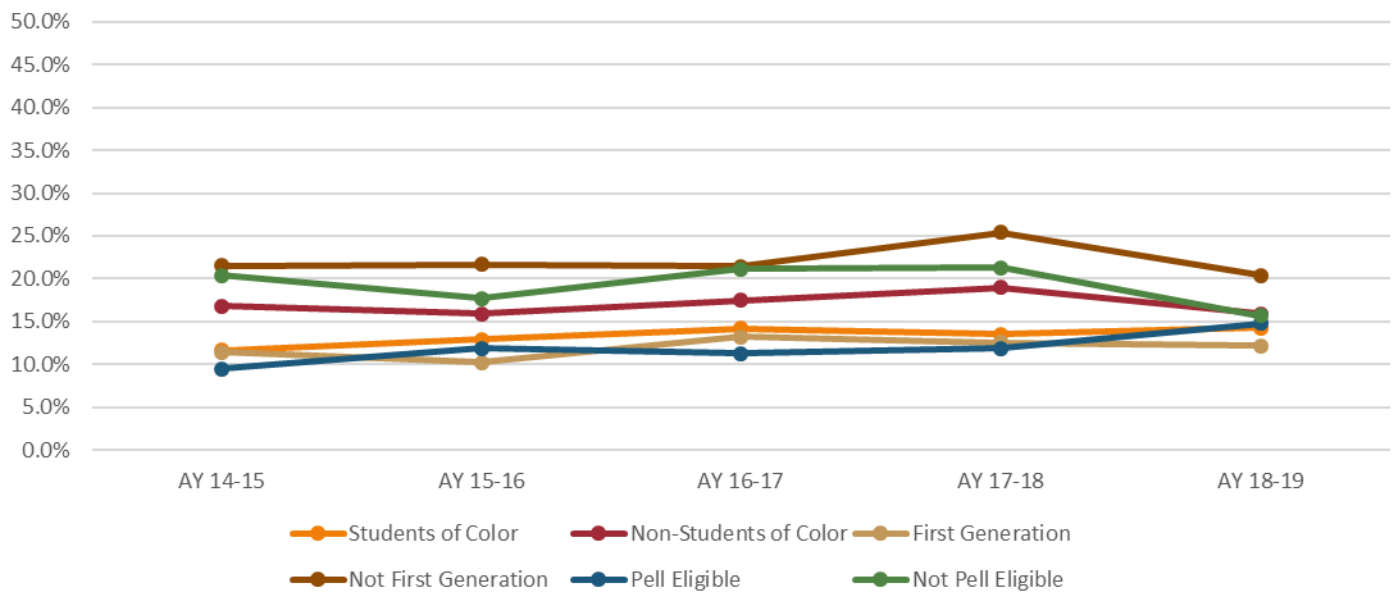




Table 13.24: RRCC KPM 3.2 Increase Percentage of Successful Transfers to 4-Year Institutions

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	11.6%	12.9%	14.2%	13.5%	14.3%	0.8%	2.6%
Non-Students of Color	16.8%	15.9%	17.5%	18.9%	15.9%	-3.0%	-0.8%
First Generation Status:							
First Generation	11.4%	10.2%	13.2%	12.6%	12.2%	-0.4%	0.8%
Not First Generation	21.5%	21.6%	21.4%	25.4%	20.4%	-5.0%	-1.1%
Pell Eligibility:							
Pell Eligible	9.4%	11.9%	11.2%	11.9%	14.8%	2.9%	5.3%
Not Pell Eligible	20.4%	17.7%	21.2%	21.3%	15.7%	-5.6%	-4.7%
RRCC Total	15.3%	15.1%	16.6%	17.4%	15.3%	-2.1%	0.0%
KPM Goal						2.0%	

Chart 13.18
RRCC: Increase Percentage of Successful Transfers to 4-Year Institutions



