

**STUDENT OUTCOMES COMMITTEE OF THE  
BOARD OF TRUSTEES**

**MINUTES**

**Thursday, October 4, 2018  
1:30 p.m.  
Conference Room M2-34**

**Presiding:** Ms. Hernández Vélez

**Committee**

**Members:** Mr. Clancy, Ms. Fulmore-Townsend, Ms. Ireland, Ms. Jean-Baptiste, Ms. McPherson, Ms. Posoff, Rep. Roebuck

**College**

**Members:** Ms. de Fries, Dr. Gay, Dr. Generals, Dr. Hirsch, Dr. Roberts

**(1) Executive Session**

There were no agenda items for the Executive Session.

**(2) Public Session**

**(a) Approval of the Minutes of September 6, 2018**

The minutes were approved unanimously.

**(b) Academic Program Review Update: Computer Information Systems-  
Information Technology, Network and Systems Administration Proficiency  
Certificate, Computer Science, Computer Programming and Software  
Development Proficiency Certificate**

Due to an unexpected absence, the update and recommendation were postponed to the next meeting.

**(c) Committee Orientation**

Dr. Hirsch provided an overview of various College activities and initiatives to the Committee.

Academic Program Review Process: The Academic Program Review has gone through iterations over time based on Student Outcomes Committee members' input. The Student Outcomes Committee receives the Executive Summary; the full report

averages 20-30 pages. The report covers topics such as program analysis, program description, faculty, key performance indicators (such as headcount; full-time/part-time enrollment; demographics; five-year trend for retention, etc.; degrees awarded; and transfer at departure), learning outcomes and assessment, environmental scan, and resources. Dr. Gay explained that the report is a collaboration and results from conversations between the Assessment staff, program faculty, the dean, and the Academic and Student Success Council. A goal of the report is to give the Student Outcomes Committee the information they need to make decisions about the program. There is an abbreviated process for accredited programs, which builds on work they already do for accreditation.

**Student Demographics and Guided Pathways Areas of Focus:** Dr. Hirsch provided slides which summarized demographic data for the College's students. He highlighted the number of students enrolled at the College and the most popular programs. He noted that students have been getting younger since the recession peaked several years ago. The College disburses close to \$90 million annually in financial aid via grants and loans. The College has undertaken transformative work to move in a certain direction under the umbrella of Guided Pathways. For instance, academic programs are organized within the context of Academic Pathways and student services are more intentionally designed. Guided Pathways efforts also encompass "the Student Experience." Dr. Hirsch explained that the student experience begins before recruitment and runs through commencement and then through transfer and/or employment. The College's Guided Pathways work is comprised of four pillars: clarifying the path; helping students get on a path; helping students stay on their path; and ensuring students are learning. Dr. Hirsch highlighted several areas of work under each pillar. Clarifying the path encompasses work related to program maps; career and transfer outcomes; and aligning core coursework. To help students get on a path, the College has implemented first-year experience courses; redesigned the intake process; revamped its developmental education; and strengthened integrated supports. To help students stay on their path, the College has developed an intensive advising model and built systems to track students' progress and identify students at risk for possible interventions. Ensuring students are learning includes efforts related to assessment and faculty-led improvements of teaching practices. With these efforts, a goal is for students to have to tell their story only once. The communication tools that the College utilizes help support this goal.

**CCRC-AACC Pathways Project Momentum Data:** The Community College Resource Center is the premier research body for community colleges and is one of the partners in the Guided Pathways work. The focus of these data is credit momentum. CCRC has research that indicates that the more College credit that students earn early on, the more likely they are to succeed. The College has been making progress in increasing the number of students who are reaching key momentum points, such as earning 6+ or 12+ college credits in a student's first term; earning 24+ or 30+ college credits in a student's first year; completion of college-level math and English in the first year; persistence; and total college credits completed and earned. As pertains to completing college-level math and English in the first year, Rep. Roebuck said that remediation is

an important factor and that there needs to be a strong relationship between the College and the K-12 system in the city with more communication between the two. Dr. Generals noted that the College is actively addressing the K-16 pipeline, including dual enrollment, early college, pockets of faculty working with teachers to align programs, etc. These efforts are contributing to a shift in the paradigm. Regarding the increase in college-ready students as part of the momentum data, Dr. Generals noted that contributing factors include recalibrating placement exams and dual enrollment efforts.

