

TRINIDAD STATE JUNIOR  
COLLEGE: STRATEGIC  
PLAN METRICS

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## 14. TRINIDAD STATE JUNIOR COLLEGE

### TRINIDAD STATE JUNIOR COLLEGE: STRATEGIC PLAN AY 18-19<sup>1</sup> SNAPSHOT

#### Table 14.1: TSJC AY 18-19 Leading Indicators

**43.0%** of students completed a gateway English course in their 1<sup>st</sup> year; **71.0%** of students taking a gateway English course successfully completed

**28.0%** of students completed a gateway Math course in their 1<sup>st</sup> year; **68.6%** of students taking a gateway math course successfully completed

Students earned an average of **17.8** credits in their first year

On average, students increased their accumulated credits from the 1<sup>st</sup> to 2<sup>nd</sup> semester by **1.54** credits

**85.3%** of courses attempted were successfully completed

**6.7%** of students enrolled at Fall census did not earn any credits for the term

**5.2%** of students completed a student success course; **100.0%** of students taking a student success course successfully completed

**6.3%** of students experienced a precipitous decline in GPA from the 1<sup>st</sup> to 2<sup>nd</sup> semester

#### Table 14.2: TSJC AY 18-19 Student Success Metrics

KPM	Goal	Actual
1.1 – Increase the number of certificates & degrees awarded	1% annually	-0.5%
1.2 – Exceed the national <b>full-time</b> fall-to-fall retention rate	62.3% national	63.5%
1.2 - Exceed the national <b>part-time</b> fall-to-fall retention rate	46.5% national	47.2%
1.2 – Exceed the national <b>full-time</b> fall-to-spring retention rate	Unknown	81.8%
1.2 – Exceed the national <b>part-time</b> fall-to-spring retention rate	Unknown	65.3%
1.7 – Increase online, hybrid, and interactive video course success rates to match on-campus course success rates	88.2% on-campus	77.0%
3.2 – Increase percentage of successful transfers to 4-year institutions for all students	2% annually	-1.7%

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



**Table 14.3: TSJC AY 18-19 Equity Indicators**

Indicator	Overall	Students of Color <sup>2</sup>	First Generation	Pell Eligible
% of students completing a gateway English course in 1 <sup>st</sup> year	43.0%	49.4%	43.1%	43.5%
Successful course completion rate – Gateway English	71.0%	71.2%	67.5%	62.9%
% of students completing a gateway Math course in 1 <sup>st</sup> year	28.0%	33.6%	23.6%	26.4%
Successful course completion rate – Gateway Math	68.6%	69.4%	69.2%	54.2%
Average number of credits earned in first year	17.8	17.3	17.8	19.4
Average change in the number of credits taken from 1 <sup>st</sup> to 2 <sup>nd</sup> semester	1.54	1.70	1.05	2.27
Successful course completion rate – all courses	85.3%	83.9%	83.0%	79.7%
% of students enrolled at Fall census that did not earn any credits for the term	6.7%	7.4%	8.2%	8.6%
% of students completing a student success course	5.2%	8.3%	7.2%	9.0%
Successful course completion rate – student success course	100.0%	100.0%	100.0%	100.0%
% of students experiencing a precipitous decline in GPA from 1 <sup>st</sup> to 2 <sup>nd</sup> semester	6.3%	3.6%	4.7%	5.1%
# of students earning a certificate or degree	833	438	551	496
Fall-to-fall retention rate – full-time	70.5%	65.5%	69.5%	66.0%
Fall-to-fall retention rate – part-time	49.0%	37.5%	54.3%	44.4%
Fall-to-spring retention rate – full-time	81.8%	78.4%	79.9%	80.2%
Fall-to-spring retention rate – part-time	65.3%	58.3%	77.1%	70.4%
Successful course completion rate – distance & hybrid courses	77.0%	76.3%	75.5%	72.9%
% of successful transfers to 4-year institutions	19.0%	19.3%	13.8%	18.6%

**Table 14.4: TSJC AY 18-19 Concurrent Enrollment Metrics**

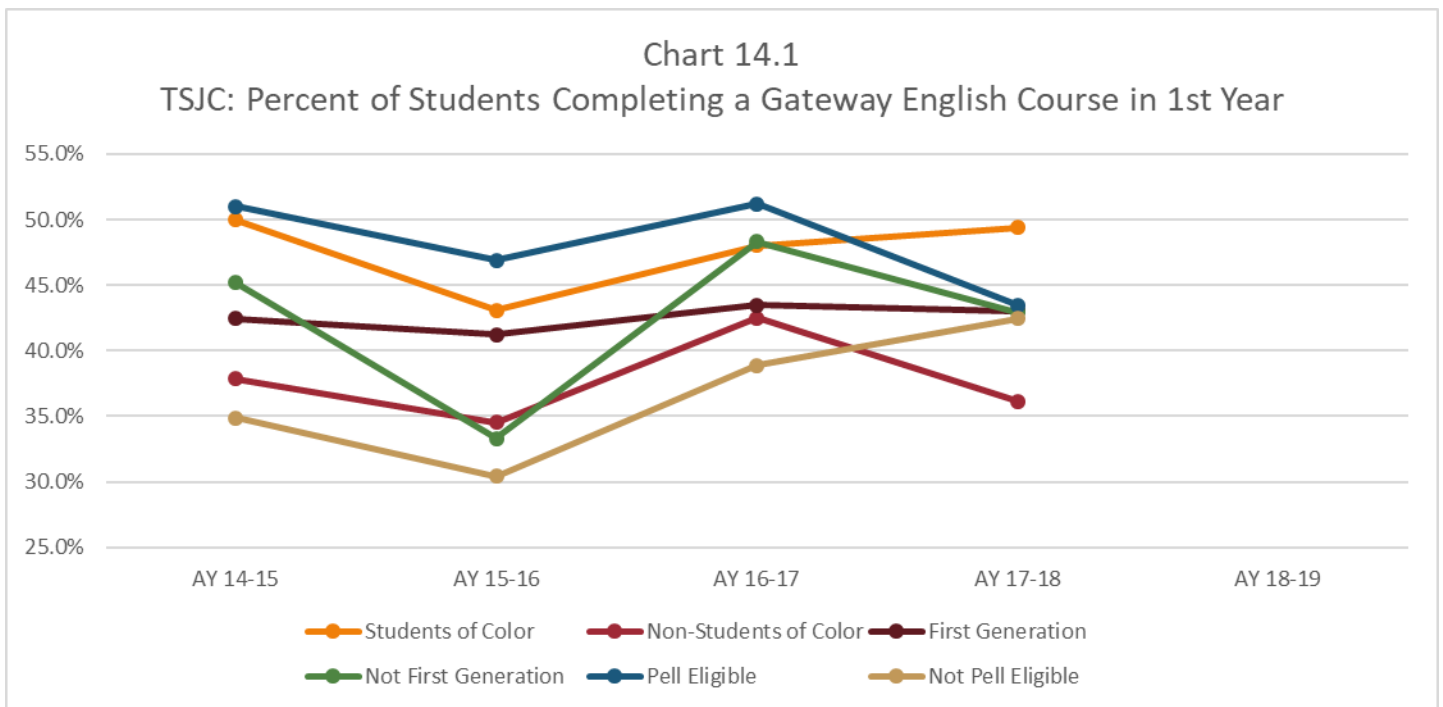
KPM	Goal	Actual
3.1 – Increase matriculation of concurrent enrollment students to a CCCS institution within 4 years of high school graduation	1% annually	6.7%
3.1 – Increase CCCS college credentials awarded to concurrent enrollment students	1% annually	-2.1%
3.1 – Increase successful credit completion through concurrent enrollment	1% annually	0.2%

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

## TRINIDAD STATE JUNIOR COLLEGE: LEADING INDICATORS

### Table 14.5: TSJC Completion of Gateway English Courses in 1<sup>st</sup> Year

Equity Group	AY 14-15	AY 15-16	AY 16-17	AY 17-18	AY 18-19 <sup>3</sup>	1-Year Change	4-Year Change
<b>Race/Ethnicity:</b>							
Students of Color	50.0%	43.1%	48.0%	49.4%		1.4%	-0.6%
Non-Students of Color	37.8%	34.5%	42.5%	36.2%		-6.4%	-1.7%
<b>First Generation Status:</b>							
First Generation	42.5%	41.2%	43.5%	43.1%		-0.4%	0.6%
Not First Generation	45.2%	33.3%	48.3%	42.9%		-5.4%	-2.3%
<b>Pell Eligibility:</b>							
Pell Eligible	51.0%	46.9%	51.2%	43.5%		-7.7%	-7.5%
Not Pell Eligible	34.9%	30.4%	38.9%	42.5%		3.6%	7.6%
<b>TSJC Total</b>	<b>43.5%</b>	<b>38.4%</b>	<b>45.2%</b>	<b>43.0%</b>		<b>-2.2%</b>	<b>-0.5%</b>



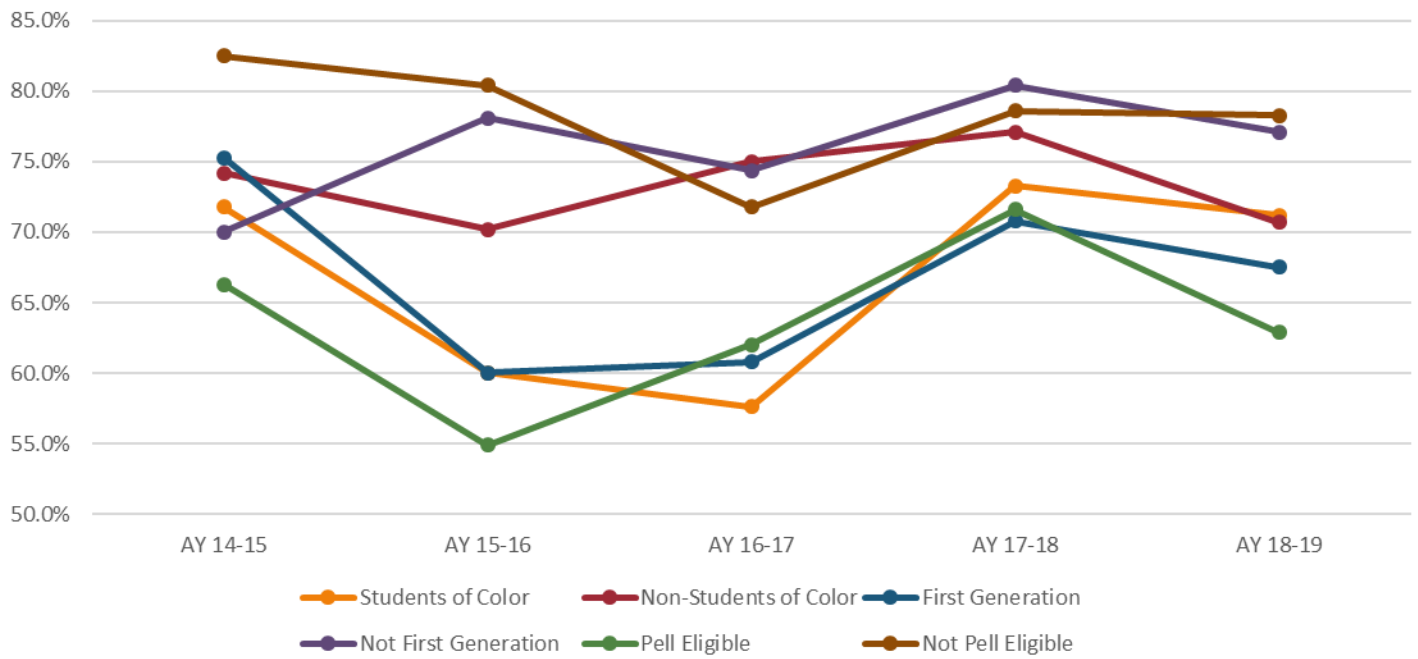
<sup>3</sup> Fall AY 19-20 semester not complete - cannot yet calculate first year completions for AY 18-19.



