

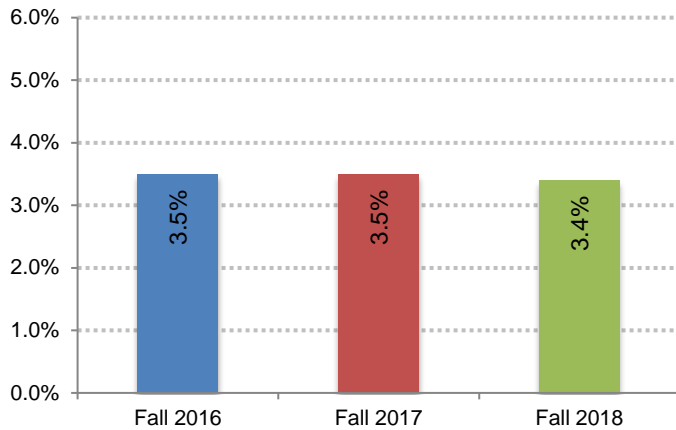


This document displays the progress made towards achieving the key performance indicator targets set by the Alamo Colleges. Many of these institutional measures are based on those of the Texas Higher Education Coordinating Board and the Achieving the Dream initiative. Prepared by the Institutional Research and Effectiveness Services (IRES) Department.

DRIVER 1: RECRUITMENT

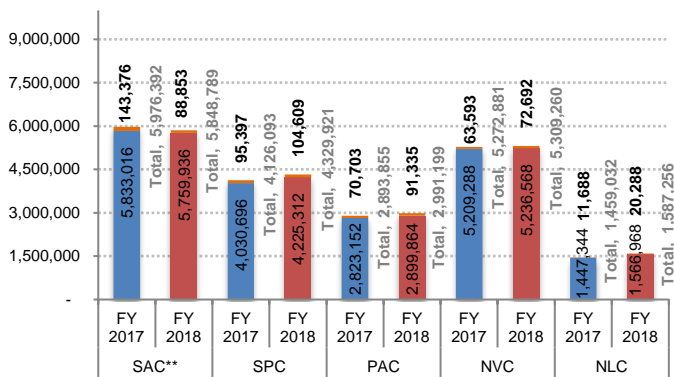
Focus Area: **THECB Accountability System Participation Measure**

1. Participation Rate in Service Area (Fall Term) (State Best Benchmark El Paso: 5.3%)



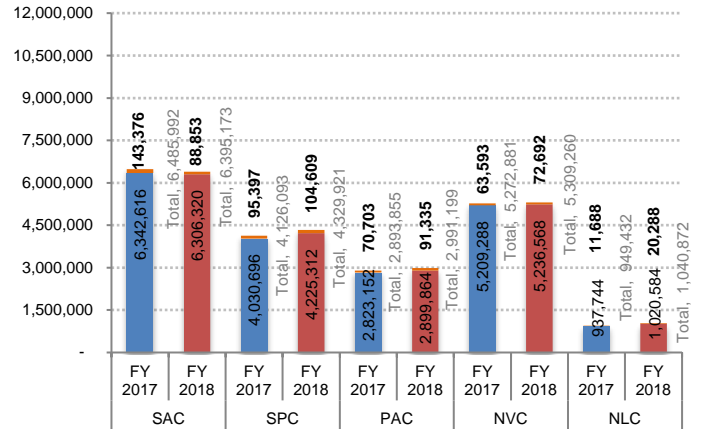
State benchmark institution is El Paso Community College District. Please See Footnote 1 for further information.

2. FY Contact Hours (Credit Funded and CE Funded) By College of Section Location (Formerly College of Attendance)



Please See Footnote 2 for further information.
**Excludes students in courses taught at NLC

3. FY Contact Hours (Credit Funded and CE Funded) By College of Section Owner (Formerly College of Registration)



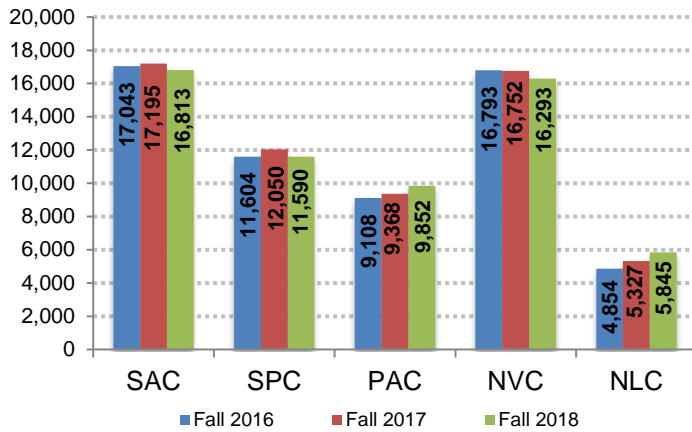
See Footnote 3 for more information.