Board Dashboard: Dr. Hirsch explained that the Dashboard was created over time based on critical indicators of success as identified by the Student Outcomes Committee. The Dashboard contains data related to enrollment and completion, among other areas. IPEDS data is used because it is a national benchmark. He highlighted some areas of focus, such as the three-year completion rate. This outcome has increased three points over the past year and the College expects continued improvements.

**(d) New Business**

There was no new business.

**Next Meeting**

The next meeting of the Student Outcomes Committee of the Board is scheduled for November 1, 2018 at 1:30 p.m. in Conference Room M2-34.

**Attachments:**

Minutes of September 6, 2018  
2018 Executive Summary Template APR  
Dashboard  
KPI Data for Pathways Project

**STUDENT OUTCOMES COMMITTEE OF THE  
BOARD OF TRUSTEES**

**MINUTES**

**Thursday, September 6, 2018  
1:30 p.m.  
Conference Room M2-34**

**Presiding:** Ms. Hernández Vélez

**Committee**

**Members:** Ms. Fulmore-Townsend, Rep. Roebuck

**College**

**Members:** Ms. de Fries, Dr. Gay, Dr. Generals, Dr. Hirsch, Dr. Roberts, Ms. Zellers

**Guests:** Mr. Bertram, Dr. Carter, Ms. Freeman, Ms. Frizell, Dr. Sweet

**(1) Executive Session**

There were no agenda items for the Executive Session.

**(2) Public Session**

**(a) Approval of the Minutes of June 7, 2018**

The minutes were approved unanimously.

**(b) Academic Program Reviews: Building Science, Architecture, Interior Design,  
Energy Conservation Academic Certificate**

Ms. Frizell provided a brief overview of the review. She described how the enrollments for the Architecture and Interior Design programs have increased and are expected to continue to increase. The programs have a thorough assessment plan under the current department head, with aligned assessments and data collection to apply to program improvement. Regarding increasing enrollments, Dr. Sweet explained that both are select programs and have been growing. Architecture is a well-respected program in the community and had its highest enrollments in Fall 2018. Both programs have strengthened articulation agreements with four-year institutions and have active advisory boards, with the goal of having students who are well-prepared to transfer. She added that enrollment growth may be due to fine tuning the coursework, a different direction under the current department head, and internal marketing that highlights career possibilities. The academic pathway also has a dedicated advisor assigned to it. Additionally, the programs will no longer require

that students pass a required introductory course before being able to enroll in the program. Removing this barrier should further increase enrollments.

Regarding the Building Science degree and the Energy Conservation Academic Certificate, Ms. Frizell noted that they are not performing as well. The coordinator position was vacant for a time and while the position was filled last year, it is vacant again. The programs have not been able to make progress on curricular edits, increasing industry connections, and strengthening marketing efforts. Per an action item in the reviews, the programs should examine their viability within the next academic year. Mr. Bertram explained that because enrollments are so small for these programs, increasing viability is the focus, as opposed to the make-up of the student population. Mr. Bertram also indicated that the programs would be interested in pursuing connections with high school programs, when possible.

**Action: The Student Outcomes Committee unanimously recommended that the Board of Trustees accept the program review with approval for five years for the Interior Design and Architecture programs. The Committee deferred action for the Building Science and Energy Conservation programs; the programs should submit a follow-up report addressing the review recommendations for the November 2018 meeting.**

**(c) Academic Program Review Update: Computer Information Systems-Information Technology, Network and Systems Administration Proficiency Certificate, Computer Science, Computer Programming and Software Development Proficiency Certificate**

Dr. Hirsch explained that when the academic program reviews were discussed at the last meeting, the Committee noted the lack of assessment materials submitted for the review and as such delayed action. Ms. Freeman gave an overview of the status of assessment in the programs. Many faculty have turned in course assessments, so that approximately fifty percent of outstanding reports were recently submitted and are being put into the department's Canvas repository. Any remaining reports should be submitted by the end of September. Ms. Freeman explained that because of the "state of things," she will do the program learning outcomes submission. Dr. Carter agreed that there has been an increase in submissions and is optimistic the assessments will be completed and that Ms. Freeman will complete the program learning outcomes assessments.