**Table 14.6: TSJC Successful Course Completion Rate for Gateway English Courses**

Equity Group	AY 14-15	AY 15-16	AY 16-17	AY 17-18	AY 18-19	1-Year Change	5-Year Change
<b>Race/Ethnicity:</b>							
Students of Color	71.8%	60.0%	57.6%	73.3%	71.2%	-2.1%	-0.6%
Non-Students of Color	74.2%	70.2%	75.0%	77.1%	70.7%	-6.4%	-3.5%
<b>First Generation Status:</b>							
First Generation	75.3%	60.0%	60.8%	70.8%	67.5%	-3.3%	-7.8%
Not First Generation	70.0%	78.1%	74.4%	80.4%	77.1%	-3.3%	7.1%
<b>Pell Eligibility:</b>							
Pell Eligible	66.3%	54.9%	62.0%	71.6%	62.9%	-8.7%	-3.4%
Not Pell Eligible	82.5%	80.4%	71.8%	78.6%	78.3%	-0.3%	-4.2%
<b>TSJC Total</b>	<b>73.0%</b>	<b>65.0%</b>	<b>65.3%</b>	<b>74.8%</b>	<b>71.0%</b>	<b>-3.8%</b>	<b>-2.0%</b>

Chart 14.2  
TSJC: Successful Course Completion Rate for Gateway English Courses

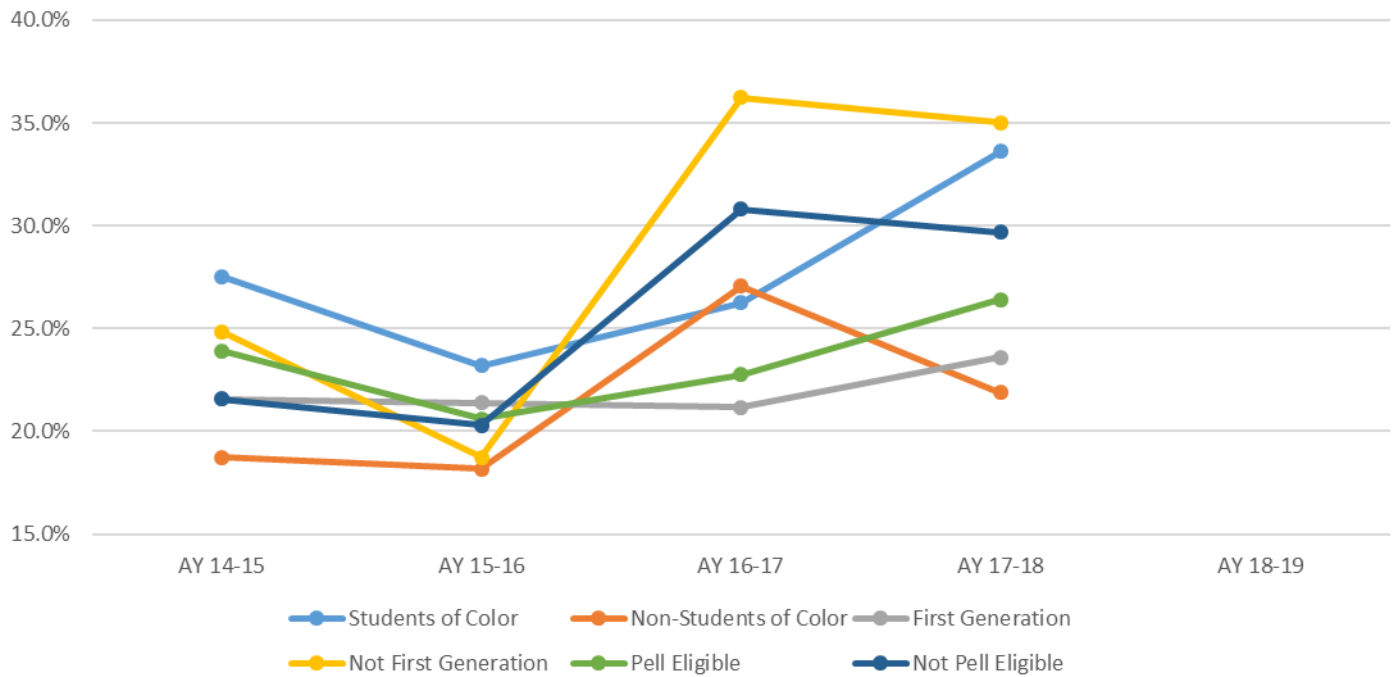




**Table 14.7: TSJC Completion of Gateway Math Courses in 1<sup>st</sup> Year**

Equity Group	AY 14-15	AY 15-16	AY 16-17	AY 17-18	AY 18-19 <sup>4</sup>	1-Year Change	4-Year Change
<b>Race/Ethnicity:</b>							
Students of Color	27.5%	23.2%	26.2%	33.6%		7.4%	6.1%
Non-Students of Color	18.7%	18.2%	27.1%	21.9%		-5.2%	3.1%
<b>First Generation Status:</b>							
First Generation	21.6%	21.4%	21.2%	23.6%		2.5%	2.0%
Not First Generation	24.9%	18.8%	36.2%	35.0%		-1.2%	10.2%
<b>Pell Eligibility:</b>							
Pell Eligible	23.9%	20.6%	22.7%	26.4%		3.7%	2.5%
Not Pell Eligible	21.6%	20.3%	30.8%	29.7%		-1.1%	8.1%
<b>TSJC Total</b>	<b>22.8%</b>	<b>20.4%</b>	<b>26.7%</b>	<b>28.0%</b>		<b>1.3%</b>	<b>5.1%</b>

**Chart 14.3**  
TSJC: Percent of Students Completing a Gateway Math Course in 1st Year



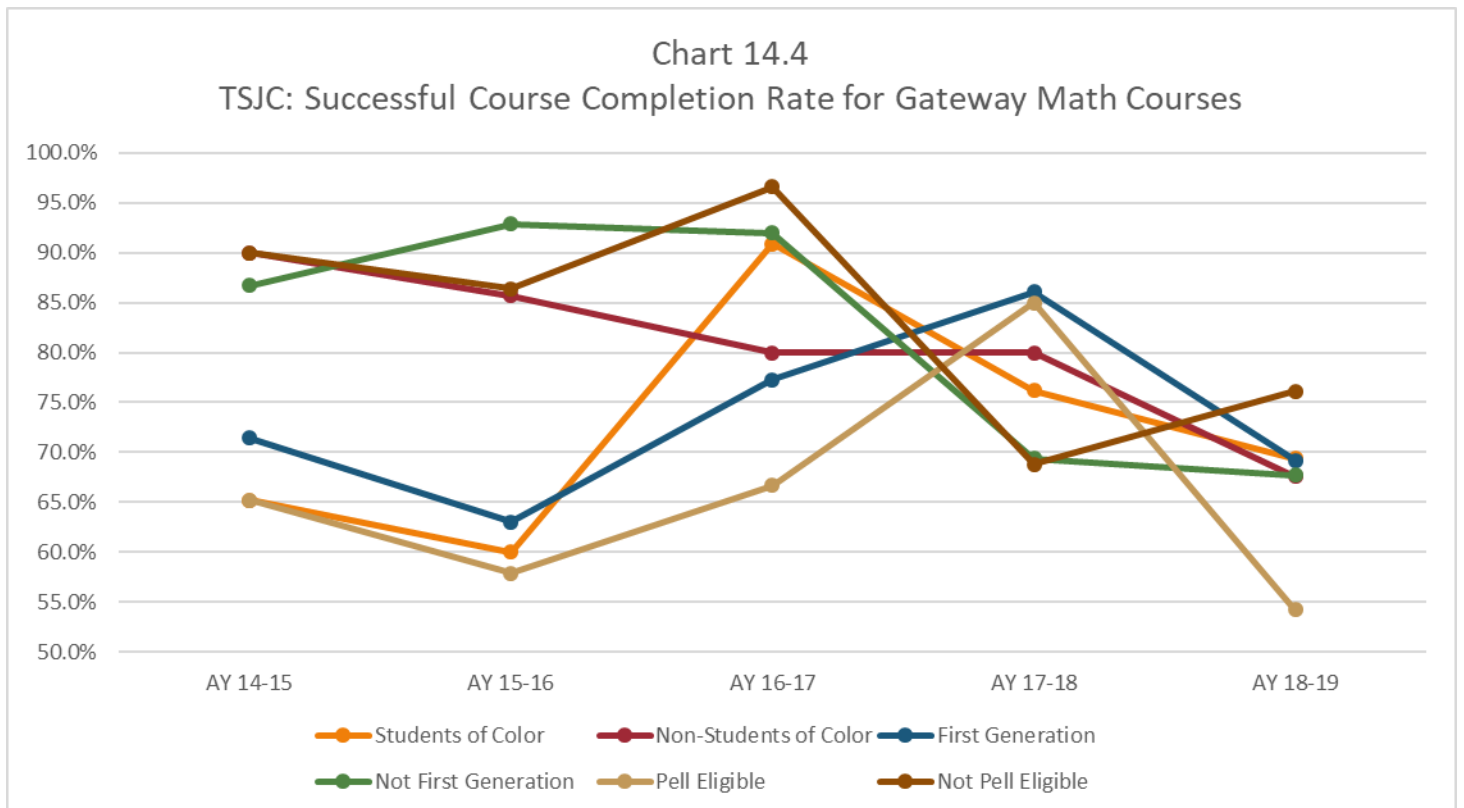
<sup>4</sup> Fall AY 19-20 semester not complete - cannot yet calculate first year completions for AY 18-19.





**Table 14.8: TSJC Successful Course Completion Rate for Gateway Math Courses**

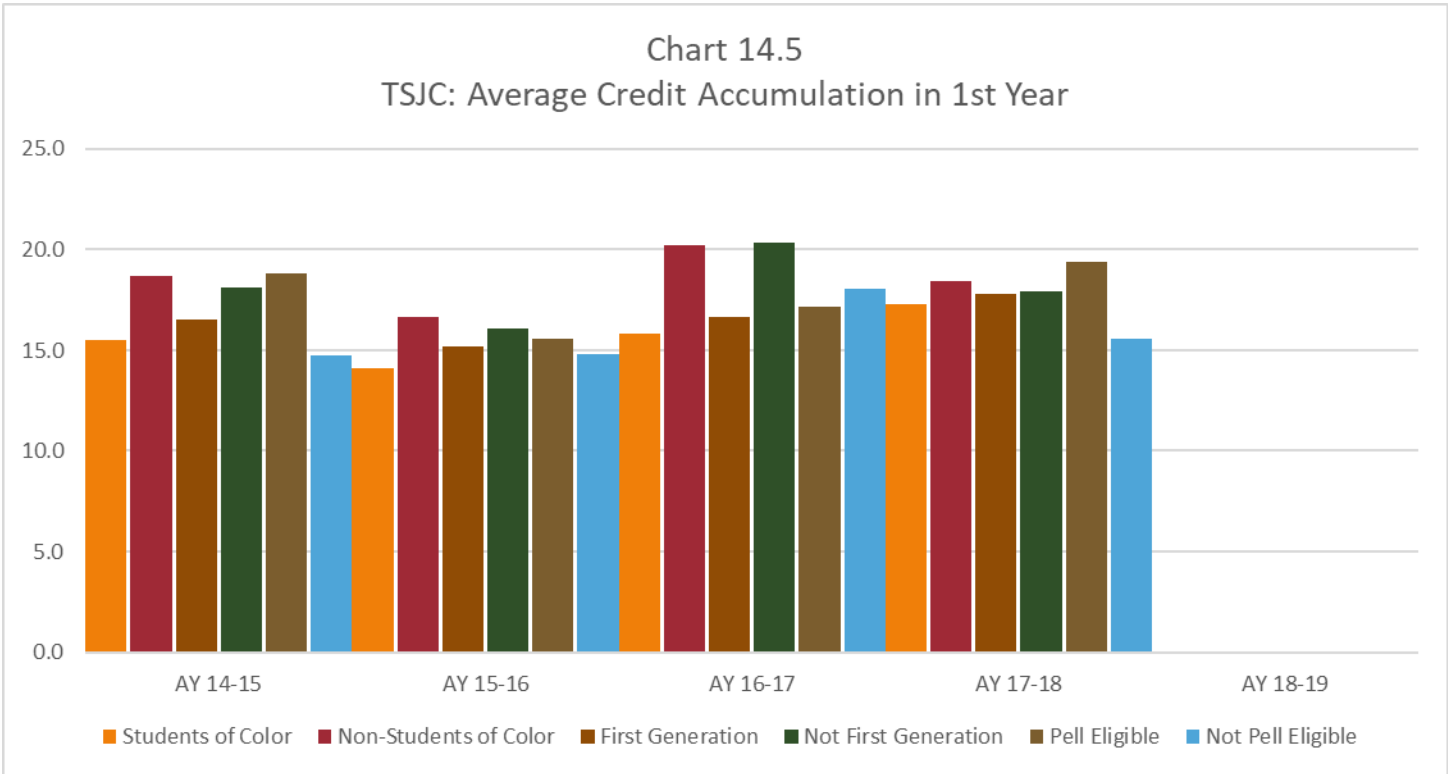
Equity Group	AY 14-15	AY 15-16	AY 16-17	AY 17-18	AY 18-19	1-Year Change	5-Year Change
<b>Race/Ethnicity:</b>							
Students of Color	65.2%	60.0%	90.9%	76.2%	69.4%	-6.8%	4.2%
Non-Students of Color	90.0%	85.7%	80.0%	80.0%	67.6%	-12.4%	-22.4%
<b>First Generation Status:</b>							
First Generation	71.4%	63.0%	77.3%	86.1%	69.2%	-16.9%	-2.2%
Not First Generation	86.7%	92.9%	92.0%	69.4%	67.7%	-1.7%	-19.0%
<b>Pell Eligibility:</b>							
Pell Eligible	65.2%	57.9%	66.7%	85.0%	54.2%	-30.8%	-11.0%
Not Pell Eligible	90.0%	86.4%	96.6%	68.8%	76.1%	7.3%	-13.9%
<b>TSJC Total</b>	<b>76.7%</b>	<b>73.2%</b>	<b>85.1%</b>	<b>77.8%</b>	<b>68.6%</b>	<b>-9.2%</b>	<b>-8.1%</b>





**Table 14.9: TSJC Average Credit Accumulation in 1<sup>st</sup> Year**

Equity Group	AY 14-15	AY 15-16	AY 16-17	AY 17-18	AY 18-19 <sup>5</sup>	1-Year Change	4-Year Change
<b>Race/Ethnicity:</b>							
Students of Color	15.5	14.1	15.8	17.3		9.1%	11.6%
Non-Students of Color	18.7	16.6	20.2	18.4		-8.7%	-1.4%
<b>First Generation Status:</b>							
First Generation	16.5	15.2	16.6	17.8		7.0%	7.7%
Not First Generation	18.1	16.1	20.3	17.9		-12.0%	-1.4%
<b>Pell Eligibility:</b>							
Pell Eligible	18.8	15.6	17.1	19.4		13.1%	3.1%
Not Pell Eligible	14.7	14.8	18.1	15.5		-14.1%	5.5%
<b>TSJC Total</b>	<b>17.1</b>	<b>15.5</b>	<b>17.9</b>	<b>17.8</b>		<b>-0.6%</b>	<b>4.0%</b>