DRIVER 1: RECRUITMENT continued

Focus Area: THECB Accountability System Participation Measure

4. Total Credit Student Headcount (Fall Term)

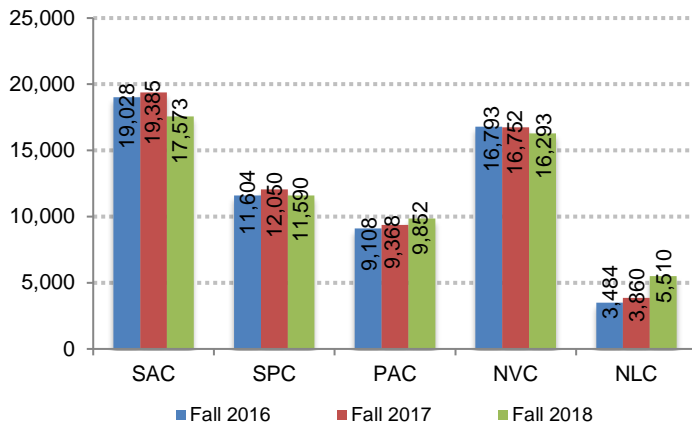
By College of Section Location (Formerly College of Attendance)



See Footnote 4 for more information.

5. Total Credit Student Headcount (Fall Term)

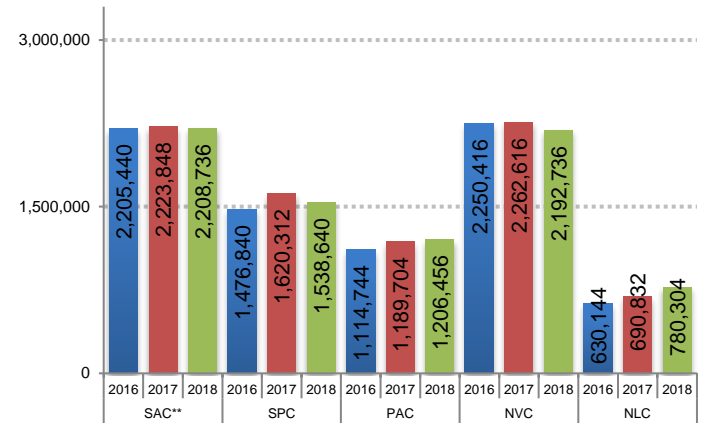
By College of Section Owner (Formerly College of Registration)



See Footnote 5 for more information.

6. Fall Credit Contact Hours (State Funded Only)

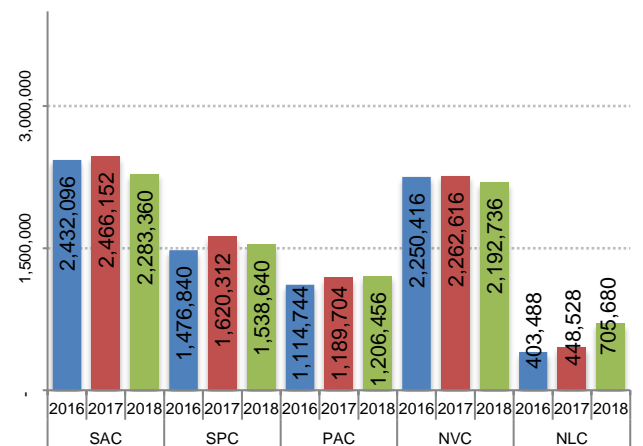
By College of Section Location (Formerly College of Attendance)



See Footnote 6 for more information.

**Excludes students in courses taught at NLC

7. Fall Credit Contact Hours (State Funded Only) By College of Section Owner (Formerly College of Registration)

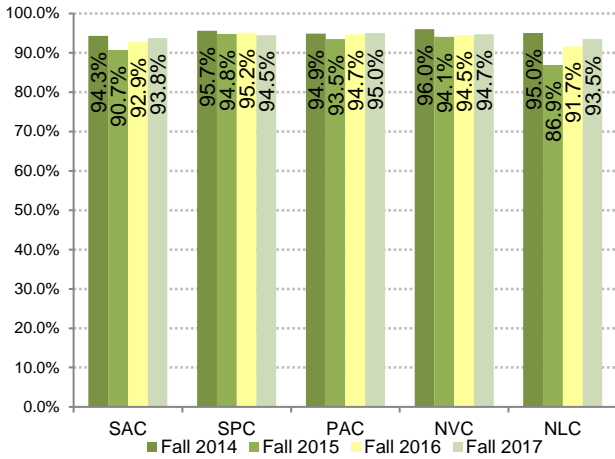


See Footnote 7 for more information.