RED ROCKS COMMUNITY COLLEGE: CONCURRENT ENROLLMENT KPMS

Table 13.25: RRCC 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	52.6%	44.1%	46.6%	42.3%	42.0%	-0.2%	-10.6%
Non-Students of Color	48.8%	43.1%	41.6%	40.5%	38.9%	-1.6%	-9.9%
First Generation Status:							
First Generation	51.9%	49.3%	46.5%	43.9%	43.2%	-0.8%	-8.8%
Not First Generation	47.7%	38.7%	39.4%	38.0%	36.5%	-1.5%	-11.2%
Pell Eligibility:							
Pell Eligible	75.0%	83.3%	45.5%	80.0%	50.0%	-30.0%	-25.0%
Not Pell Eligible	49.4%	42.9%	42.8%	40.2%	39.6%	-0.7%	-9.8%
RRCC Total	49.5%	43.3%	42.8%	40.9%	39.7%	-1.2%	-9.8%
KPM Goal						1.0%	

Chart 13.19

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

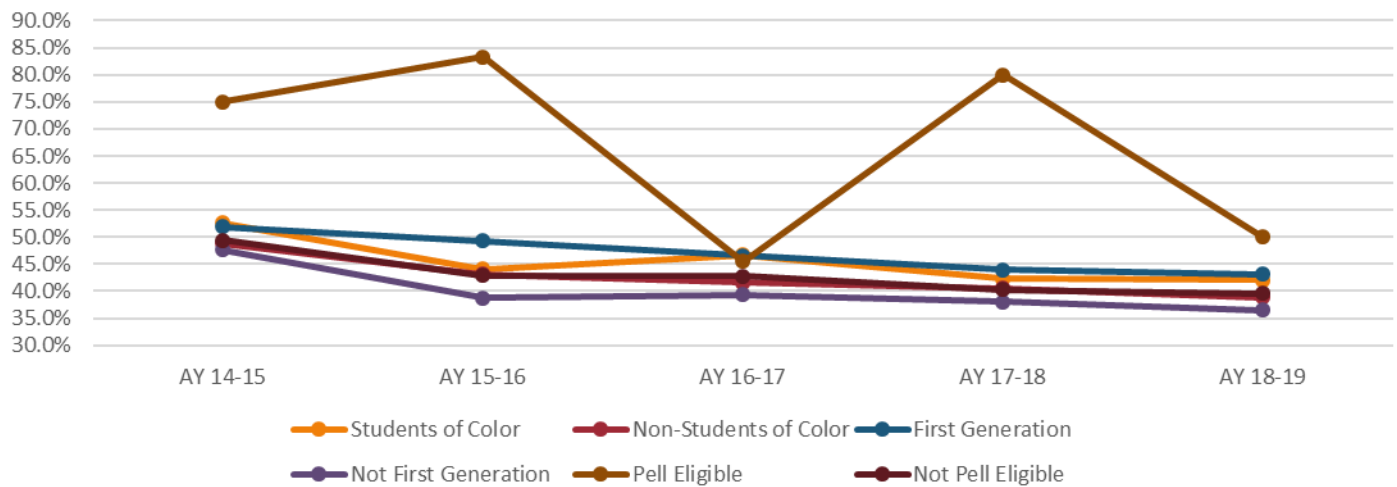




Table 13.26: RRCC KPM 3.1 Increase RRCC College Credentials Awarded to Concurrent Enrollment Students

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	64	89	128	143	170	18.9%	165.6%
Non-Students of Color	161	372	430	468	529	13.0%	228.6%
First Generation Status:							
First Generation	130	206	261	264	298	12.9%	129.2%
Not First Generation	95	255	297	347	401	15.6%	322.1%
Pell Eligibility:							
Pell Eligible	2	4	1	4	6	50.0%	200.0%
Not Pell Eligible	223	457	557	607	693	14.2%	210.8%
RRCC Total	225	461	558	611	699	14.4%	210.7%
KPM Goal						1.0%	

Chart 13.20
RRCC: KPM 3.1 Increase the Number of CCCS Credentials Awarded to Concurrent Enrollment Students

