

## KPI B Academic Preparation

### Measure B.1.a: Enrollment in LCCC's Wyoming High School Equivalency (General Educational Development [GED]) Program

#### *Rationale for Inclusion*

Tracking the enrollment of GED students and their attainment of the GED will allow the College to determine the effectiveness of the program over time. This measure, as well as Measures B.1.b and B.1.c, will have three effects: (1) assist students with goal attainment (Measure A.6), (2) ensure that the College continues to provide a valuable service to the community, and (3) provide an avenue for recruiting GED graduates into college programs.

#### *Statistic of Interest*

The 12-month unduplicated enrollment in LCCC's Wyoming High School Equivalency (GED) program.

#### *Methodology*

From the ACES (Adult and Career Education System) database, determine the number of individuals who were officially enrolled (completed a pre-assessment and at least 12 hours of instruction) in GED programs during the program year (July 1 – June 30).

#### *Frequency of Data Collection*

Annually in August, for the prior program year.

#### *Benchmark*

This indicator is benchmarked against Wyoming state data.

### Measure B.1.b: Student Attainment of Wyoming High School Equivalency (General Educational Development [GED]) Certification

#### *Rationale for Inclusion*

Tracking the enrollment of GED students and their attainment of the GED will allow the College to determine the effectiveness of the program over time. This measure, as well as Measures B.1.a and B.1.c, will have three effects: (1) assist students with goal attainment (Measure A.6), (2) ensure that the College continues to provide a valuable service to the community, and (3) provide an avenue for recruiting GED graduates into college programs. KPI Handbook, LCCC IR Office, AMM Revised: 8/14/2014, Page 12 of 39

#### *Statistic of Interest*

The proportion of those students identified for Measure B.1.a who attained a Wyoming High School Equivalency (GED) credential by the end of the program year.

#### *Methodology*

From the ACES (Adult and Career Education System) database, determine the number of individuals who were officially enrolled (completed a pre-assessment and at least 12 hours of instruction) in GED programs during the program year (July 1 – June 30) and attained a GED credential during that same year. Divide this number by the result for the previous measure

#### *Frequency of Data Collection*

Annually in August, for the prior program year.

### *Benchmark*

This indicator is benchmarked against Wyoming state data.

## Measure B.1.c: College Matriculation Rate of Wyoming High School Equivalency Program Completers

### *Rationale for Inclusion*

Tracking the enrollment of GED students and their attainment of the GED will allow the College to determine the effectiveness of the program over time. This measure, as well as Measures B.1.a and B.1.b, will have three effects: (1) assist students with goal attainment (Measure A.6), (2) ensure that the College continues to provide a valuable service to the community, and (3) provide an avenue for recruiting GED graduates into college programs.

### *Statistic of Interest*

The proportion of students who matriculate to a college or university within one year of completing LCCC's GED program.

### *Methodology*

From the ACES (Adult and Career Education System) database, identify the students who attained a GED credential during the program year. Conduct a search of the National Student Clearinghouse to determine which of these students matriculate to a college or university within one year of attaining their GED credential.

### *Frequency of Data Collection*

Annually in August, for the program year that ended on June 30 of the prior year.

### *Benchmark*

This indicator is benchmarked against Wyoming state data.

## Measure B.2.a: Enrollment in LCCC's Dual/Concurrent Enrollment Program KPI Handbook, LCCC IR Office, AMM Revised: 8/14/2014, Page 13 of 39

### *Rationale for Inclusion*

Research has suggested the participation of high school students in early college activities, such as dual and concurrent enrollment, leads to higher rates of college participation, persistence, accumulation of credits, and ultimately completion. Thus, measuring the participation of students in the Concurrent/Dual Enrollment program is a good indicator of how well the College is helping prepare students for future higher education.

### *Statistic of Interest*

The 12-month unduplicated enrollment of high school students taking courses for dual credit during the academic year. This includes students in concurrent enrollment courses (taught by high school teachers for high school students only) as well as those enrolled for dual credit in a regularly scheduled college course taught by college instructors) during the academic year.

### *Methodology*

From Colleague and official enrollment reports, determine the students who were officially enrolled (as of the enrollment reporting census date) for dual credit during the prior year, counting each student only once.

### *Frequency of Data Collection*

Annually in August, after the official enrollment report for the prior year has been completed.

### *Benchmark*

A benchmark has not yet been identified for this measure.