**Action: The Student Outcomes Committee unanimously recommended the program submit a detailed report on the status of the assessments for the October 2018 meeting. The report should also include an update on efforts to increase the number of female students.**

(d) **New Business**

There was no new business.

**Next Meeting**

The next meeting of the Student Outcomes Committee of the Board is scheduled for October 4, 2018 at 1:30 p.m. in Conference Room M2-34.

**Attachments:**

Minutes of June 7, 2018

Interior Design Program Review

Architecture Program Review

Building Science Program Review

Energy Conservation Certificate Program Review

## **Academic Program Review Format**

### Executive Summary

I. The Executive Summary portion of the report include a bullet-pointed *Key Indicators* and *Action Items* portion, prior to the narrative report. These include a formal template of language; which would be utilized on every *APR*.

A. Key Findings – findings that are aligned with action items.

**Enrollment and Demographics**

**Retention**

**Success/Graduation**

**Transfer**

**Assessment**

**Cost**

B. Action Items “The Office of Assessment and Evaluation makes the following recommendations for the Program.”

**Enrollment and Demographics**

**Retention**

**Graduation**

**Transfer**

**Assessment**

**Cost**

C. Narrative

A brief summary of key elements found in the report.

### Body of the Report

II. Program Analysis – this section is intended to allow faculty and program leadership to give a thoughtful view of the program with a goal of program improvement.

III. Program Description

A. Statement of Mission Alignment

B. Catalog Description

C. History and Revision to Curriculum

D. Curriculum Sequence

IV. Chart of Program Faculty

Name	Rank	Courses Taught

V. Key Performance Indicators - 5 Years of Program Data

A. Headcount

- B. Full-time/part-time enrollment
- C. Major/ New major
- D. Class Standing (dev, freshman, sophomore)
- E. Demographics (gender, race/ ethnicity, age)
- F. Outcomes data: five-year trend (standing, retention, success at departure, outcomes)
- G. Degrees awarded
- H. Transfer at departure

	<b>Did Not Transfer</b>	<b>Transferred</b>	<b>Grand Total</b>
<b>Total number of first-time enrolled students</b>			
<b>Earned 0-11 credits</b>			
<b>Earned 12-23 credits</b>			
<b>Earned 24-44 credits</b>			
<b>Earned 45 or more credits</b>			
<b>Graduated</b>			
<b>Total</b>			

- I. Section Operating Efficiency
  - J. Student Satisfaction Survey (optional\*\*)
- VI. Learning Outcomes and Assessment
- A. Curriculum Map
  - B. Assessment Cycle Plan
  - C. Course and Program Assessment Status (faculty contribution)
  - D. Supported-Program Assessment (overview of assessments conducted to support learning outcomes of shared curricular programs and/or General Education competencies.)
- VII. Environmental Scan
- A. Future Directions of the Program/Field (program contribution)
  - B. Expected Job Growth
  - C. Educational Attainment
  - D. Peer Educational Programs
  - E. Transfer Programs
- VIII. Special Expenditures and Resources (faculty contribution and cost data)



## Executive Summary

The Executive Summary portion of the report include a bullet-pointed *Key Indicators* and *Action Items* portion, prior to the narrative report. These include a formal template of language; which would be utilized on every *APR*.

### **A. Key Findings**

**For the period Fall 2013-Spring 2018:**

**Enrollment and Demographics**

**Retention**

**Success/Graduation**

**Transfer**

**Assessment**

**Cost**

### **B. Action Items**

The Office of Assessment and Evaluation makes the following recommendations for the Program.