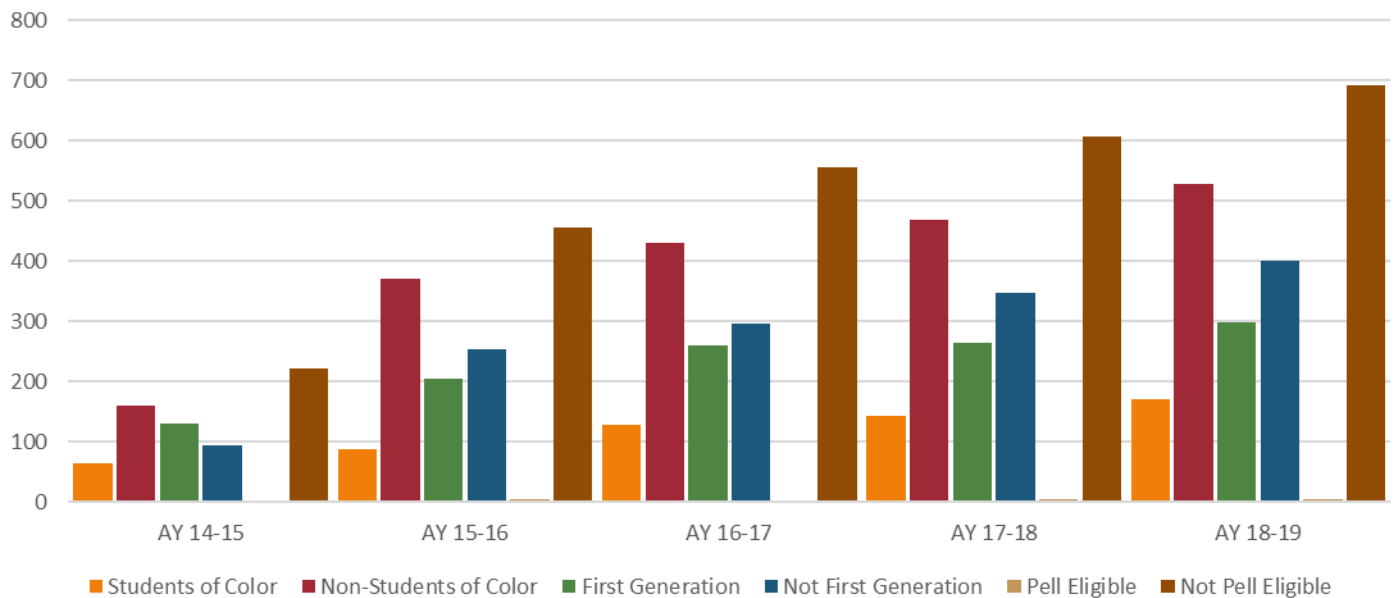
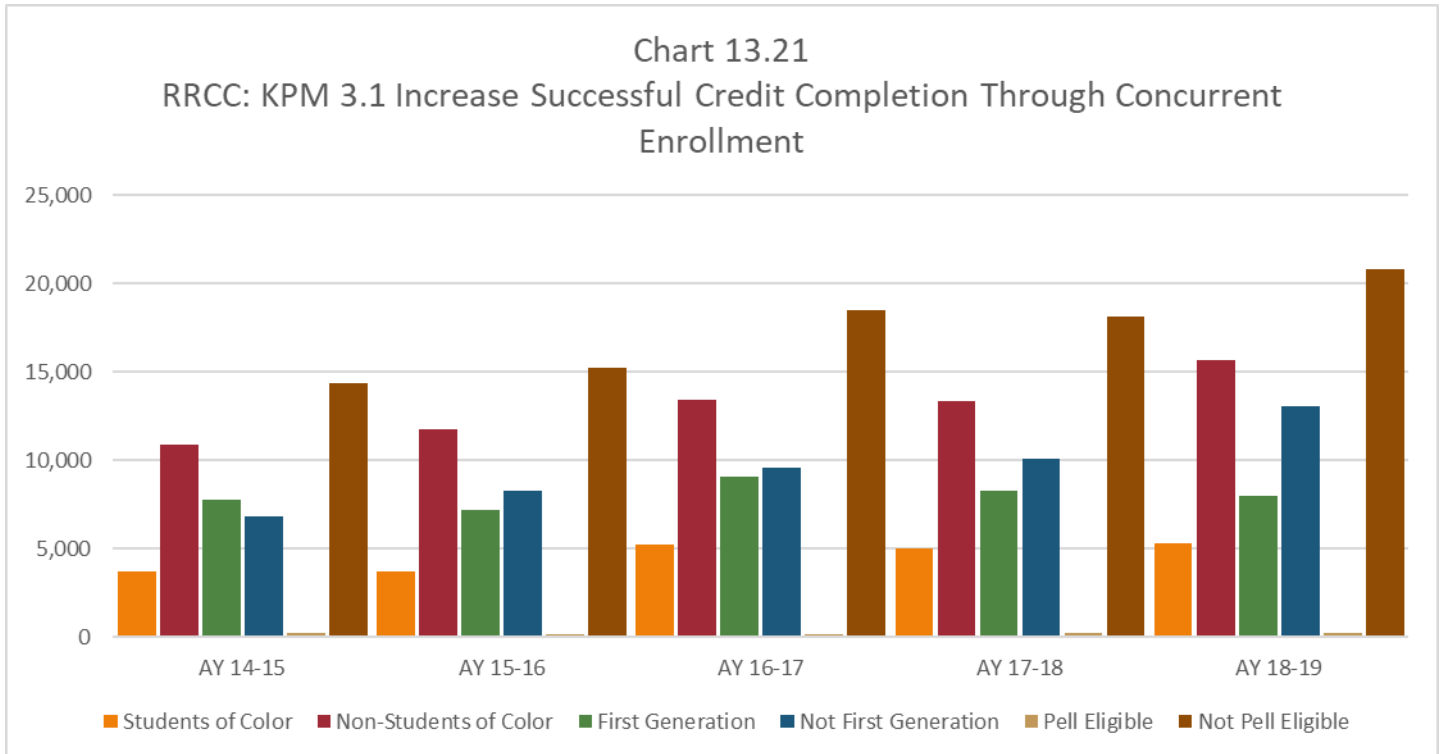