## Measure B.2.b: College Matriculation Rate of LCCC Dual/Concurrent Enrollment Program Participants

### *Rationale for Inclusion*

Research has suggested the participation of high school students in early college activities, such as dual and concurrent enrollment, leads to higher rates of college participation, persistence, accumulation of credits, and ultimately completion. Thus, measuring the matriculation rate of high school graduates who participated the Concurrent/Dual Enrollment program is a good indicator of how well the College is helping prepare students for future higher education.

### *Statistic of Interest*

The proportion of dual credit students who matriculate to the College within one year of after high school graduation.

### *Methodology*

From the students enrolled for dual credit during the previous year, identify the students who graduated from high school during that year. Conduct a search of National Student Clearinghouse records to determine how many of these graduates enrolled at any college or university within one year after high school graduation. Calculate the matriculation rate by dividing the number of who enrolled at a college or university by the number of students who were enrolled for dual credit and graduated from high school during the prior year. KPI Handbook, LCCC IR Office, AMM Revised: 8/14/2014, Page 14 of 39

### *Frequency of Data Collection*

Annually in August, after the official enrollment report for the prior year has been completed.

### *Benchmark*

A benchmark has not yet been identified for this measure.

## Measure B.3.a: Success in Developmental (Remedial) Coursework - Math

## Measure B.3.b: Success in Developmental (Remedial) Coursework - Writing

### *Rationale for Inclusion*

One of the primary components of the community college mission is academic preparation. LCCC accomplishes this in part by helping students become ready for college-level coursework in many fields, but primarily in math and writing. Their success in these courses has been proven to increase their likelihood of persisting to goal attainment and/or completion of a college credential. These measures indicate how effective the College is at moving students through remedial coursework.

### *Statistics of Interest*

Success is measured by the passing grades (A, B, C, or S) earned by students in developmental (remedial) coursework divided by the number of students enrolled in remedial courses on the enrollment reporting census date. This success rate is calculated for developmental math and developmental writing students (measures B.3.a and B.3.b respectively).

### *Methodology*

The Colleague custom program XSUBS is used for this measure. Use the following input values:

☑ "Select the college abbreviation code" = LCCC

☑ "Enter the starting remedial term" = YY/FA, using the most recently completed fall term

☑ "Include course detail listing?" = N

### *Frequency of Data Collection*

Annually in the summer, after the prior academic year's enrollment report is finalized.

### *Benchmark*

This measure is benchmarked against NCCBP data for applicable courses. KPI Handbook, LCCC IR Office, AMM Revised: 8/14/2014, Page 15 of 39

Measure B.4.a: Subsequent Success of Developmental (Remedial) Students – College-level Math

Measure B.4.b: Subsequent Success of Developmental (Remedial) Students – College-level Writing

### *Rationale for Inclusion*

One of the primary components of the community college mission is academic preparation. LCCC accomplishes this in part by helping students become ready for college-level coursework in many fields, but primarily in math and writing. Their success in these courses has been proven to increase their likelihood of persisting to goal attainment and/or completion of a college credential. These measures indicate how effective the College is at moving developmental (remedial) students through related college-level coursework.

### *Statistics of Interest*

The proportion of students who successfully complete a related college-level course within one year of successfully completing the highest level developmental (remedial) math and/or writing course.

### *Methodology*

The Colleague custom program XSUBS is used for this measure. Use the following input values:

☑ "Select the college abbreviation code" = LCCC

☑ "Enter the starting remedial term" = YY/FA, using the fall term of two years ago

☑ "Include course detail listing?" = Y

Import the course detail listing (a CSV file) into Excel. In file, identify students who successfully completed MATH 0930 and/or ENGL 0700 during the initial fall semester and, of these students, identify those who enrolled in and successfully completed a related college-level course within one year (through the subsequent fall semester). The statistic is calculated by dividing the number who were successful in a related-college level course by the number who enrolled in a related college-level course.

### *Frequency of Data Collection*

Annually in the summer, after the prior academic year's enrollment report is finalized.

### *Benchmark*

This measure is benchmarked against NCCBP data for applicable courses.