DRIVER 2: RETENTION

8. Within Term Retention (Total Population)

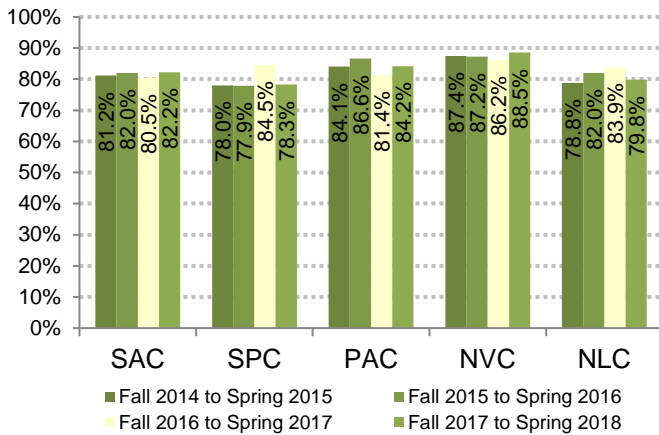
By College of Section Owner (Formerly College of Registration)



See Footnote 8 for more information.

9. Fall to Spring Persistence FT FTIC

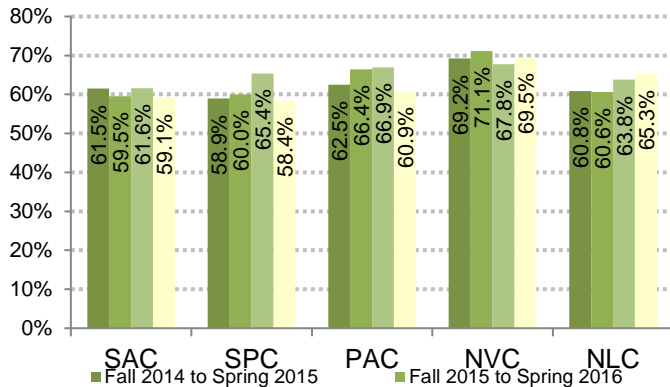
By College of Section Owner (Formerly College of Registration)
(Statewide Benchmark 78.5%)



See Footnote 9 for more information. Benchmark is from THECB Perkins Measures and Standards 2006-07.

10. Fall to Spring Persistence PT FTIC

College of Section Owner (Formerly College of Registration)
(Statewide Benchmark 66%)

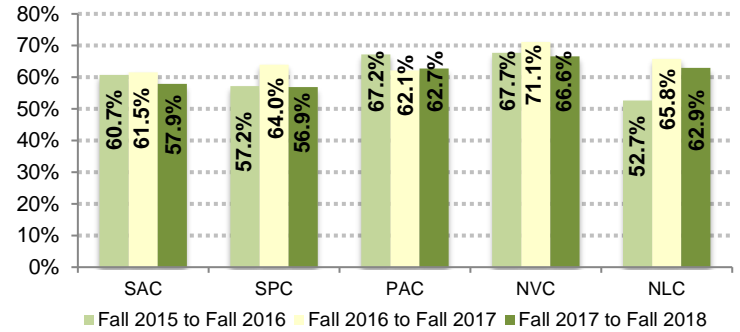


See Footnote 10 for more information. Benchmark is from THECB Perkins Measures and Standards 2006-07.

11. Fall to Fall Persistence FT FTIC

By College of Section Owner (Formerly College of Registration)
(State Best Benchmark San Jacinto 71.8%)

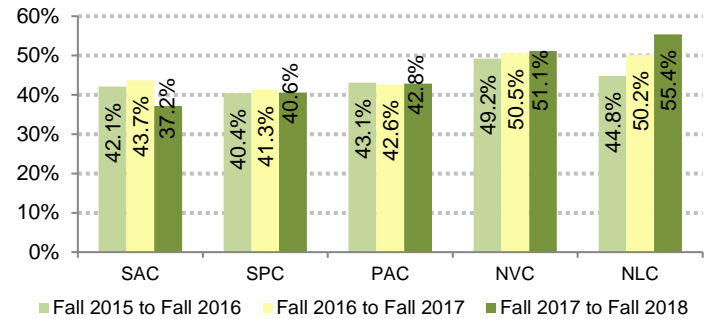
Focus Area: THECB Accountability System Success Measure



See Footnote 11 for more information. Benchmark is from THECB Accountability System.