Table 13.27: RRCC KPM 3.1 Increase Successful Credit Completion Through Concurrent Enrollment

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	3,687	3,716	5,248	5,026	5,326	6.0%	44.5%
Non-Students of Color	10,920	11,739	13,396	13,357	15,692	17.5%	43.7%
First Generation Status:							
First Generation	7,760	7,185	9,049	8,273	7,987	-3.5%	2.9%
Not First Generation	6,847	8,270	9,595	10,110	13,031	28.9%	90.3%
Pell Eligibility:							
Pell Eligible	221	178	129	226	221	-2.2%	0.0%
Not Pell Eligible	14,386	15,277	18,515	18,157	20,797	14.5%	44.6%
RRCC Total	14,607	15,455	18,644	18,383	21,018	14.3%	43.9%
KPM Goal						1.0%	



RED ROCKS COMMUNITY COLLEGE: SKILLS BUILDERS & OVERALL SUCCESS

Table 13.28: RRCC 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	4.1%	4.0%	5.0%	5.0%	6.5%	1.4%	2.3%
Non-Students of Color	6.4%	7.2%	8.5%	7.2%	4.8%	-2.5%	-1.6%
First Generation Status:							
First Generation	4.8%	6.8%	6.7%	7.1%	5.4%	-1.7%	0.5%
Not First Generation	7.1%	5.7%	8.7%	5.8%	5.4%	-0.4%	-1.7%
Pell Eligibility:							
Pell Eligible	2.1%	2.1%	4.1%	3.8%	3.5%	-0.3%	1.4%
Not Pell Eligible	8.9%	9.7%	10.5%	8.6%	6.6%	-2.0%	-2.3%
RRCC Total	5.7%	6.3%	7.6%	6.6%	5.4%	-1.2%	-0.4%