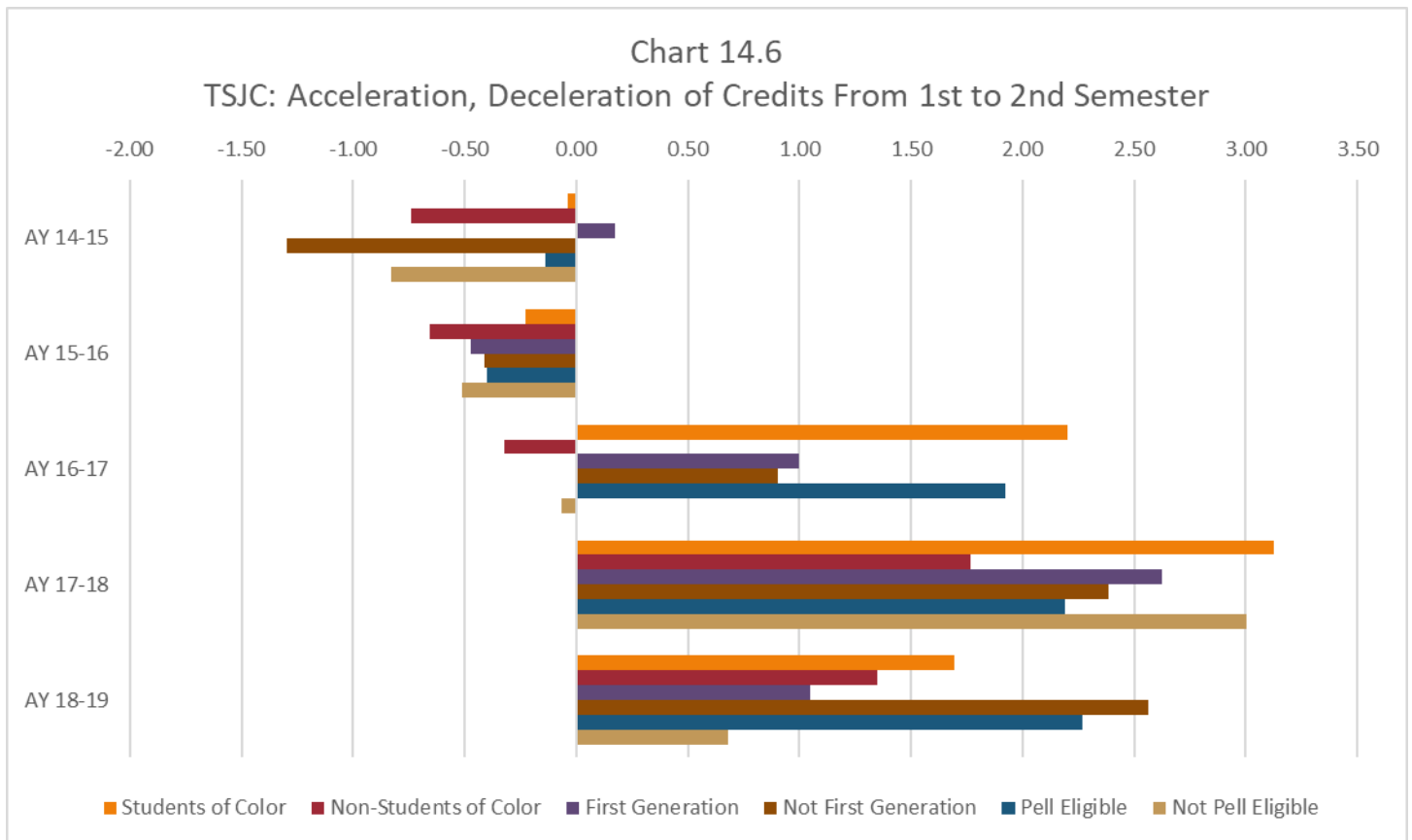


<sup>5</sup> Fall AY 19-20 semester not complete - cannot yet calculate first year completions for AY 18-19.



**Table 14.10: TSJC Acceleration, Deceleration of Credits from 1<sup>st</sup> to 2<sup>nd</sup> Semester**

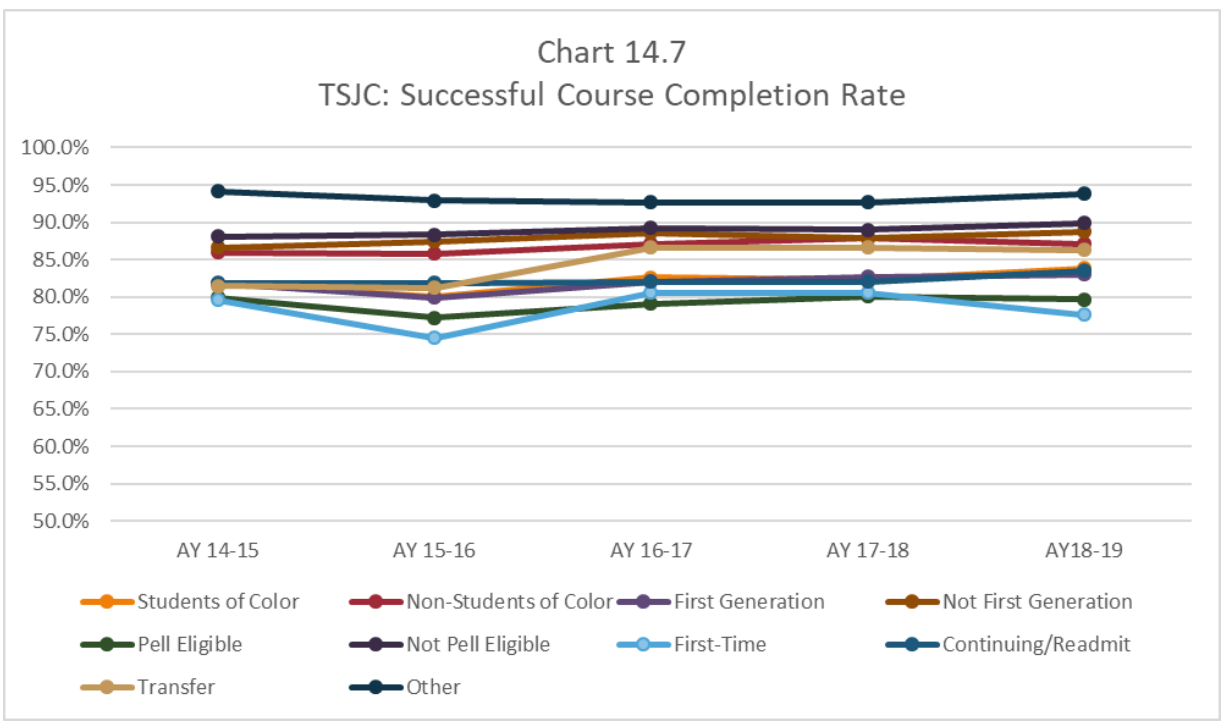
Equity Group	AY 14-15	AY 15-16	AY 16-17	AY 17-18	AY 18-19	1-Year Change	5-Year Change
<b>Race/Ethnicity:</b>							
Students of Color	-0.04	-0.23	2.20	3.12	1.70	-1.43	1.74
Non-Students of Color	-0.74	-0.66	-0.32	1.77	1.35	-0.42	2.09
<b>First Generation Status:</b>							
First Generation	0.17	-0.48	1.00	2.63	1.05	-1.58	0.88
Not First Generation	-1.30	-0.41	0.90	2.39	2.57	0.18	3.87
<b>Pell Eligibility:</b>							
Pell Eligible	-0.14	-0.40	1.93	2.19	2.27	0.08	2.41
Not Pell Eligible	-0.83	-0.51	-0.07	3.00	0.68	-2.32	1.51
<b>TSJC Total</b>	<b>-0.40</b>	<b>-0.46</b>	<b>0.96</b>	<b>2.54</b>	<b>1.54</b>	<b>-1.00</b>	<b>1.94</b>





**Table 14.11: TSJC Successful Course Completion Rate**

Equity Group	AY 14-15	AY 15-16	AY 16-17	AY 17-18	AY 18-19	1-Year Change	5-Year Change
<b>Race/Ethnicity:</b>							
Students of Color	81.8%	80.1%	82.6%	82.3%	83.9%	1.6%	2.1%
Non-Students of Color	86.0%	85.8%	87.1%	87.9%	87.1%	-0.8%	1.1%
<b>First Generation Status:</b>							
First Generation	81.8%	79.9%	82.0%	82.7%	83.0%	0.3%	1.2%
Not First Generation	86.6%	87.4%	88.6%	87.8%	88.7%	0.9%	2.1%
<b>Pell Eligibility:</b>							
Pell Eligible	79.9%	77.2%	79.1%	80.1%	79.7%	-0.4%	-0.2%
Not Pell Eligible	88.1%	88.3%	89.2%	89.0%	89.9%	0.9%	1.8%
<b>Student Type:</b>							
First-Time	79.6%	74.5%	80.6%	80.6%	77.6%	-3.0%	-2.0%
Continuing/Readmit	81.9%	81.9%	82.0%	82.0%	83.5%	1.5%	1.6%
Transfer	81.5%	81.2%	86.6%	86.6%	86.3%	-0.3%	4.8%
Other	94.1%	92.9%	92.7%	92.7%	93.8%	1.1%	-0.3%
<b>TSJC Total</b>	<b>83.7%</b>	<b>82.9%</b>	<b>84.7%</b>	<b>84.8%</b>	<b>85.3%</b>	<b>0.5%</b>	<b>1.6%</b>



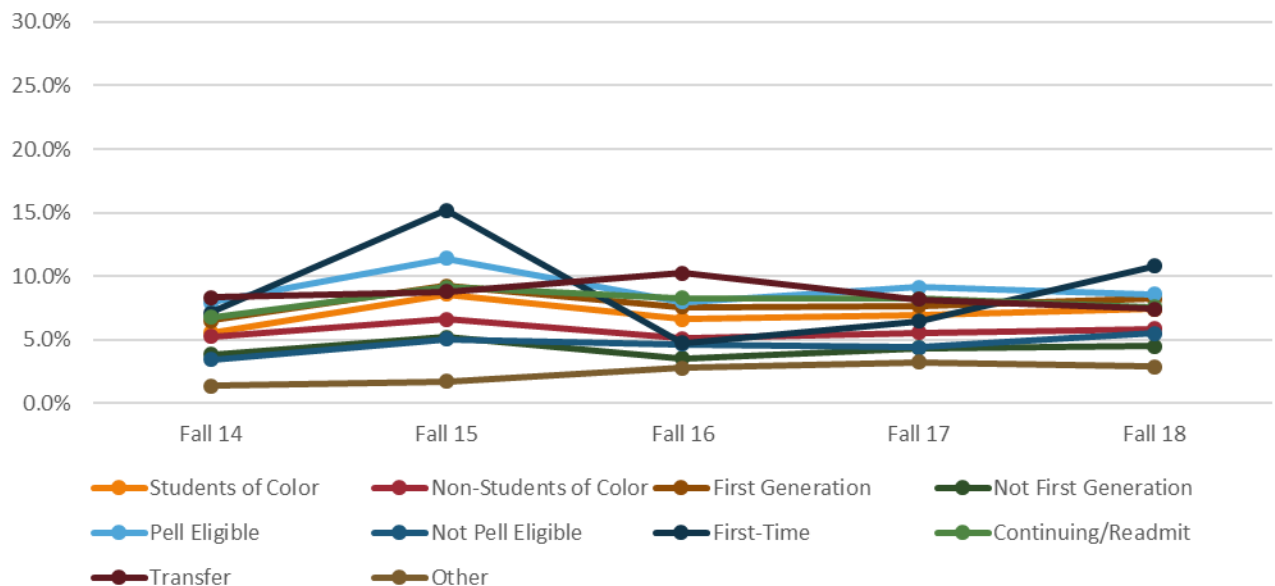


**Table 14.12: TSJC Students Enrolled at Fall Census But Earned No Credits**

Equity Group	Fall 14	Fall 15	Fall 16	Fall 17	Fall 18	1-Year Change	5-Year Change
<b>Race/Ethnicity:</b>							
Students of Color	5.5%	8.6%	6.6%	6.9%	7.4%	0.5%	1.9%
Non-Students of Color	5.2%	6.6%	5.1%	5.6%	5.9%	0.3%	0.6%
<b>First Generation Status:</b>							
First Generation	6.5%	9.2%	7.6%	7.7%	8.2%	0.6%	1.7%
Not First Generation	3.9%	5.2%	3.6%	4.3%	4.5%	0.2%	0.7%
<b>Pell Eligibility:</b>							
Pell Eligible	7.9%	11.4%	7.9%	9.1%	8.6%	-0.5%	0.7%
Not Pell Eligible	3.4%	5.0%	4.7%	4.4%	5.5%	1.1%	2.1%
<b>Student Type:</b>							
First-Time	7.1%	15.2%	4.7%	6.5%	10.8%	4.3%	3.7%
Continuing/Readmit	6.8%	9.1%	8.3%	8.2%	7.6%	-0.7%	0.8%
Transfer	8.3%	8.8%	10.2%	8.2%	7.4%	-0.8%	-0.9%
Other	1.4%	1.7%	2.8%	3.3%	2.9%	-0.4%	1.5%
<b>TSJC Total</b>	<b>5.4%</b>	<b>7.6%</b>	<b>5.9%</b>	<b>6.3%</b>	<b>6.7%</b>	<b>0.4%</b>	<b>1.3%</b>