12. Fall to Fall Persistence PT FTIC

By College of Section Owner (Formerly College of Registration)

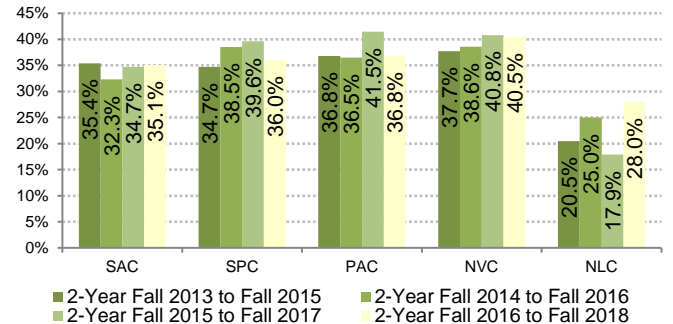


See Footnote 12 for more information.

13. 2-Year Fall to Fall Persistence FT FTIC

By College of Section Owner (Formerly College of Registration)
(State Peer Benchmark San Jacinto - South 44.2%)

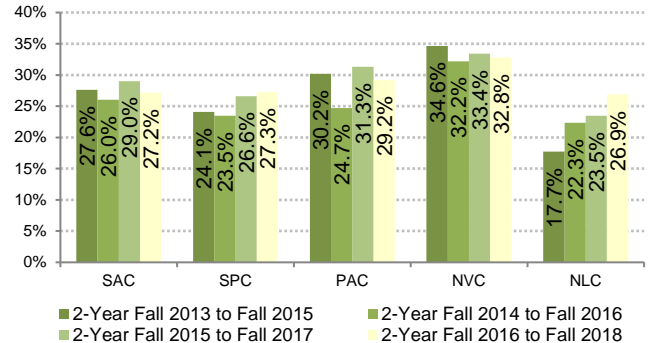
Focus Area: THECB Accountability System Success Measure



See Footnote 13 for more information. Benchmark is from THECB Accountability System.

14. 2-Year Fall to Fall Persistence PT FTIC

By College of Section Owner (Formerly College of Registration)



See Footnote 14 for more information.

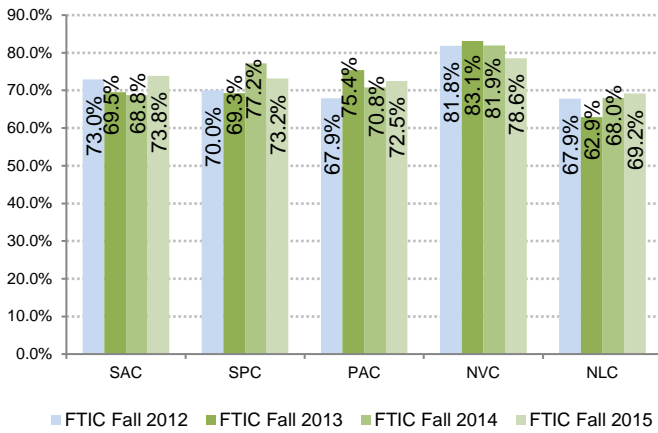
DRIVER 2: RETENTION continued

DEVELOPMENTAL EDUCATION

15a. Percentage of FTIC Students who were Successful in Gatekeeper Math after Completing their Developmental Math Sequence

Focus Area: THECB Accountability System Success Measure and Achieving the Dream Initiative

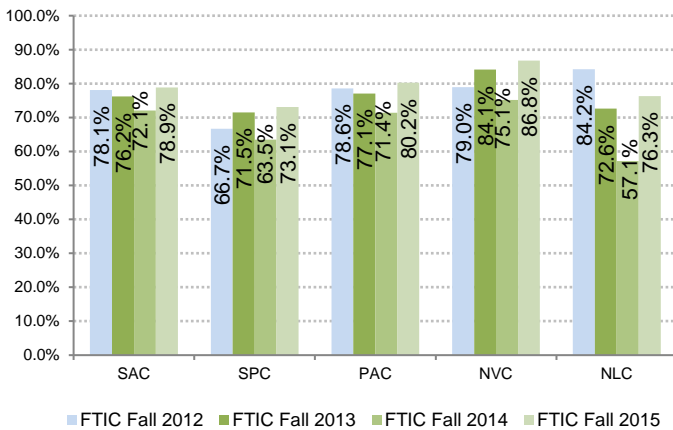
3 Years After Term of Entry:



See Footnote 15a for more information.