Chart 13.22
RRCC: Skills Builders

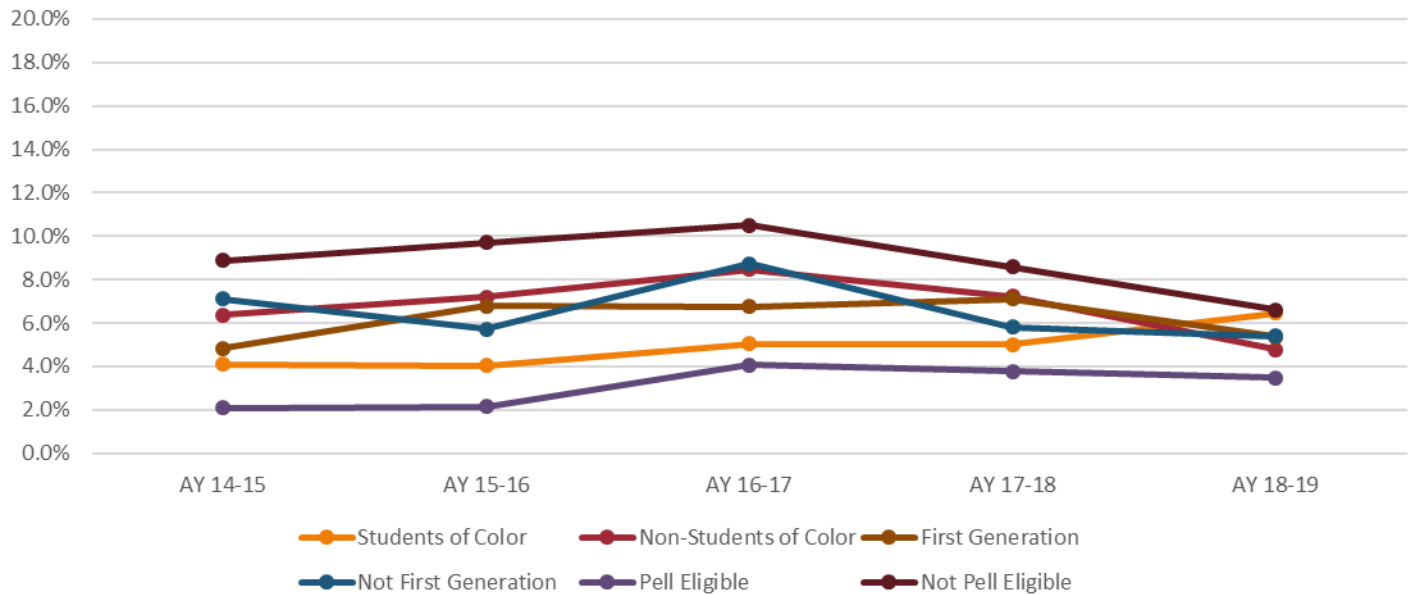
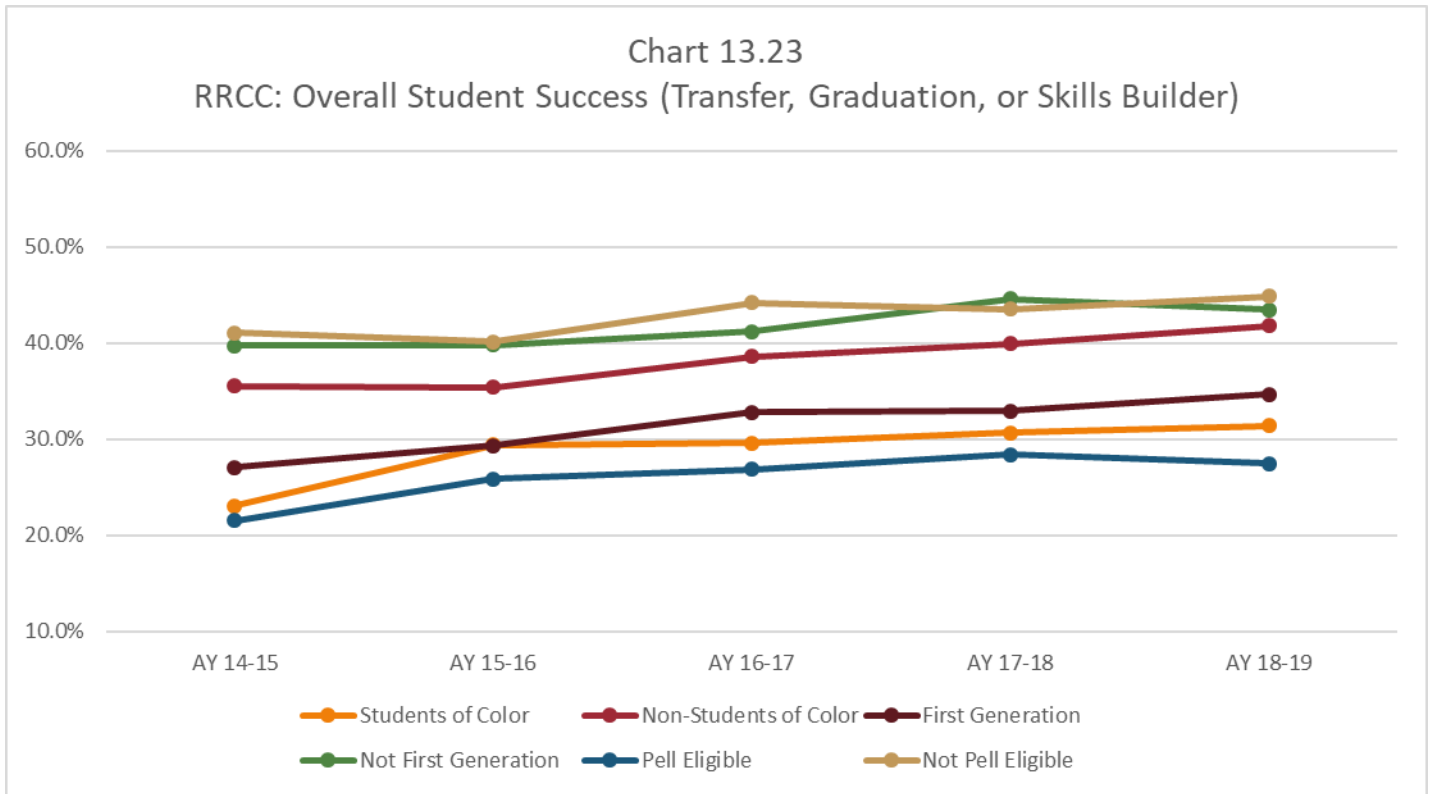




Table 13.29: RRCC Overall Student Success (Transfer, Graduation, or Skills Builder)

Equity Group	AY 14-15	AY 15-16	AY 16-17	AY 17-18	AY 18-19	1-Year Change	5-Year Change
Race/Ethnicity:							
Students of Color	23.1%	29.4%	29.6%	30.7%	31.4%	0.7%	8.3%
Non-Students of Color	35.5%	35.4%	38.6%	39.9%	41.8%	1.9%	6.3%
First Generation Status:							
First Generation	27.1%	29.3%	32.8%	32.9%	34.6%	1.7%	7.6%
Not First Generation	39.7%	39.8%	41.2%	44.6%	43.5%	-1.1%	3.7%
Pell Eligibility:							
Pell Eligible	21.5%	25.9%	26.9%	28.4%	27.5%	-1.0%	5.9%
Not Pell Eligible	41.1%	40.2%	44.2%	43.5%	44.9%	1.3%	3.8%
RRCC Total	32.0%	33.8%	36.2%	37.4%	38.0%	0.7%	6.0%



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.