Chart 14.8

TSJC: Students Enrolled at Census But Earned No Credit for Term

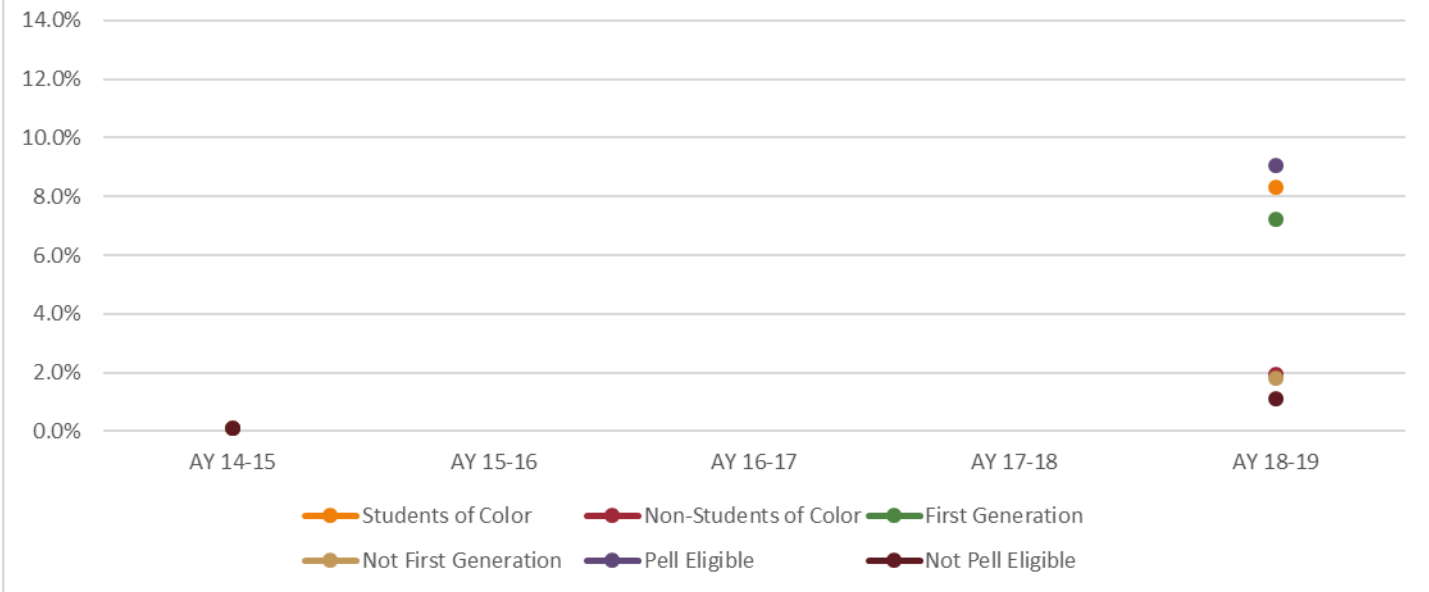




**Table 14.13: TSJC Completion of a Student Success Course**

Equity Group	AY 14-15	AY 15-16	AY 16-17	AY 17-18	AY 18-19	1-Year Change	5-Year Change
<b>Race/Ethnicity:</b>							
Students of Color	0.1%				8.3%	8.3%	8.2%
Non-Students of Color					1.9%	1.9%	1.9%
<b>First Generation Status:</b>							
First Generation	0.1%				7.2%	7.2%	7.1%
Not First Generation					1.8%	1.8%	1.8%
<b>Pell Eligibility:</b>							
Pell Eligible					9.0%	9.0%	9.0%
Not Pell Eligible	0.1%				1.1%	1.1%	1.0%
<b>TSJC Total</b>	<b>0.1%</b>	<b>0.0%</b>	<b>0.0%</b>	<b>0.0%</b>	<b>5.2%</b>	<b>5.2%</b>	<b>5.2%</b>

Chart 14.9  
TSJC: Percent of Students Completing a Student Success Course



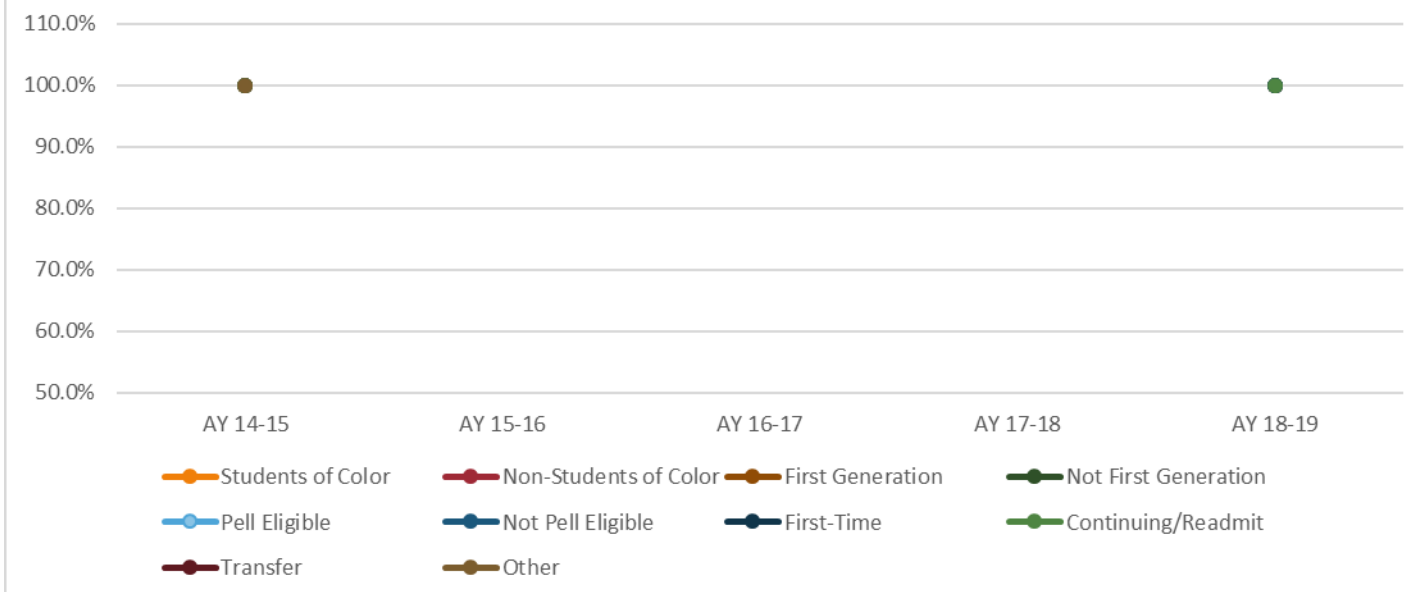


**Table 14.14: TSJC Student Success Course Completion Rate**

Equity Group	AY 14-15	AY 15-16	AY 16-17	AY 17-18	AY 18-19	1-Year Change	5-Year Change
<b>Race/Ethnicity:</b>							
Students of Color	100.0%				100.0%	100.0%	0.0%
Non-Students of Color	100.0%				100.0%	100.0%	0.0%
<b>First Generation Status:</b>							
First Generation	100.0%				100.0%	100.0%	0.0%
Not First Generation	100.0%				100.0%	100.0%	0.0%
<b>Pell Eligibility:</b>							
Pell Eligible					100.0%	100.0%	100.0%
Not Pell Eligible	100.0%				100.0%	100.0%	0.0%
<b>Student Type:</b>							
First-Time					100.0%	100.0%	100.0%
Continuing/Readmit	100.0%				100.0%	100.0%	0.0%
Transfer						0.0%	0.0%
Other	100.0%					0.0%	-100.0%
<b>TSJC Total</b>	<b>100.0%</b>				<b>100.0%</b>	<b>100.0%</b>	<b>0.0%</b>

Chart 14.10

TSJC: Student Success Course Completion Rate

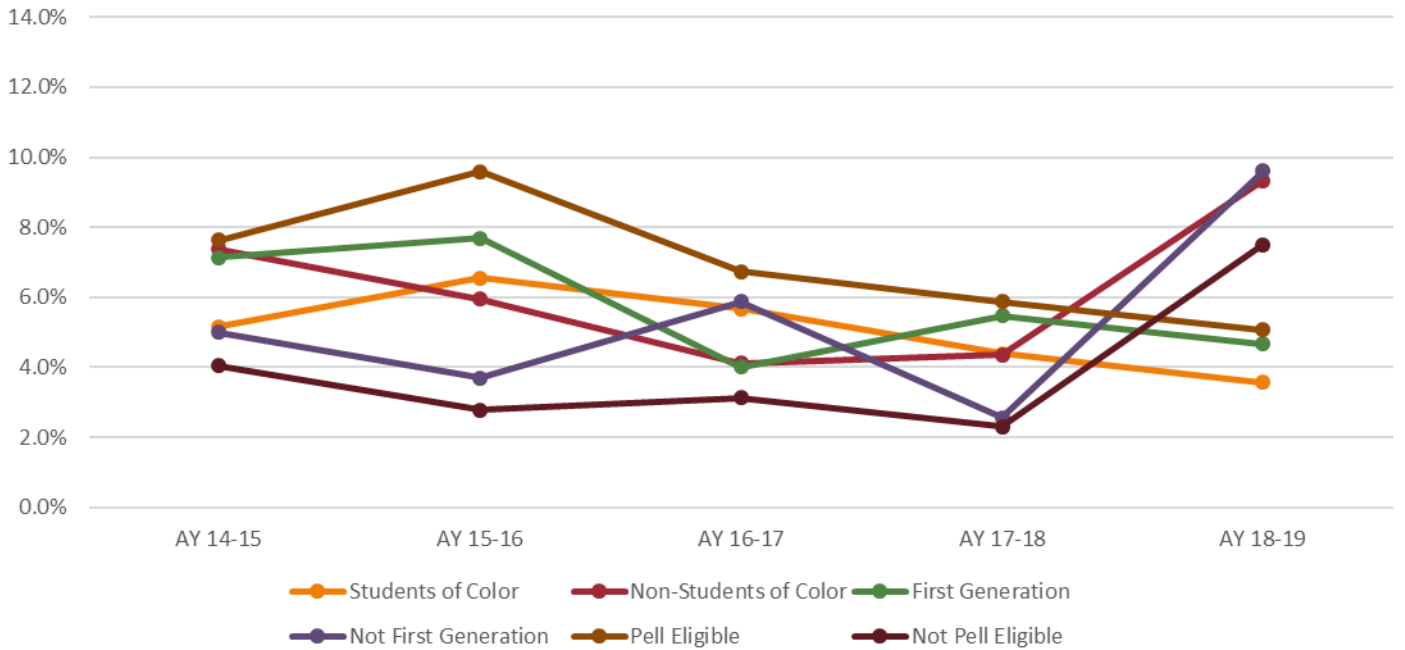




**Table 14.15: TSJC Precipitous Decline in GPA from 1<sup>st</sup> to 2<sup>nd</sup> Semester**

Equity Group	AY 14-15	AY 15-16	AY 16-17	AY 17-18	AY 18-19	1-Year Change	5-Year Change
<b>Race/Ethnicity:</b>							
Students of Color	5.2%	6.6%	5.7%	4.4%	3.6%	-0.8%	-1.6%
Non-Students of Color	7.4%	6.0%	4.1%	4.3%	9.3%	5.0%	2.0%
<b>First Generation Status:</b>							
First Generation	7.1%	7.7%	4.0%	5.5%	4.7%	-0.8%	-2.5%
Not First Generation	5.0%	3.7%	5.9%	2.6%	9.6%	7.1%	4.6%
<b>Pell Eligibility:</b>							
Pell Eligible	7.6%	9.6%	6.7%	5.9%	5.1%	-0.8%	-2.6%
Not Pell Eligible	4.1%	2.8%	3.1%	2.3%	7.5%	5.2%	3.4%
<b>TSJC Total</b>	<b>6.3%</b>	<b>6.2%</b>	<b>4.9%</b>	<b>4.4%</b>	<b>6.3%</b>	<b>1.9%</b>	<b>0.0%</b>