15b. Percentage of FTIC Students who were Successful in Gatekeeper English after Completing their Developmental English Sequence

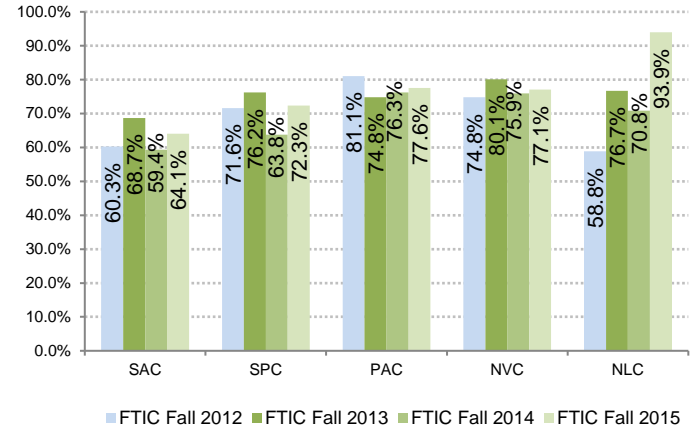
3 Years After Term of Entry:



See Footnote 15b for more information

15c. Percentage of FTIC Students who were Successful in History 1301 after Completing their Developmental Reading Sequence

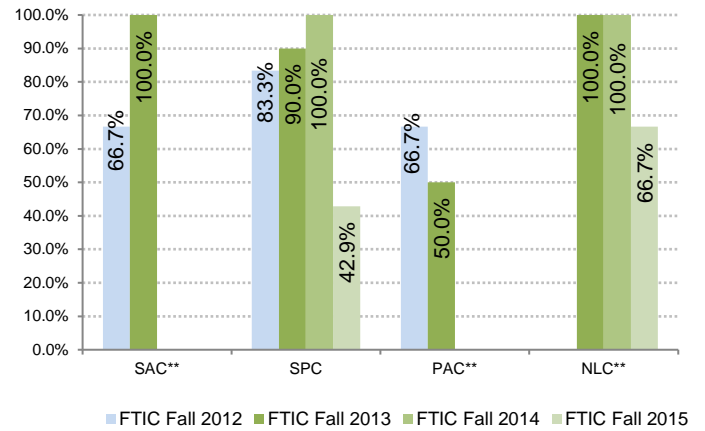
3 Years After Term of Entry:



See Footnote 15c-d for more information.

15d. Percentage of FTIC Students who were Successful in Biology 1408 after Completing their Developmental Reading Sequence

3 Years After Term of Entry:



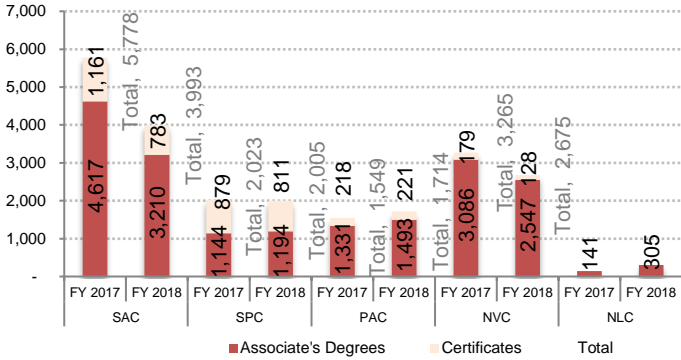
See Footnote 15c-d for more information.

**No attempts were made at NLC for FTIC Fall 2012, or for SAC and PAC for Fall 2014 and Fall 2015 cohorts

DRIVER 3: COMPLETION

16. Number of Certificate and Degree Awards (Associates and Certificates)

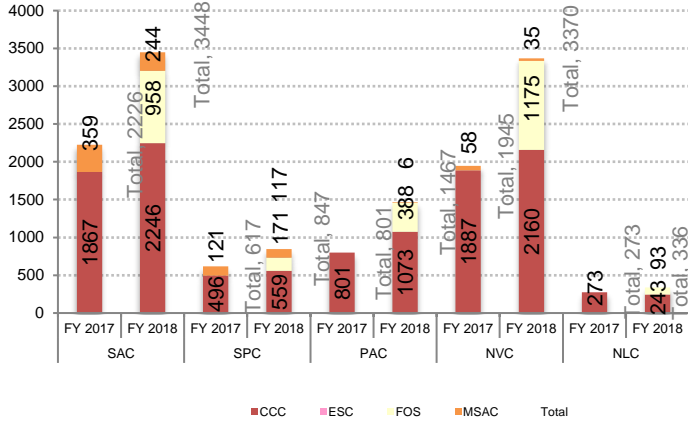
Focus Area: THECB Accountability System Success Measure



See Footnote 16 for more information.