**Enrollment and Demographics**

**Retention**

**Success/Graduation**

**Transfer**

**Assessment**

**Cost**

## II. Narrative

A brief summary of key elements found in the report.

# Community College *of* Philadelphia

## Dashboard

### 1.0 Student Success

Indicator of Success									
		2014-15	2015-16	2016-17	2017-18	CCP Trend	Aspirational Cohort	CCP to Aspirational Cohort	5-Year Goal 2020
	<b>Increase Enrollment</b>								+3 to 5% pts
1.1	First-time Full-time (FTIC) Students (Fall Admission)	1,346	1,611	1,615	1,526	➔			
1.2	First-time Part-time Students (Fall Admission)	2,940	2,744	2,442	2,174	⬇			
1.3	Total Fall Credit Hours	158,471	160,972	152,326	147,244	⬇			
	<b>Increase Persistence</b>	Fall 2014 to Fall 2015	Fall 2015 to Fall 2016	Fall 2016 to Fall 2017	Fall 2017 to Fall 2018				+5 to 7% pts
1.4	Fall to Fall New Full-time Students	53.5%	55.3%	58.5%	Data Available Nov. 2018	↗	61%	↗	
1.5	Fall to Fall New Part-time Students	40.8%	43.0%	42.7%	Data Available Nov. 2018	➔	45%	↗	
1.6	Fall to Spring (All first-time) Students <sup>1</sup>	70.6%	72.0%	72.3%	Data Available Nov. 2018	➔	Data Not Reported		

<sup>1</sup> All New Students (FTIC, Non-Degree Seeking, and Transfer)

# Community College *of* Philadelphia

		2011 Cohort 2014	2012 Cohort 2015	2013 Cohort 2016	2014 Cohort 2017	2015 Cohort 2018	CCP Trend	Aspirational Cohort	CCP to Aspirational Cohort	5-Year Goal 2020
	<b>Increase 3-Year CCP Completion</b>									+7 to 10% pts
1.7	3-Yr Cohort, Full-time, First-time College Associate Degree/Certificate Awards (IPEDS)	10%	12%	12%	13%	16%	↗	25%	↘	
1.8	New Full-time Students Who Left the College Prior to Earning a Degree and Transferred within 3 years (IPEDS)	27%	25%	24%	21%	Available Summer 2019	↘	17.1%	↗	
1.9	Total percentage of satisfactory student outcomes <sup>2</sup>	37%	37%	36%	34%	Available Summer 2019	→	42.1%	↘	









		FTIC Cohort 2008	FTIC Cohort 2009	FTIC Cohort 2010	FTIC Cohort 2011*	CCP Trend	Aspirational Cohort	CCP to Aspirational Cohort	5-Year Goal 2020
	<b>Increase 6-Year CCP Completion</b>								+7 to 10% pts
1.10	6-Yr Cohort, Full-time, First-time College Associate Degree/Certificate Awards (National Community College Benchmark Project)	20%	19%	22%	21%	→	Data Not Reported		
1.11	New Full-time Students Who Left the College Prior to Earning a Degree and Transferred within 6 years	32%	31%	32%	30%	→	Data Not Reported		
1.12	Total percentage of satisfactory student outcomes	52%	50%	54%	51%	→	Data Not Reported		

\*Projected data

		Grad Year 2015	Grad Year 2016	Grad Year 2017	Grad Year 2018	CCP Trend
	<b>Increase Completion</b>					
1.13	Unduplicated Number of Completers by Graduation Year	2,103	2,046	2,074	Data Available Nov. 2018	→