Chart 14.11  
TSJC: Precipitous Decline in GPA from 1st to 2nd Semester



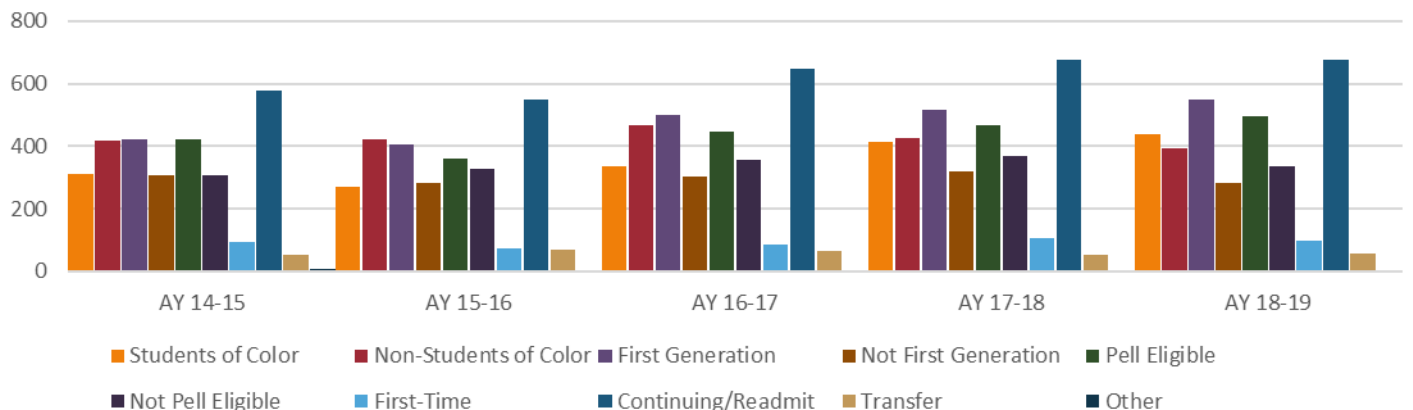


## TRINIDAD STATE JUNIOR COLLEGE: STUDENT SUCCESS KPMS

**Table 14.16: TSJC KPM 1.1 Increase the Number of Degrees & Certificates Awarded**

Equity Group	AY 14-15	AY 15-16	AY 16-17	AY 17-18	AY 18-19	1-Year Change	5-Year Change	
<b>Race/Ethnicity:</b>								
Students of Color	310	269	334	412	438	6.3%	41.3%	
Non-Students of Color	420	422	467	425	395	-7.1%	-6.0%	
<b>First Generation Status:</b>								
First Generation	421	407	499	517	551	6.6%	30.9%	
Not First Generation	309	284	302	320	282	-11.9%	-8.7%	
<b>Pell Eligibility:</b>								
Pell Eligible	422	362	445	468	496	6.0%	17.5%	
Not Pell Eligible	308	329	356	369	337	-8.7%	9.4%	
<b>Student Type:</b>								
First-Time	94	74	87	106	98	-7.5%	4.3%	
Continuing/Readmit	578	548	647	677	676	-0.1%	17.0%	
Transfer	52	69	65	54	58	7.4%	11.5%	
Other	6	0	2	0	1	----	-83.3%	
<b>TSJC Total</b>	<b>730</b>	<b>691</b>	<b>801</b>	<b>837</b>	<b>833</b>	<b>-0.5%</b>	<b>14.1%</b>	
<b>KPM Goal</b>							<b>1.0%</b>	

Chart 14.12  
 TSJC: KPM 1.1 Increase the Number of Degrees & Certificates Awarded





**Table 14.17: TSJC KPM 1.1 Degree & Certificate Programs with Greatest 1-Year Increase in Number Awarded**

TSJC Program	Change From AY 17-18 to AY 18-19	5-Year Median Wage of Our Graduates <sup>6</sup>	Meets Living Wage for Service Area = \$33,319.00
510710 - Medical Office Assistant/Speci	20	\$23,844.45	
240101 - Liberal Arts & Sciences/Libera	13	\$31,264.58	
470604 - Automobile/Automotive Mechanic	10	\$47,941.75	✓
240102 - General Studies	7	\$31,264.58	
490202 - Construction/Heavy Equipment/E	7	\$46,979.35	✓
120402 - Barbering/Barber	6	\$24,988.54	
513801 - Registered Nursing/Nurse	6	\$54,105.06	✓
010101 - Agricultural Business & Manage	5	\$33,153.22	
131210 - Early Childhood Ed & Teaching	5	\$28,825.85	
470605 - Diesel Mechanics Tech/Techn	5	\$47,941.75	✓

**Table 14.18: TSJC KPM 1.1 Degree & Certificate Programs with Greatest 5-Year Increase in Number Awarded**

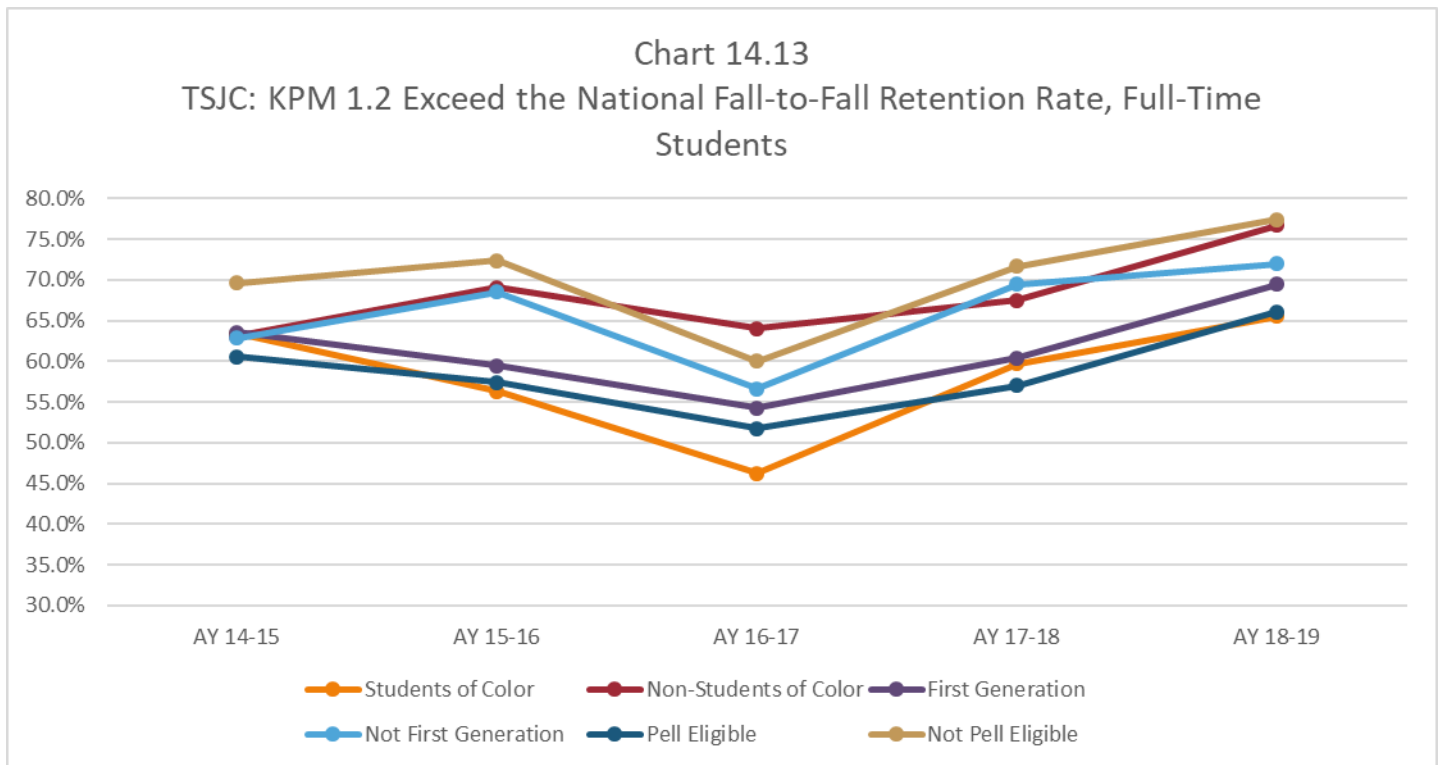
TSJC Program	Change From AY 14-15 to AY 18-19	5-Year Median Wage of Our Graduates <sup>45</sup>	Meets Living Wage for Service Area = \$33,319.00
470604 - Automobile/Automotive Mechanic	75	\$47,941.75	✓
240102 - General Studies	34	\$31,264.58	
131210 - Early Childhood Ed & Teaching	17	\$28,825.85	
510710 - Medical Office Assistant/Speci	16	\$23,844.45	
240101 - Liberal Arts & Sciences/Libera	16	\$31,264.58	
520201 - Business Admin & Management, G	15	NA	
510904 - Emergency Medical Tech/Techn (	14	\$47,690.98	✓
510601 - Dental Assisting/Assistant	10	NA	
513306 - Holistic Health	6	NA	
120402 - Barbering/Barber	5	\$24,988.54	

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



**Table 14.19: TSJC KPM 1.2 Exceed the National Fall-to-Fall Retention Rate for Full-Time Students**

Equity Group	AY 14-15	AY 15-16	AY 16-17	AY 17-18	AY 18-19	1-Year Change	5-Year Change
<b>Race/Ethnicity:</b>							
Students of Color	63.4%	56.3%	46.2%	59.7%	65.5%	5.9%	2.1%
Non-Students of Color	63.1%	69.1%	64.0%	67.5%	76.7%	9.2%	13.6%
<b>First Generation Status:</b>							
First Generation	63.6%	59.5%	54.3%	60.4%	69.5%	9.1%	5.9%
Not First Generation	62.8%	68.5%	56.6%	69.5%	72.0%	2.5%	9.2%
<b>Pell Eligibility:</b>							
Pell Eligible	60.5%	57.4%	51.8%	57.0%	66.0%	9.0%	5.5%
Not Pell Eligible	69.6%	72.4%	60.0%	71.7%	77.5%	5.8%	7.8%
<b>TSJC Total</b>	<b>63.3%</b>	<b>62.8%</b>	<b>54.9%</b>	<b>63.5%</b>	<b>70.5%</b>	<b>7.0%</b>	<b>7.2%</b>
<b>National Public 2-Year Schools</b>	<b>60.5%</b>	<b>61.1%</b>	<b>62.1%</b>	<b>62.3%</b>	<b>NA</b>		

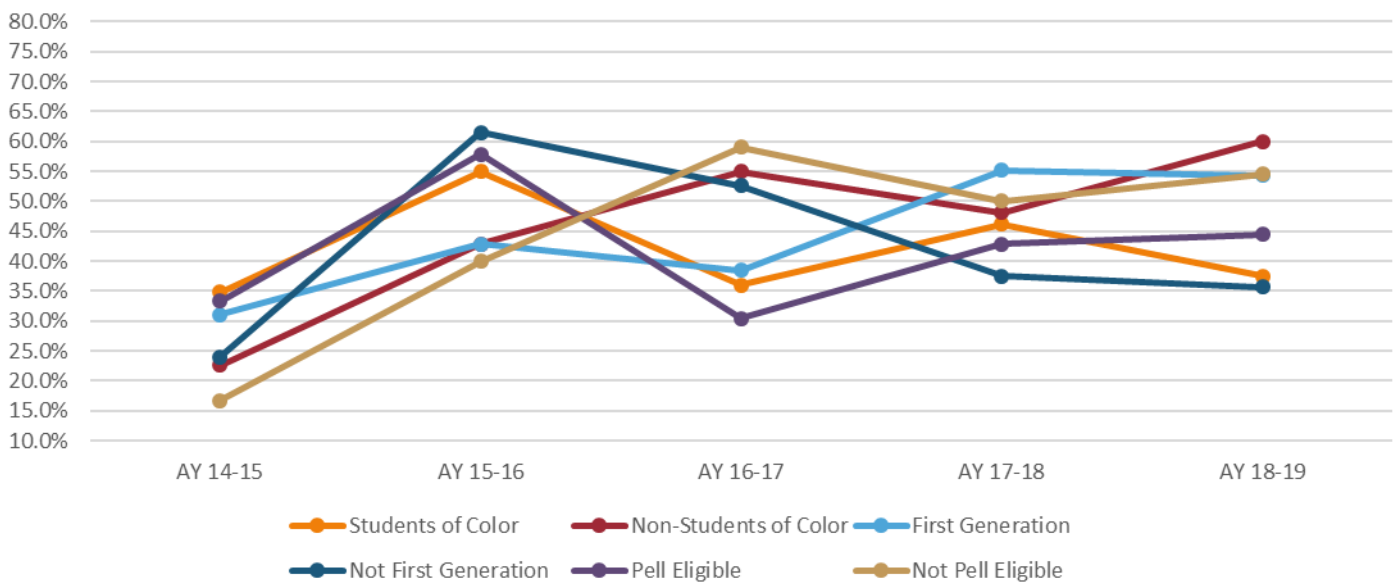




**Table 14.20: TSJC KPM 1.2 Exceed the National Fall-to-Fall Retention Rate for Part-Time Students**

Equity Group	AY 14-15	AY 15-16	AY 16-17	AY 17-18	AY 18-19	1-Year Change	5-Year Change
<b>Race/Ethnicity:</b>							
Students of Color	34.8%	55.0%	36.0%	46.2%	37.5%	-8.7%	2.7%
Non-Students of Color	22.6%	42.9%	55.0%	48.1%	60.0%	11.9%	37.4%
<b>First Generation Status:</b>							
First Generation	31.0%	42.9%	38.5%	55.2%	54.3%	-0.9%	23.3%
Not First Generation	24.0%	61.5%	52.6%	37.5%	35.7%	-1.8%	11.7%
<b>Pell Eligibility:</b>							
Pell Eligible	33.3%	57.9%	30.4%	42.9%	44.4%	1.6%	11.1%
Not Pell Eligible	16.7%	40.0%	59.1%	50.0%	54.5%	4.5%	37.9%
<b>TSJC Total</b>	<b>27.8%</b>	<b>50.0%</b>	<b>44.4%</b>	<b>47.2%</b>	<b>49.0%</b>	<b>1.8%</b>	<b>21.2%</b>
<b>National Public 2-Year Schools</b>	<b>44.9%</b>	<b>44.9%</b>	<b>46.0%</b>	<b>46.5%</b>	<b>NA</b>		