17. Number of Certificate and Degree Awards: Other Completers

Focus Area: THECB Accountability System Success Measure

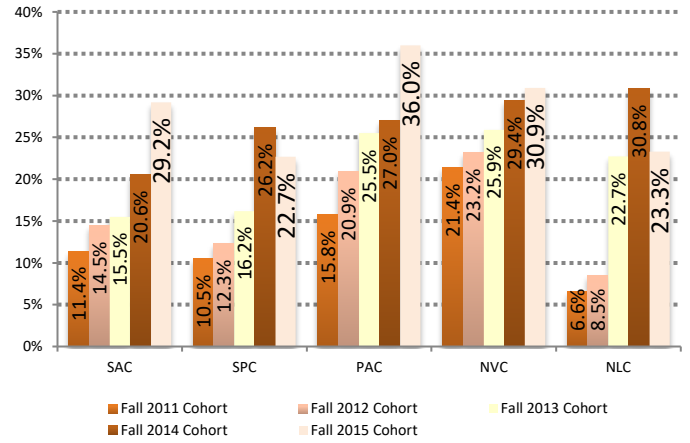


See Footnote 17 for more information.

18. FT FTIC 3-Year Graduation Rate

(State Best Benchmark Texarkana 44.9%)

Focus Area: THECB Accountability System Success Measure

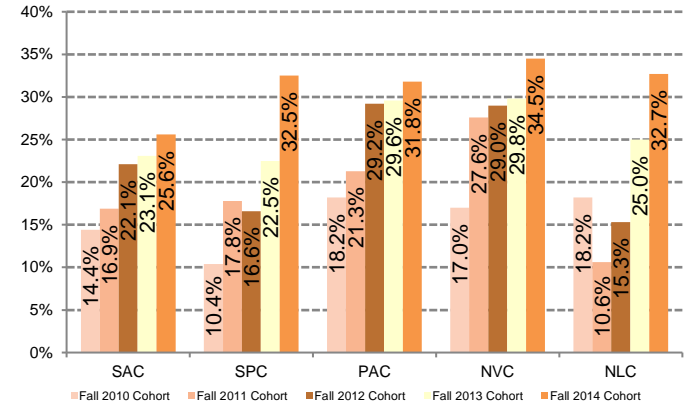


See Footnote 18-20 for more information.

19. FT FTIC 4-Year Graduation Rate

(State Best Benchmark Lee College 41.5%)

Focus Area: THECB Accountability System Success Measure



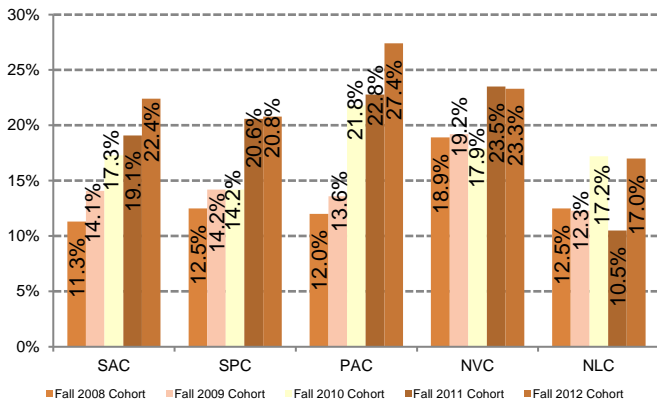
See Footnote 18-20 for more information.

DRIVER 3: COMPLETION continued

20. FT FTIC 6-Year Graduation Rate

(State Best Benchmark Texarkana 39.2%)

Focus Area: THECB Accountability System Success Measure

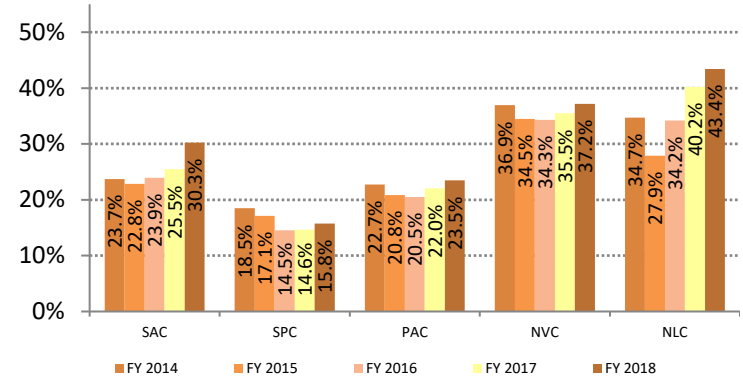


See Footnote 18-20 for more information.