<sup>2</sup> Sum measures 1.7 + 1.8

# Community College *of* Philadelphia

		2014-15	2015-16	2016-17	2017-18	CCP Trend	5-Year Goal 2020
	<b>Improve Success Rates of Students in Developmental English</b>						+7% pts
1.14	Placed Developmental English (Decrease annually)	54.9%	46.6% <sup>3</sup>	36.8% <sup>3</sup>	Data Available Nov. 2018		
1.15	First-Year Success in ENGL 098 (Increase annually)	63.8%	64.1%	63.6%	Data Available Nov. 2018		
1.16	Completed ENGL 101 within two years (Improve annually)	44.0%	40.9%	Data Available Dec. 2018	Data Available Dec. 2019		
	<b>Improve Success Rates of Students in Developmental Math</b>						+7% pts
1.17	Placed Developmental Math (Decrease annually)	46.4%	44.0%	51.5% <sup>3</sup>	Data Available Nov. 2018		
1.18	First-Year Success in Foundational Math 017 (Increase annually)	35%	41%	52%	Data Available Nov. 2018		
1.19	Completed FNMT 118 within two years (Improve annually)	17.0%	18.9%	Data Available Dec. 2018	Data Available Dec. 2019		
	<b>Improve Achievement Gap in First Year Success in Developmental English</b>						+5% pts
1.20	All First-time	63.8%	64.1%	63.6%	Data Available Nov. 2018		
1.21	Black	59.7%	58.6%	59.5%	Data Available Nov. 2018		
1.22	Hispanic	65.4%	64.9%	66.7%	Data Available Nov. 2018		
1.23	White	73.2%	77.1%	76.6%	Data Available Nov. 2018		

<sup>3</sup> Reflects changes in placement cut-off scores

# Community College *of* Philadelphia

	<b>Improve Career Preparation and Employment</b>	2014-15	2015-16	2016-17	5-Year Goal 2020
1.24	Career Program Job Placement Rates <sup>4</sup>	85.2%	87.6%	84.9%	90%
1.25	Career Program Graduates' Wages and Wage Growth	\$43,123	\$41,253	\$43,173	Rate of Inflation
1.26	Licensure Exam Pass Rates				
	Clinical Laboratory Technology	100%	86%	100%	90%
	Dental Hygiene	100%	100%	100%	100%
	Diagnostic Medical Imaging	100%	100%	100%	100%
	Nursing	67.1%	83.2%	87.5%	90%
	Respiratory Care Technology	100%	100%	100%	100%

## 2.0 Facilities

<b>2.0</b>	<b>Facilities</b>	Updates	Target Completion	Progress	5-Year Goal 2020
	<b>Projects</b>				
2.1	Facilities Master Plan	Master Plan for Board Approval	October, 2017	100%	100%
2.2	The Hamilton	Construction Started	August/December 2018	50%	100%
2.3	Expansion of West Regional Center	Project Finalization	Summer 2018	25%	100%
2.4	Mint Steps Replacement	Completed	October/November 2017	100%	100%
2.5	Biology Lab Renovations	Work Progressing	Summer 2018	95%	100%
2.6	Library/Learning Commons	HDR Design Progressing	Spring/Summer 2018	25%	100%
2.7	Public Art	Footing/Installation of Artwork	Summer 2018	20%	100%

<sup>4</sup> For Indicators 1.24 and 1.25, data are obtained via graduate surveys conducted six months after graduation.

# Community College *of* Philadelphia

## 3.0 Finance

3.0	Finance	Quarterly Report September 2017 (In Millions)	Quarterly Report December 2017 (In Million)	Quarterly Report March 2018 (In Millions)	Quarterly Report June 2018 (In Millions)	
3.1	Operating Budget Status 2017-2018	\$29.5M	\$31.6M	\$33.8M	\$35.5M	
3.2	Operating Cash Position 2017-2018	\$18M	\$35M	\$40M	\$20M	
3.3	Long Term Cash Investments 2017-2018	\$22M	\$22M	\$22M	\$22M	
		FY 17-18	FY 18-19	FY 19-20	FY 20-21	FY 21-22
3.4	Stabilize % of Operating Revenues from Student Sources	57%	57%	57%	57%	57%
3.5	Stabilize Reserve Balance as % of Operating Budget	28%	28%	28%	28%	28%
3.6	Liquidity as % of Operating Budget	34%	34%	34%	34%	34%