Chart 14.14  
TSJC: KPM Exceed the National Fall-to-Fall Retention Rate for Part-Time Students

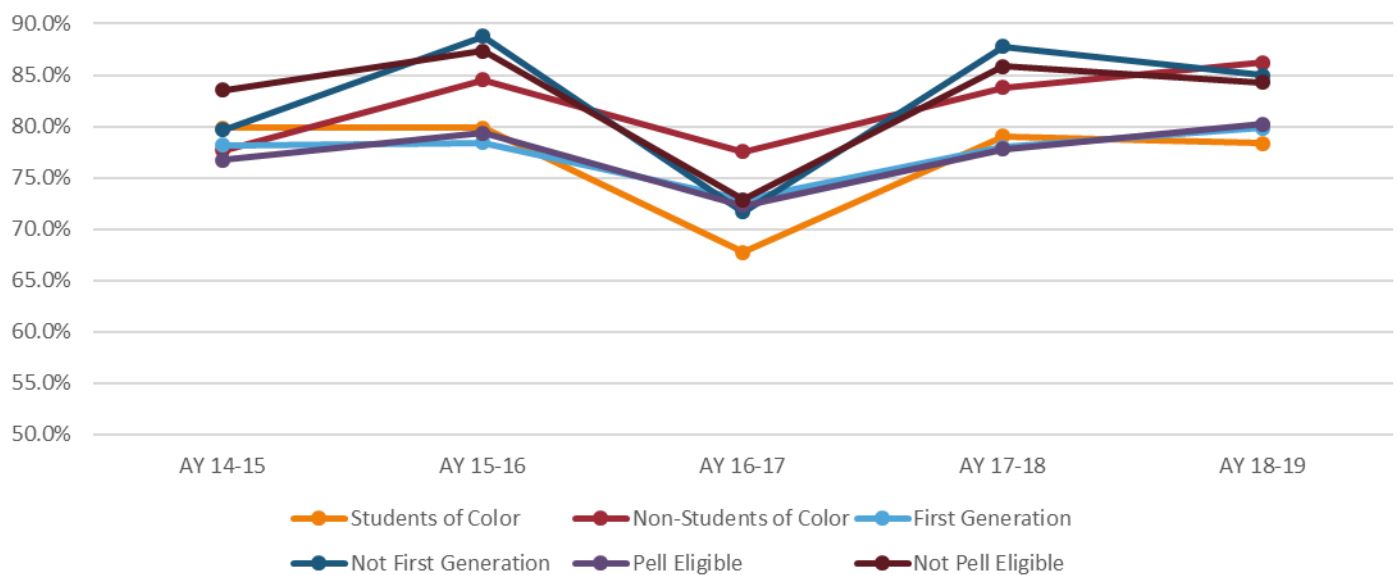




**Table 14.21: TSJC KPM 1.2 Exceed the National Fall-to-Spring Retention Rate for Full-Time Students**

Equity Group	AY 14-15	AY 15-16	AY 16-17	AY 17-18	AY 18-19	1-Year Change	5-Year Change
<b>Race/Ethnicity:</b>							
Students of Color	79.9%	79.8%	67.7%	79.0%	78.4%	-0.7%	-1.5%
Non-Students of Color	77.7%	84.6%	77.5%	83.8%	86.2%	2.4%	8.5%
<b>First Generation Status:</b>							
First Generation	78.1%	78.4%	72.9%	78.0%	79.9%	1.9%	1.7%
Not First Generation	79.6%	88.8%	71.7%	87.8%	85.0%	-2.8%	5.4%
<b>Pell Eligibility:</b>							
Pell Eligible	76.8%	79.4%	72.3%	77.8%	80.2%	2.5%	3.5%
Not Pell Eligible	83.5%	87.4%	72.9%	85.8%	84.3%	-1.5%	0.8%
<b>TSJC Total</b>	<b>78.8%</b>	<b>82.2%</b>	<b>72.5%</b>	<b>81.3%</b>	<b>81.8%</b>	<b>0.5%</b>	<b>3.0%</b>
<b>National Public 2-Year Schools</b>	<b>NA</b>	<b>NA</b>	<b>NA</b>	<b>NA</b>	<b>NA</b>		

Chart 14.15  
TSJC: KPM 1.2 Exceed the National Fall-to-Spring Retention Rate for Full-Time Students

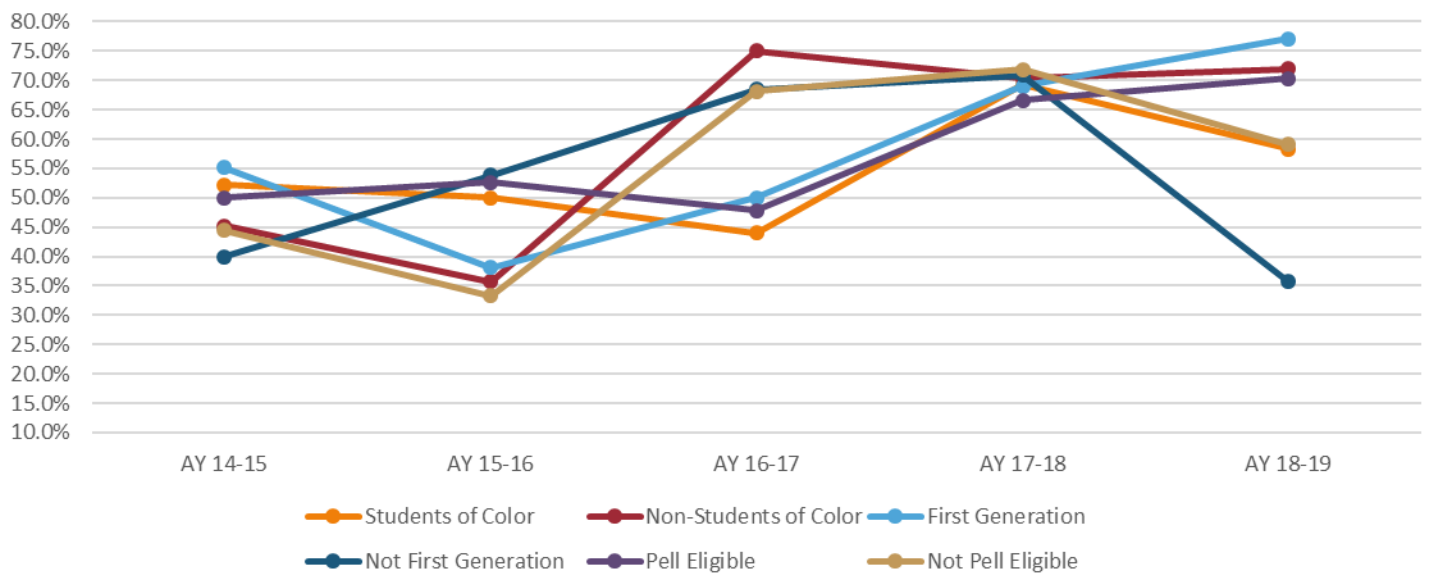




**Table 14.22: TSJC KPM 1.2 Exceed the National Fall-to-Spring Retention Rate for Part-Time Students**

Equity Group	AY 14-15	AY 15-16	AY 16-17	AY 17-18	AY 18-19	1-Year Change	5-Year Change
<b>Race/Ethnicity:</b>							
Students of Color	52.2%	50.0%	44.0%	69.2%	58.3%	-10.9%	6.2%
Non-Students of Color	45.2%	35.7%	75.0%	70.4%	72.0%	1.6%	26.8%
<b>First Generation Status:</b>							
First Generation	55.2%	38.1%	50.0%	69.0%	77.1%	8.2%	22.0%
Not First Generation	40.0%	53.8%	68.4%	70.8%	35.7%	-35.1%	-4.3%
<b>Pell Eligibility:</b>							
Pell Eligible	50.0%	52.6%	47.8%	66.7%	70.4%	3.7%	20.4%
Not Pell Eligible	44.4%	33.3%	68.2%	71.9%	59.1%	-12.8%	14.6%
<b>TSJC Total</b>	<b>48.1%</b>	<b>44.1%</b>	<b>57.8%</b>	<b>69.8%</b>	<b>65.3%</b>	<b>-4.5%</b>	<b>17.2%</b>
<b>National Public 2-Year Schools</b>	<b>NA</b>	<b>NA</b>	<b>NA</b>	<b>NA</b>	<b>NA</b>		

**Chart 14.16**  
TSJC: KPM 1.2 Exceed the National Fall-to-Spring Retention Rate for Part-Time Students

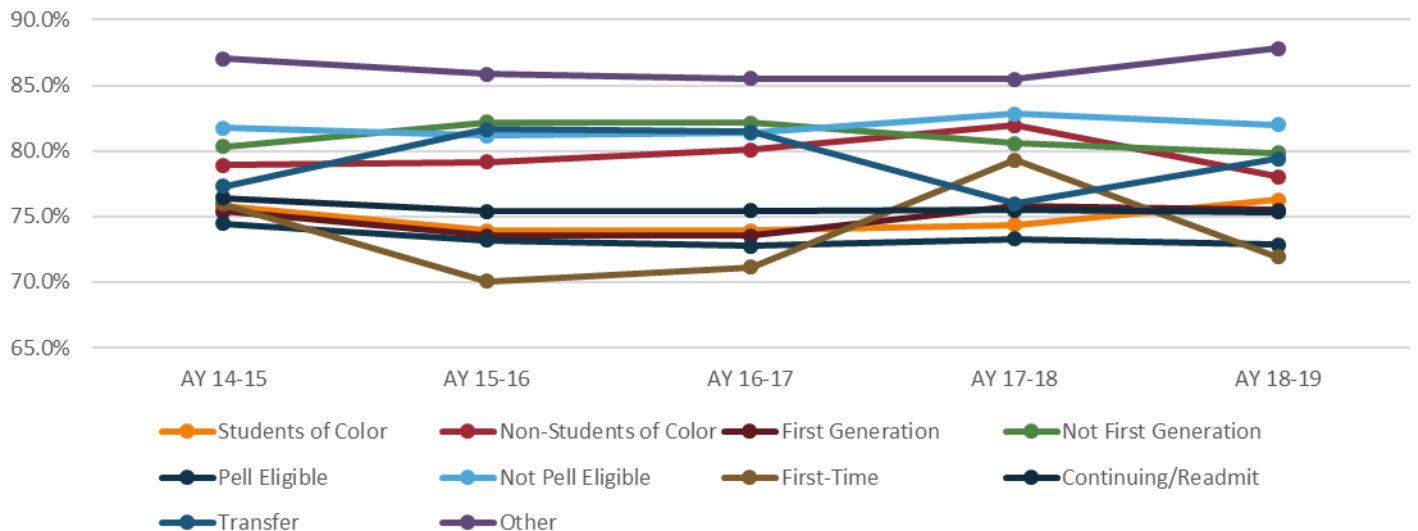




**Table 14.23: TSJC KPM 1.7 Increase Distance & Hybrid Success Rates to Match On-Campus Success Rates**

Equity Group	AY 14-15	AY 15-16	AY 16-17	AY 17-18	AY 18-19	1-Year Change	5-Year Change
<b>Race/Ethnicity:</b>							
Students of Color	75.8%	73.9%	73.9%	74.3%	76.3%	1.9%	0.5%
Non-Students of Color	78.9%	79.2%	80.1%	82.0%	78.1%	-3.9%	-0.9%
<b>First Generation Status:</b>							
First Generation	75.4%	73.6%	73.6%	75.8%	75.5%	-0.3%	0.1%
Not First Generation	80.3%	82.2%	82.1%	80.6%	79.8%	-0.7%	-0.5%
<b>Pell Eligibility:</b>							
Pell Eligible	74.5%	73.2%	72.7%	73.3%	72.9%	-0.4%	-1.6%
Not Pell Eligible	81.8%	81.2%	81.4%	82.8%	82.0%	-0.8%	0.3%
<b>Student Type:</b>							
First-Time	75.9%	70.1%	71.2%	79.3%	71.9%	-7.4%	-4.0%
Continuing/Readmit	76.4%	75.4%	75.4%	75.5%	75.3%	-0.2%	-1.1%
Transfer	77.3%	81.7%	81.5%	76.0%	79.4%	3.4%	2.1%
Other	87.0%	85.9%	85.5%	85.4%	87.8%	2.4%	0.8%
<b>TSJC Total</b>	<b>77.3%</b>	<b>76.5%</b>	<b>76.7%</b>	<b>77.6%</b>	<b>77.0%</b>	<b>-0.7%</b>	<b>-0.3%</b>
<b>On-Campus Success Rate</b>	<b>87.3%</b>	<b>86.5%</b>	<b>87.9%</b>	<b>87.5%</b>	<b>88.2%</b>	<b>0.7%</b>	<b>0.9%</b>

Chart 14.17  
TSJC: KPM 1.7 Increase Distance & Hybrid Course Success Rates to Match On-Campus Success Rates