Note: Figures for the Fall 2012 Cohort are based on preliminary data

22. Percent of FTIC Students Who Transfer to a Texas Senior Institution in Six Years (FTIC All Transfers)

Focus Area: National Student Clearinghouse

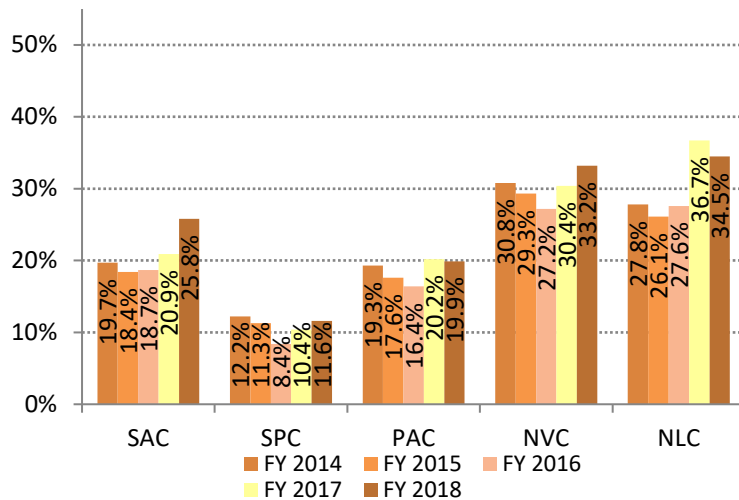


See Footnote 22 for more information.

21. Percent of FTIC Students Who Transfer to a Texas Senior Institution in Six Years (FTIC All Transfers)

(State Best Benchmark Blinn College District 45.4%, VLCC Best NLC 34.5%)

Focus Area: THECB Accountability System Success Measure



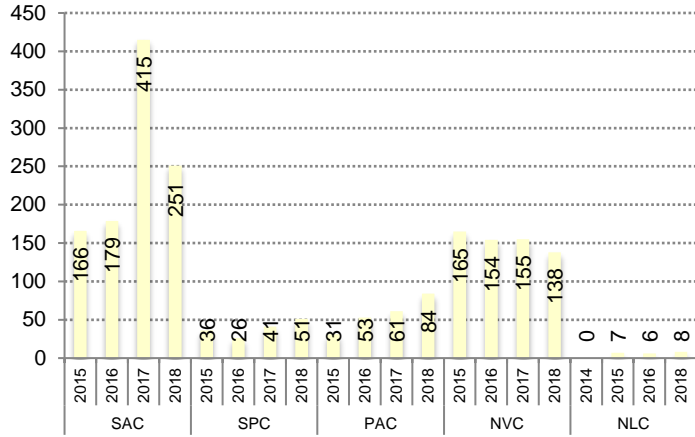
See Footnote 21 for more information.

DRIVER 4: CLUSTERS

23. Number of Certificate and Degree Awards by Closing the Gaps Critical Area

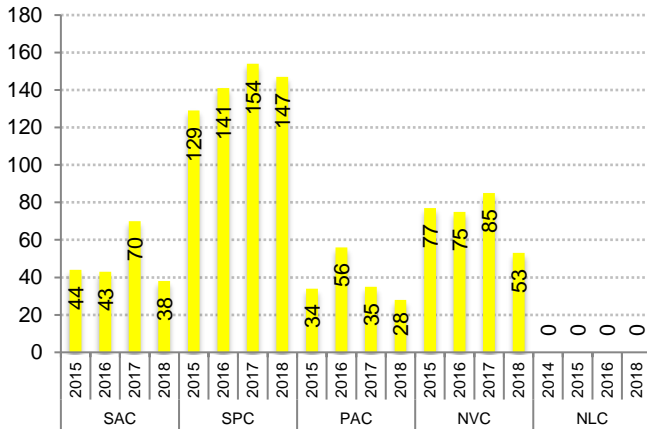
Focus Area: THECB Accountability System Success Measure
(State Standard: 15 Graduates Over 3 Year Period)

COMPUTER INFORMATION SYSTEMS



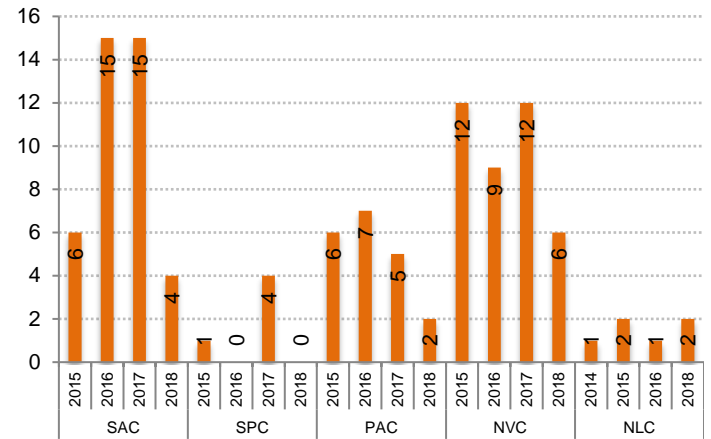
See Footnote 22 for more information.