## 4.0 Workforce Development

4.0	Workforce Development	2015-16	2016-17	2017-18	5-Year Goal 2020
4.1	Annual Enrollments – Contract Training, Open Enrollment, Corporate College	2,904	3,031	3,298	+3-5% (3,093)
4.2	Revenue (after expenses)	\$1,166,266	\$1,306,304	\$1,614,183	+35%
4.3	Number of Unique Clients Served (WedNet, Contract Training, Corporate College)	43	50	31*	90

\* New Business Development Director Hired

# Community College *of* Philadelphia

		2015-16	2016-17	2017-18	5-Year Goal 2020
4.4	10KSB # of Businesses Served Annually (Cohorts)*	83 (Cohorts 9, 10, 11)	64 (Cohort 12, 13, 14 Graduation)	91 (Cohort 15, 16, 17 Graduation)	90
4.5	10KSB Retention Rate	99% (Cohorts 1-10)	99% (Cohorts 1-13)	99% (Cohorts 1-16)	99%
4.6	10KSB % Scholars Who Increased Revenues at 6 months	72% (Cohorts 1-8)	71% (Cohorts 1-11)	Update Nov. 2018	+2% Nat'l Average
4.7	10KSB % Scholars who created Jobs at 6 months	52% (Cohorts 1-8)	53% (Cohorts 1-11)	Update Nov. 2018	+2% Nat'l Average
4.8	Career Connections Total Student Contacts	4,512	3,399	Update Nov. 2018	+20%
4.8a	Career Connections Number of Student Career Related Activities/Participants	82/1,349	168/2851	Update Nov. 2018	+20%
4.9	Career Connections Number of Employer Engagement Opportunities/Participants/Employers	2/354/75 Career Fairs Only	54/1,188/155	Update Nov. 2018	+20%
4.9a	Students Interviewed/Students Hired	Not Previously Tracked	Not Previously Tracked	Update Nov. 2018	+10%
4.10	Career Connections – Technology Tool Usage: Jobs/Internships Posted, Student Registrations, Big Interview and Virtual Job Shadow	Not Previously Tracked	Not Previously Tracked	Update Nov. 2018	+5%
4.11	Career Connections - Experiential Learning Opportunities Created	Not an existing activity	Not an existing activity	Update Nov. 2018	+5%

\*10KSB Grant Renewal through September 2018

## 5.0 Community Relationships

5.0	Community Relationships	2016-17	2017-18	5-Year Goal 2020
5.1	Number of College-community partnerships	30	43	50
5.2	Number of student volunteer hours	86	2,260	10,000
5.3	Monetary value of faculty/staff volunteer hours	\$1,120	\$59,717	\$500,000
5.4	Number of visitors for events open to the public	1,200	1,600	3,000