From the 2014-15 KPI\* Report Card Calculations FINAL 20150820

<b>B. Academic Preparation</b>			
<b>Measure</b>	<b>Description</b>	<b>Current Result</b>	
		<b>Time Frame</b>	<b>Benchmark</b>
B.1.a	Enrollment in Wyoming High School Equivalency (GED) Program	2014-2015	Wyoming
B.1.b	Percent Who Attain the GED	2014-2015	Wyoming
B.1.c	Percent Who Matriculate to a College/University within One Year	2013-2014	Wyoming
B.2.a	Enrollment in Concurrent/Dual Enrollment Program	2014-2015	n/a
B.2.b	Percent Who Matriculate to a College/University within One Year	2013-2014	n/a
B.3.a	Success in Developmental Coursework - Math	Fall 2014	NCCBP
B.3.b	Success in Developmental Coursework - Writing	Fall 2014	NCCBP
B.4.a	Subsequent Success of Developmental Students - College-level Math	Fall 2013	NCCBP
B.4.b	Subsequent Success of Developmental Students - College-level Writing	Fall 2013	NCCBP

B. Academic Preparation			<b>C</b>	<b>1.667</b>		<b>2 grade points</b>						
Measure	Description	current result	Grade	Points	trend	2015-16 Goal	5 years prior	4 years prior	3 years prior	2 years prior	prior year	current result
B.1.a	Enrollment in Wyoming High School Equivalency (GED) Program	281	D	1		281	595	539	460	440	435	281
B.1.b	Percent Who Attain High School Equivalency	32.74%	C	2		32.74%	36.97%	35.62%	36.96%	47.95%	34.48%	0.327402
B.1.c	Percent Who Matriculate to a College/University within One Year	51.09%	A	4		72.24%	27.46%	33.64%	50.00%	17.06%	16.87%	0.51087
B.2.a	Enrollment in Concurrent/Dual Enrollment Program	912	D	1		912	1164	1253	1142	1018	952	912
B.2.b	Percent Who Matriculate to a College/University within One Year	74.25%	D	1		74.25%	85.19%	86.84%	91.13%	96.16%	77.33%	0.742515
B.3.a	Success in Developmental Coursework - Math	54.11%	D	1		54.11%	0.66	0.63	0.60	0.55	0.60	0.5411
B.3.b	Success in Developmental Coursework - Writing	59.80%	C	2		60.10%	0.59	0.56	0.60	0.62	0.60	0.598
B.4.a	Subsequent Success of Developmental Students - College-level Math	51.28%	C	2		51.28%	0.87	0.55	0.70	0.57	0.50	0.512821
B.4.b	Subsequent Success of Developmental Students - College-level Writing	61.54%	D	1		61.54%	0.76	0.90	0.66	0.77	0.74	0.615385

**B. Academic Preparation**

Measure	Description	5 yr min	5 yr max	5 yr ave	benchmark	improve goal	average	std deviation	A min	B min	C min	D min
B.1.a	Enrollment in Wyoming High School Equivalency (GED) Program	281.00	595.00	458.33	n/a	435.00	442.33	128.64	570.97	442.33	313.69	185.05
B.1.b	Percent Who Attain High School Equivalency	34.48%	47.95%	38.40%		34.48%	38.83%	6.36%	45.19%	38.83%	32.47%	26.12%
B.1.c	Percent Who Matriculate to a College/University within One Year	16.87%	51.09%	32.68%		17.17%	29.45%	16.21%	45.66%	29.45%	13.25%	-2.96%
B.2.a	Enrollment in Concurrent/Dual Enrollment Program	912	1253	1074	n/a	1018	1064.13	142.63	1206.76	1064.13	921.49	778.86
B.2.b	Percent Who Matriculate to a College/University within One Year	0.77	0.96	0.87	n/a	77.33%	0.845396	0.090687	0.94	0.85	0.75	0.66
B.3.a	Success in Developmental Coursework - Math	0.54	0.66	0.60	67.90%	60.27%	0.615528	0.054290	0.67	0.62	0.56	0.51
B.3.b	Success in Developmental Coursework - Writing	0.56	0.62	0.59	75.82%	60.09%	0.626948	0.077363	0.70	0.63	0.55	0.47
B.4.a	Subsequent Success of Developmental Students - College-level Math	0.50	0.87	0.64	77.78%	50.00%	0.656651	0.164954	0.82	0.66	0.49	0.33
B.4.b	Subsequent Success of Developmental Students - College-level Writing	0.66	0.90	0.77	79.75%	74.19%	0.774009	0.086711	0.86	0.77	0.69	0.60