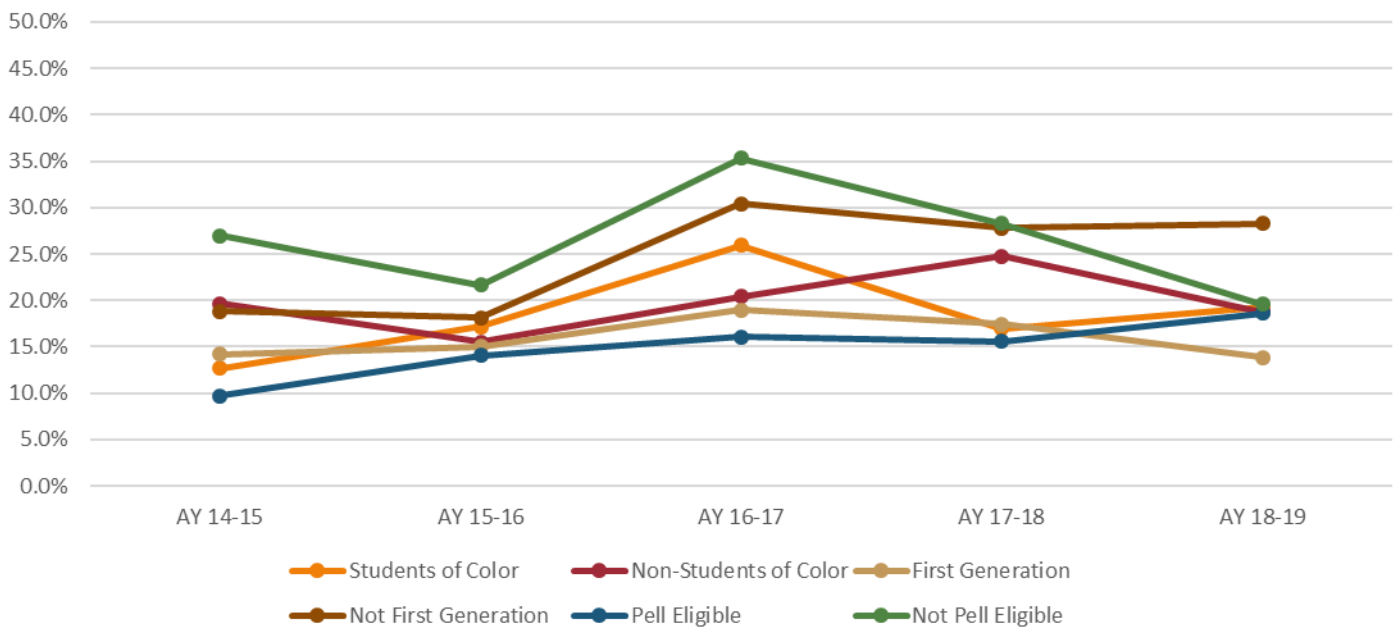




**Table 14.24: TSJC KPM 3.2 Increase Percentage of Successful Transfers to 4-Year Institutions**

Equity Group	AY 14-15	AY 15-16	AY 16-17	AY 17-18	AY 18-19	1-Year Change	5-Year Change
<b>Race/Ethnicity:</b>							
Students of Color	12.7%	17.2%	25.9%	16.9%	19.3%	2.4%	6.7%
Non-Students of Color	19.6%	15.5%	20.4%	24.8%	18.8%	-6.0%	-0.9%
<b>First Generation Status:</b>							
First Generation	14.2%	15.0%	19.0%	17.4%	13.8%	-3.6%	-0.4%
Not First Generation	18.8%	18.1%	30.4%	27.8%	28.3%	0.5%	9.5%
<b>Pell Eligibility:</b>							
Pell Eligible	9.7%	14.0%	16.1%	15.6%	18.6%	3.0%	8.9%
Not Pell Eligible	27.0%	21.6%	35.3%	28.3%	19.6%	-8.7%	-7.4%
<b>TSJC Total</b>	<b>16.3%</b>	<b>16.4%</b>	<b>23.2%</b>	<b>20.7%</b>	<b>19.0%</b>	<b>-1.7%</b>	<b>2.7%</b>
<b>KPM Goal</b>						<b>2.0%</b>	

Chart 14.18  
TSJC: Increase Percentage of Successful Transfers to 4-Year Institutions



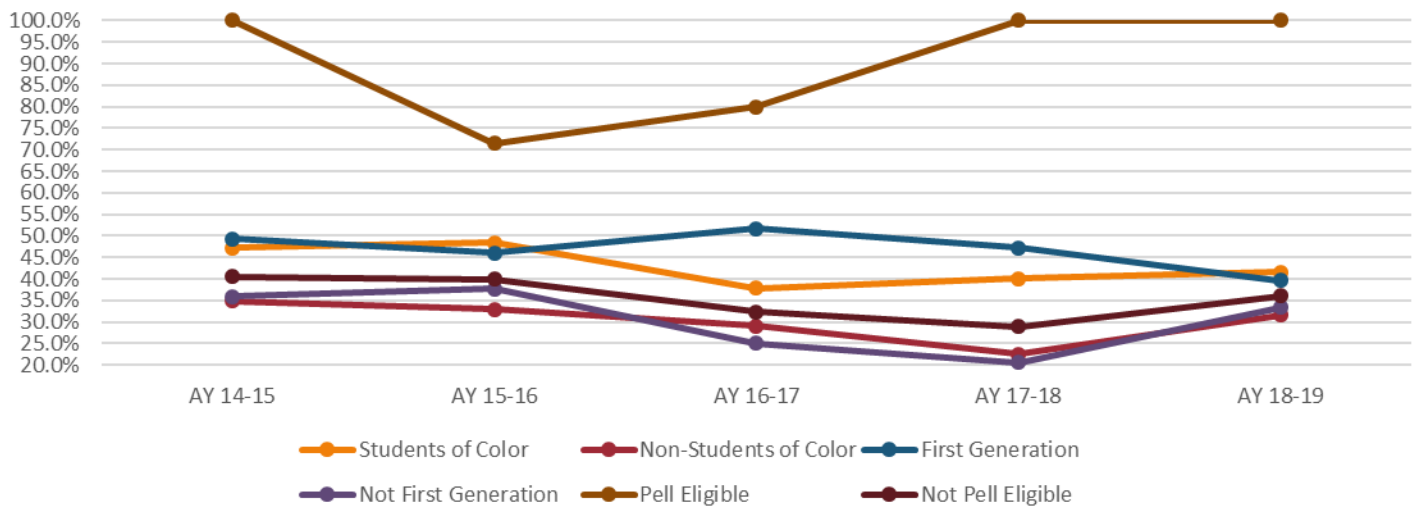


## TRINIDAD STATE JUNIOR COLLEGE: CONCURRENT ENROLLMENT KPMS

**Table 14.25: TSJC KPM 3.1 Increase Matriculation of Concurrent Enrollment Students to a CCCS Institution Within 4 Years of High School Graduation**

Equity Group	AY 14-15	AY 15-16	AY 16-17	AY 17-18	AY 18-19	1-Year Change	5-Year Change
<b>Race/Ethnicity:</b>							
Students of Color	47.2%	48.5%	37.9%	40.2%	41.5%	1.4%	-5.7%
Non-Students of Color	34.9%	32.9%	29.1%	22.6%	31.6%	9.0%	-3.3%
<b>First Generation Status:</b>							
First Generation	49.3%	46.0%	51.7%	47.2%	39.7%	-7.5%	-9.6%
Not First Generation	35.9%	37.8%	25.1%	20.5%	33.4%	12.9%	-2.5%
<b>Pell Eligibility:</b>							
Pell Eligible	100.0%	71.4%	80.0%	100.0%	100.0%	0.0%	0.0%
Not Pell Eligible	40.5%	39.9%	32.3%	29.0%	36.1%	7.1%	-4.3%
<b>TSJC Total</b>	<b>41.3%</b>	<b>40.6%</b>	<b>32.9%</b>	<b>29.9%</b>	<b>36.6%</b>	<b>6.7%</b>	<b>-4.7%</b>
<b>KPM Goal</b>						<b>1.0%</b>	

Chart 14.19  
 TSJC: KPM 3.1 Increase Matriculation of Concurrent Enrollment Students to a CCCS Institution Within 4 Years of High School Graduation

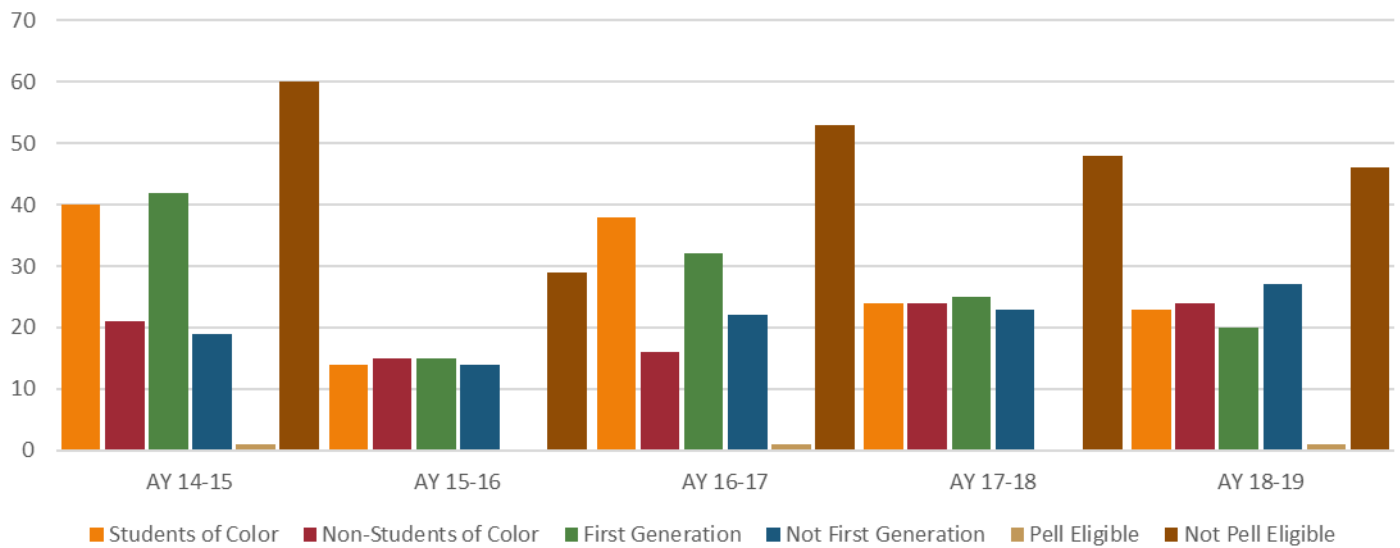




**Table 14.26: TSJC KPM 3.1 Increase TSJC College Credentials Awarded to Concurrent Enrollment Students**

Equity Group	AY 14-15	AY 15-16	AY 16-17	AY 17-18	AY 18-19	1-Year Change	5-Year Change
<b>Race/Ethnicity:</b>							
Students of Color	40	14	38	24	23	-4.2%	-42.5%
Non-Students of Color	21	15	16	24	24	0.0%	14.3%
<b>First Generation Status:</b>							
First Generation	42	15	32	25	20	-20.0%	-52.4%
Not First Generation	19	14	22	23	27	17.4%	42.1%
<b>Pell Eligibility:</b>							
Pell Eligible	1	0	1	0	1	----	0.0%
Not Pell Eligible	60	29	53	48	46	-4.2%	-23.3%
<b>TSJC Total</b>	<b>61</b>	<b>29</b>	<b>54</b>	<b>48</b>	<b>47</b>	<b>-2.1%</b>	<b>-23.0%</b>
<b>KPM Goal</b>						<b>1.0%</b>	

**Chart 14.20**  
TSJC: KPM 3.1 Increase the Number of CCCS Credentials Awarded to Concurrent Enrollment Students

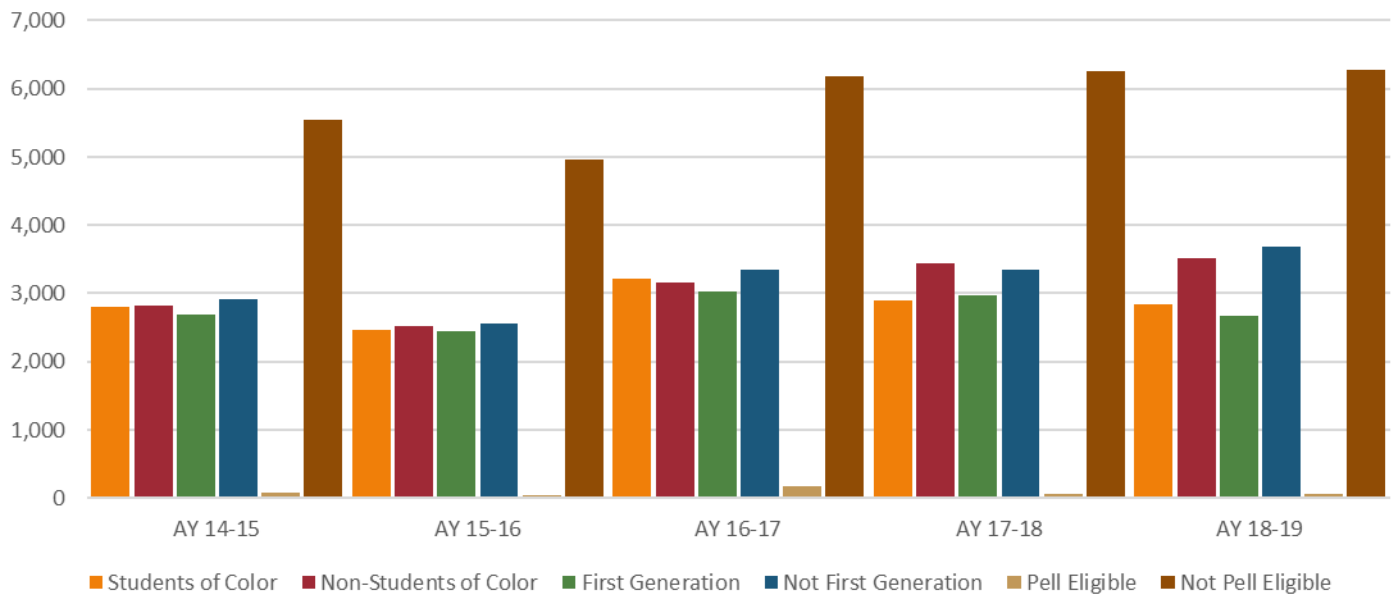




**Table 14.27: TSJC KPM 3.1 Increase Successful Credit Completion Through Concurrent Enrollment**

Equity Group	AY 14-15	AY 15-16	AY 16-17	AY 17-18	AY 18-19	1-Year Change	5-Year Change
<b>Race/Ethnicity:</b>							
Students of Color	2,804	2,470	3,215	2,889	2,833	-1.9%	1.1%
Non-Students of Color	2,814	2,526	3,152	3,439	3,509	2.1%	24.7%
<b>First Generation Status:</b>							
First Generation	2,696	2,445	3,027	2,972	2,665	-10.3%	-1.2%
Not First Generation	2,921	2,551	3,340	3,356	3,678	9.6%	25.9%
<b>Pell Eligibility:</b>							
Pell Eligible	80	40	180	66	63	-4.5%	-20.8%
Not Pell Eligible	5,538	4,956	6,187	6,262	6,279	0.3%	13.4%
<b>TSJC Total</b>	<b>5,617</b>	<b>4,996</b>	<b>6,367</b>	<b>6,328</b>	<b>6,342</b>	<b>0.2%</b>	<b>12.9%</b>
<b>KPM Goal</b>						<b>1.0%</b>	

