



Key Performance Indicators Guided Pathways Project

Greetings NC GPS partners,

Attached are some Key Performance Indicators (KPIs) to assist us on our journey to implementing Guided Pathways at your college. Kudos to the Research and Performance Management Team at the System Office for making these possible. We do hope that these serve as a starting point for you and your college teams. These KPIs will be provided to you again as we move through Guided Pathways implementation.

Purpose: To guide and inform your decision-making processes with the intention of narrowing and eliminating equity gaps among our students. Additionally, following the “one college, one door” model, we have included metrics from all areas of learning at our colleges. We recognize that our ability to provide more recent data or more in-depth analysis is limited by what is available to us.

Below are descriptions of each of the KPIs and a list of discussion questions for your teams.

Satisfactory Academic Progress (SAP)	
Percentage of first-time curriculum students meeting the minimum satisfactory academic progress standards (a cumulative GPA of 2.0 and *67% course completion rate) during their first academic year (fall, spring, and summer). (<i>Note: if a student has transfer credit they are not included, CCP students are included</i>)	
Cohort	Fall 2016
Overall	% of students who are meeting SAP at your college, rank compared to other NC Community Colleges 1=highest, 58=lowest, system % of student who are meeting SAP
Gap	% of majority students who are meeting SAP compared to % of all minorities who are meeting SAP
Disaggregation	By program area (Arts & Sciences, Health Sciences *may be already admitted, Business, Public Service, other CTE)
Retention	
Percentage of first-time curriculum students enrolling in or graduating by the end of their second fall semester. (<i>Note: CCP students included</i>)	
Cohort	Fall 2015
Overall	% of students retained at your college, rank compared to other NC Community Colleges 1=highest, 58=lowest, system % students retained
Gap	% of majority students retained compared to % of all minorities retained

Disaggregation	By program area (Arts & Sciences, Health Sciences *may be already admitted, Business, Public Service, other CTE)
Math Pass Rate	
Percentage of first-time Associate Degree seeking and transfer pathway students passing a credit-bearing Math course with a “C” or better within two years of their first term of enrollment. (Note: CCP students included)	
Cohort	Fall 2015
Overall	% of students passing Math at your college, rank compared to other NC Community Colleges 1=highest, 58=lowest, system % students passing Math
Gap	% of majority students passing Math compared to % of all minorities passing Math
Disaggregation	By program area (Arts & Sciences, Health Sciences *may be already admitted, Business, Public Service, other CTE)
English Pass Rate	
Percentage of first-time Associate Degree seeking and transfer pathway students passing a credit-bearing English course with a “C” or better within two years of their first term of enrollment. (Note: CCP students included)	
Cohort	Fall 2015
Overall	% of students passing English at your college, rank compared to other NC Community Colleges 1=highest, 58=lowest, system % students passing English
Gap	% of majority students passing English compared to % of all minorities passing English
Disaggregation	By program area (Arts & Sciences, Health Sciences *may be already admitted, Business, Public Service, other CTE)
First Year Progression	
Percentage of first-time curriculum students attempting at least 12 hours within their first academic year who successfully complete at least 12 of those hours. Two datasets are available here, including developmental credit and excluding developmental credit. (Note: CCP students included)	
Cohort	Fall 2016
Overall	% of students with 12 credits at your college, rank compared to other NC Community Colleges 1=highest, 58=lowest, system % students with 12 credits
Gap	% of majority students with 12 credits compared to % of all minorities with 12 credits
Disaggregation	By program area (Arts & Sciences, Health Sciences *may be already admitted, Business, Public Service, other CTE)
First Year Progression Extended	
Percentage of first-time curriculum students attempting at least 15, 24, and 30 hours within their first academic year who successfully complete at least 18, 24, and 30 of those hours. Two datasets are available here, including developmental credit and excluding developmental credit. (Note: the difference between 15 credits and 18 credits was small, decision was made to keep credit breakdown in equal increments of 6, CCP students included)	
Cohort	Fall 2016

Overall	% of students with 18, 24, and 30 credits at your college, rank compared to other NC Community Colleges 1=highest, 58=lowest, system % students with 18, 24, and 30 credits
Gap	% of majority students with 18, 24, and 30 credits compared to % of all minorities with 18, 24, and 30 credits
Disaggregation	By program area (Arts & Sciences, Health Sciences *may be already admitted, Business, Public Service, other CTE)
Completion/Transfer	
Percentage of students enrolled in Fall of 2015 who graduate or transfer by the subsequent Fall. (Note: For programs of study included CCP students enrolled in those programs are included)	
Cohort	Fall 2015
Overall	% of students who have completed or transferred at your college, rank compared to other NC Community Colleges 1=highest, 58=lowest, system % students who have completed or transferred
Gap	% of majority students who have completed or transferred compared to % of all minorities who have completed or transferred
Disaggregation	By program area (Arts & Sciences, Health Sciences *may be already admitted, Business, Public Service, other CTE)
Measurable Skill Gains	
The percentage of participant periods of participation (POP) associated with a measurable skill gain.	
Year	2016-2017
Overall	<p><u>Denominator</u>: Number of periods of participation as determined by an individual receiving 12 or more hours of service without a break in service. If an individual has a gap in service of more than 90 days, and returns during the program year, a new period of participation is established.</p> <p><u>Numerator</u>: Based on the denominator, number achieving one of the following gains:</p> <ul style="list-style-type: none"> • Posttest: Scored high enough on a posttest to place into a higher educational functioning level within the POP. • Adult High School Credit: Entering program with less than 50% of required AHS credits and obtaining enough AHS credits to put them over the 50% threshold during the program year. • Secondary school diploma or its equivalent: Attainment of a secondary school diploma or other high school equivalency during the program year. • Post-Secondary Enrollment: leaves program and is found to have enrolled in a Post-Secondary Institution during the program year.
Contact Hours/Measurable Skills Gain	
More information Coming	
Year	2016-2017
Overall	More information Coming

Discussion Questions:

1. More information coming

Known limitations: Based on availability of data, trend analysis is currently unavailable, in future versions we aim to provide this. Additionally, our definition of majority and minority student is somewhat limited due to limitations in the self-reporting of this information by colleges. In the future the definition of cohort will also change to include students enrolled in the leading summer in the fall cohort. Finally, other detailed disaggregation was unavailable due to time constraints, if there is information that is important to you we are interested in that feedback so it can be incorporated in future iterations.