Updated September 28, 2018

**AACC Pathways Project**

**INSTITUTION:** Community College of Philadelphia



	Fall 2010:		Fall 2011:		Fall 2012:		Fall 2013:		Fall 2014:		Fall 2015:		Fall 2016:		Fall 2017:	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
<b>Total FTEIC Students in cohort*</b>	<b>4,066</b>	100%	<b>4,139</b>	100%	<b>4,105</b>	100%	<b>4,244</b>	100%	<b>4,289</b>	100%	<b>4,358</b>	100%	<b>4,058</b>	100%	<b>3,700</b>	100%
<b>Credit Momentum KPIs</b>																
Earned 6+ college credits in 1 <sup>st</sup> term	1240	30.5%	1236	29.9%	1209	29.5%	1194	28.1%	1157	27.0%	1,361	31.2%	1,609	39.7%	1,489	40.2%
Earned 12+ college credits in 1 <sup>st</sup> term	251	6.2%	258	6.2%	226	5.5%	238	5.6%	229	5.3%	349	8.0%	414	10.2%	402	10.9%
Earned 15+ college credits in year 1	967	23.8%	885	21.4%	872	21.2%	872	20.5%	867	20.2%	1,044	24.0%	1,095	27.0%	1,002	27.1%
Earned 24+ college credits in year 1	250	6.1%	220	5.3%	232	5.7%	186	4.4%	221	5.2%	299	6.9%	347	8.6%	329	8.9%
Earned 30+ college credits in year 1	72	1.8%	74	1.8%	52	1.3%	63	1.5%	68	1.6%	92	2.1%	84	2.1%	106	2.9%
Attempted 15+ credits (any level) in the first term**	102	2.5%	102	2.5%	110	2.7%	98	2.3%	111	2.6%	138	3.2%	152	3.7%	155	4.2%
Attempted 30+ credits (any level) in the first year**	268	6.6%	216	5.2%	215	5.2%	187	4.4%	196	4.6%	226	5.2%	236	5.8%	294	7.9%
<b>Gateway Math and English Completion KPIs</b>																
Completed college math in year 1	1064	26.2%	1115	26.9%	1156	28.2%	1212	28.6%	1145	26.7%	1,344	30.8%	1,005	24.8%	929	25.1%
Completed college english in year 1	1363	33.5%	1379	33.3%	1329	32.4%	1470	34.6%	1572	36.7%	1,716	39.4%	1,776	43.8%	1,708	46.2%
Completed both college math and English in year 1	649	16.0%	675	16.3%	643	15.7%	737	17.4%	733	17.1%	893	20.5%	693	17.1%	712	19.2%
<b>Persistence KPI</b>																
Persisted from term 1 to term 2	3,024	74.4%	2,977	71.9%	2,994	72.9%	3,031	71.4%	3,089	72.0%	3,197	73.4%	2,989	73.7%	2,710	73.2%
<b>College Course Completion KPIs</b>																
Total College Credits Completed	33024	70.4%	32172	70.9%	31809	71.5%	31343	71.4%	31367	70.4%	35320	70.8%	35915	73.6%	33222	72.3%
Total College Credits Attempted	46929		45365		44507		43891		44550		49901		48767		45922	

\*First-time Ever in College (FTEIC): A student who enrolls for the first time in college during the given fall term with no previous college level experience or credential.

\*\*These KPIs were not included in the previous request for the fall 2010-2015 cohorts.

**Student Demographics**

	Fall 2010:		Fall 2011:		Fall 2012:		Fall 2013:		Fall 2014:		Fall 2015:		Fall 2016:		Fall 2017:	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
<b>Total FTEIC Students in cohort</b>	<b>4,066</b>	100%	<b>4,139</b>	100%	<b>4,105</b>	100%	<b>4,244</b>	100%	<b>4,289</b>	100%	<b>4,358</b>	100%	<b>4,058</b>	100%	<b>3,700</b>	100%
Placement unknown	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%	0	0.0%
College-ready	928	22.8%	935	22.6%	982	23.9%	1018	24.0%	1017	23.7%	1260	28.9%	1165	28.7%	1005	27.2%
Referred to dev ed in 1 subject	908	22.3%	1020	24.6%	1078	26.3%	1111	26.2%	1113	26.0%	1150	26.4%	1313	32.4%	1033	27.9%
Referred to dev ed in 2 subjects	1147	28.2%	1318	31.8%	1263	30.8%	1298	30.6%	1225	28.6%	1034	23.7%	711	17.5%	924	25.0%
Referred to dev ed in 3 subjects	1083	26.6%	866	20.9%	782	19.0%	817	19.3%	935	21.8%	914	21.0%	869	21.4%	748	20.2%
Females	2365	58.2%	2383	57.6%	2297	56.0%	2382	56.1%	2433	56.7%	2440	56.0%	2254	55.5%	2112	57.1%
Traditional college age	2110	51.9%	2031	49.1%	1989	48.5%	2085	49.1%	2090	48.7%	2376	54.5%	2262	55.7%	1913	51.7%
Full-time	1782	43.8%	1486	35.9%	1413	34.4%	1358	32.0%	1347	31.4%	1617	37.1%	1616	39.8%	1526	41.2%