Chart 14.21  
TSJC: KPM 3.1 Increase Successful Credit Completion Through Concurrent Enrollment



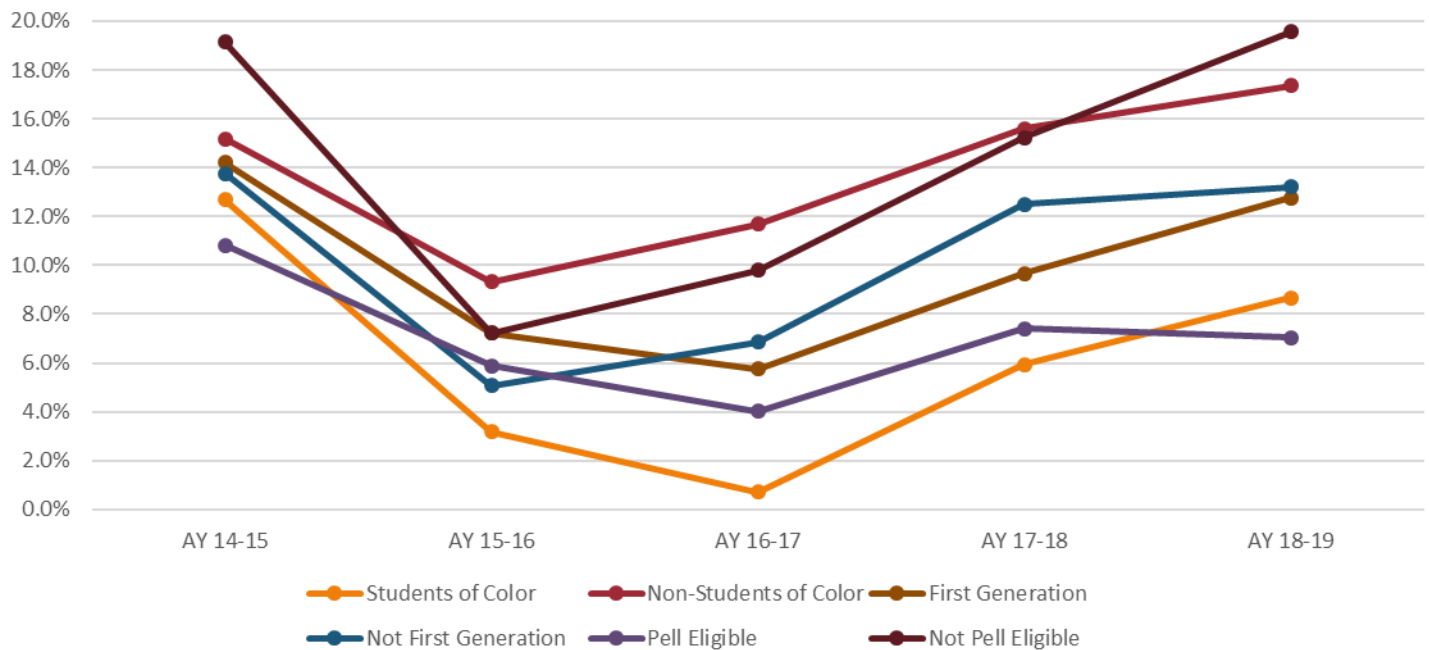


## TRINIDAD STATE JUNIOR COLLEGE: SKILLS BUILDERS & OVERALL SUCCESS

**Table 14.28: TSJC Skills Builders**

Equity Group	AY 14-15	AY 15-16	AY 16-17	AY 17-18	AY 18-19	1-Year Change	5-Year Change
<b>Race/Ethnicity:</b>							
Students of Color	12.7%	3.2%	0.7%	5.9%	8.7%	2.7%	-4.0%
Non-Students of Color	15.2%	9.3%	11.7%	15.6%	17.4%	1.8%	2.2%
<b>First Generation Status:</b>							
First Generation	14.2%	7.2%	5.7%	9.7%	12.8%	3.1%	-1.4%
Not First Generation	13.8%	5.1%	6.9%	12.5%	13.2%	0.7%	-0.6%
<b>Pell Eligibility:</b>							
Pell Eligible	10.8%	5.9%	4.0%	7.4%	7.1%	-0.4%	-3.8%
Not Pell Eligible	19.1%	7.2%	9.8%	15.2%	19.6%	4.3%	0.4%
<b>TSJC Total</b>	<b>14.0%</b>	<b>6.3%</b>	<b>6.2%</b>	<b>10.6%</b>	<b>12.9%</b>	<b>2.4%</b>	<b>-1.1%</b>

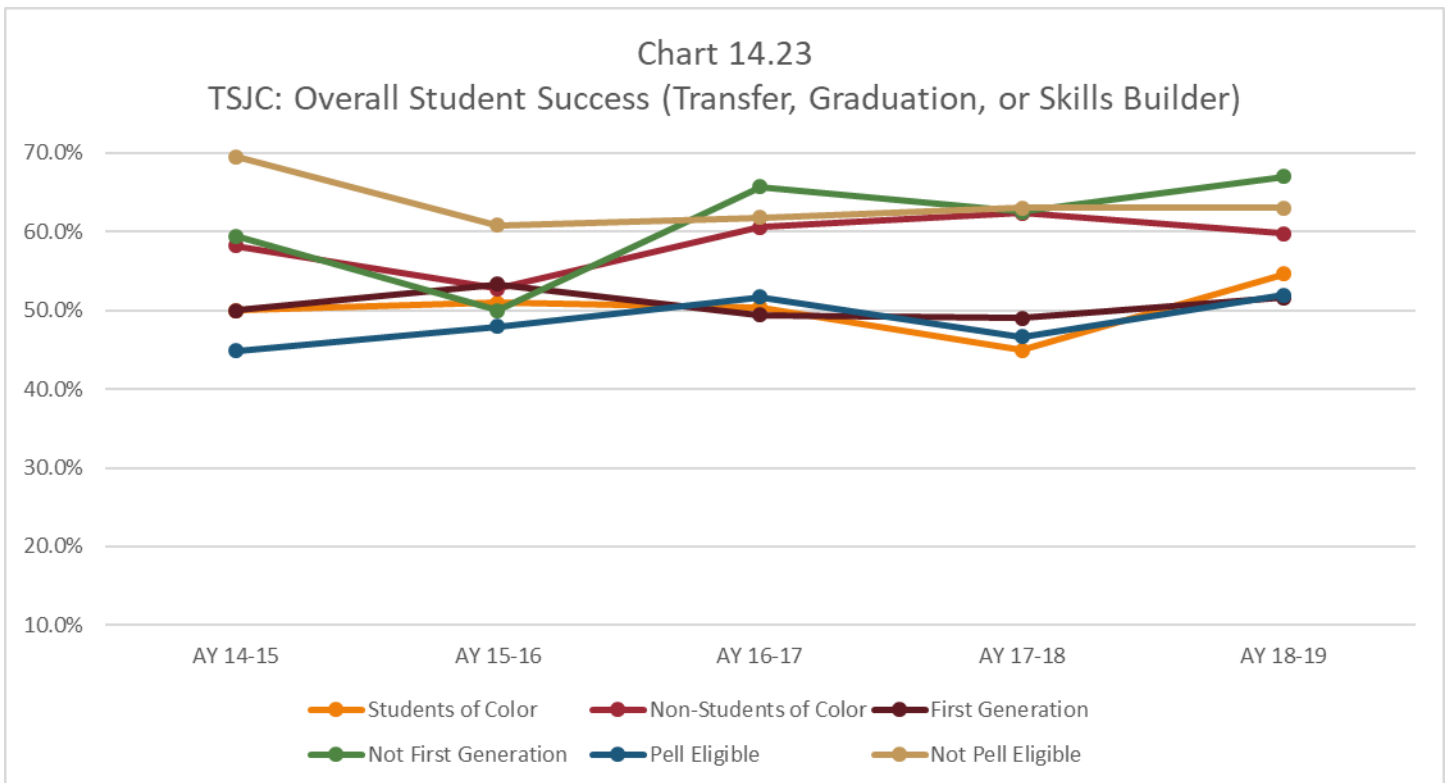
Chart 14.22  
TSJC: Skills Builders





**Table 14.29: TSJC Overall Student Success (Transfer, Graduation, or Skills Builder)**

Equity Group	AY 14-15	AY 15-16	AY 16-17	AY 17-18	AY 18-19	1-Year Change	5-Year Change
<b>Race/Ethnicity:</b>							
Students of Color	50.0%	51.0%	50.4%	44.9%	54.7%	9.8%	4.7%
Non-Students of Color	58.2%	52.8%	60.6%	62.4%	59.7%	-2.7%	1.5%
<b>First Generation Status:</b>							
First Generation	50.0%	53.3%	49.4%	49.0%	51.6%	2.6%	1.6%
Not First Generation	59.4%	50.0%	65.7%	62.5%	67.0%	4.5%	7.6%
<b>Pell Eligibility:</b>							
Pell Eligible	44.9%	48.0%	51.7%	46.7%	51.9%	5.3%	7.1%
Not Pell Eligible	69.6%	60.8%	61.8%	63.0%	63.0%	0.0%	-6.5%
<b>TSJC Total</b>	<b>54.3%</b>	<b>51.9%</b>	<b>55.4%</b>	<b>53.3%</b>	<b>57.1%</b>	<b>3.8%</b>	<b>2.8%</b>



## APPENDIX A: METHODOLOGY

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The following describes how each leading indicator and performance metric was calculated as well as the source of the underlying data. Methods included do not provide technical detail such as exact coding or fields and tables used. For IR professionals seeking this kind of technical detail, please reach out to CCCS Institutional Research.

### DATA SOURCE

All Key Performance Metric (KPM) data was pulled from the operational data store (ODS) at the Colorado Community College System office. Populations used in calculating KPMs were pulled from freeze tables for consistency, and are reflective of the end-of-term freeze for a given academic term. The end-of-term freeze dates allow time for data entry and cleanup after the actual end of the semester. End-of-term freeze dates are as follows:

- Summer – October 10
- Fall – February 10
- Spring – July 10

### LEADING INDICATOR I – COMPLETION OF GATEWAY ENGLISH AND MATH IN FIRST YEAR

Two measures are provided for leading indicator I, a successful completion rate in gateway courses and the proportion of students that have completed a gateway course by the end of their first year.

Gateway courses include English 121, and Math courses with the following course numbers: 103, 107, 108, 109, 112, 120, 121, 123, and 135.

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

A student's "first year" is considered to be the first three academic terms of eligibility, beginning with the semester in which a student registers as a new first-time student. For example: the first year for a student registering in spring ends in the following fall. Likewise, a student starting in the summer would end their first year the following spring. Headcounts are based on the academic year in which the student registered as new first-time.

Success rate percentages are total successful course completions divided by total registered courses as of the end of term. Headcount percentages are all unique first-time students completing a gateway course in their first year divided by all unique students registered for at least one course.

## LEADING INDICATOR II – CREDIT ACCUMULATION IN FIRST YEAR

Totals reflect the average number of cumulative credits earned by students through the end of their first year. Credits earned are inclusive of any concurrent enrollment activity and all CCCS schools attended.

“First year” is considered to be the first three academic terms of eligibility, beginning with the semester in which a student registers as a new first-time student at a CCCS institution.

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

## LEADING INDICATOR III – ACCELERATION, DECELERATION OF CREDITS FROM 1<sup>ST</sup> TO 2<sup>ND</sup> SEMESTER

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

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

## LEADING INDICATOR VI – SUCCESSFUL COURSE COMPLETION RATE

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

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

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

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

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

## LEADING INDICATOR VIII – COMPLETION OF A STUDENT SUCCESS COURSE

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

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

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

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

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

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

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



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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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