ENGINEERING



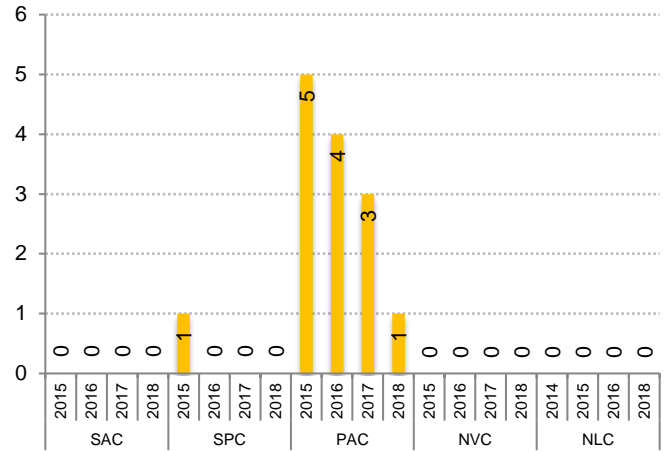
See Footnote 22 for more information.

MATH



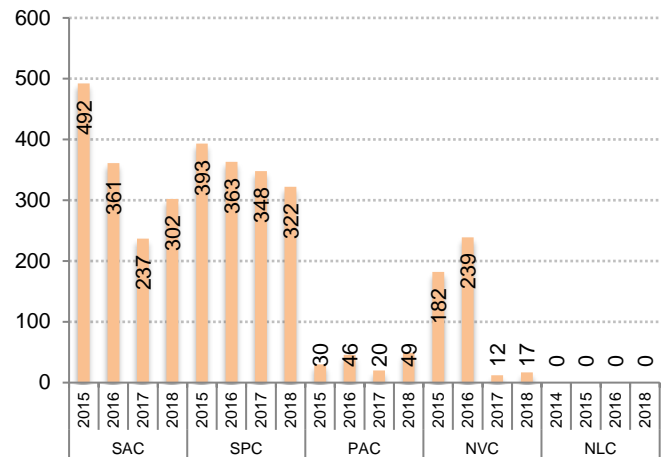
See Footnote 22 for more information.

PHYSICAL SCIENCE



See Footnote 22 for more information.

NURSING / ALLIED HEALTH



See Footnote 22 for more information.

Footnotes and Definitions for KPI Report 2019

1. Participation Rate in Service Area (Fall Term)

Counties in Service Area: Atascosa (50%), Bandera, Bexar, Comal, Guadalupe (98%), Kendall, Kerr, and Wilson

Definition: Alamo Colleges Fall unduplicated headcount (Total at the fall census date including dual credit; excluding summer II late flex from the prior term) divided by service area population, ages 18 – 64, projections from the Texas State Data Center for the current year (migration scenario 1.0).

Data source for Alamo Colleges Unduplicated Headcount: Certified - THECB Accountability System. Preliminary - preliminary CBM001 files (SAS Program KPI0001 - Headcount -with Flex5Yr CBM Term.sas).

Data Source for Service Area Population Projections: Texas State Data Center.

2. FY Contact Hours (Credit Funded + CE Funded) – By College of Section Location

Definition: Total annual funded credit and funded CE contact hours attributed to the college at which a student attended courses. Contact hours for CE reflect those reported as of each quarter's census date.

- If a student attended a course at the NLC location, then that course's contact hours were counted for NLC.

Data source: XST_CBM004_ACCD, XST_CBM00C_ACCD, and XST_IRE_SC. To find out where the student attended courses, the College of Section Location was joined with C4_College field.

Argos DBK: Institutional Research (IRES).IRES INTERNAL DBKs.KPIs.Driver 1.KPI Driver #1_FY Funded Contact Hours by Location_DBK.KPI Driver 1 - FY Funded Contact Hours by Location_CSV

Argos DBK: Institutional Research (IRES).IRES INTERNAL DBKs.KPIs.Driver 1.KPI Driver #1_FY CE Funded Contact Hours by Owner_DBK.KPI Driver 1 - FY CE Contact Hours by Owner_CSV
SAS: Z:\Projects\KPI\Script\Current Code\KPI Driver 1 Measure 2 FY CH CSL.sas

3. FY Contact Hours (Credit Funded + CE Funded) – By College of Section Owner

Definition: Total annual funded credit and funded CE contact hours attributed to the college at which a student registered. Contact hours for CE reflect those reported as of each quarter's census date.

Data source: XST_CBM004_ACCD, XST_CBM00C_ACCD.

Argos DBK: Institutional Research (IRES).IRES INTERNAL DBKs.KPIs.Driver 1.KPI Driver #1_FY Funded Contact Hours by Owner_DBK.KPI Driver 1 - FY Funded Contact Hours by Owner_CSV

Argos DBK: Institutional Research (IRES).IRES INTERNAL DBKs.KPIs.Driver 1.KPI Driver #1_FY CE Funded Contact Hours by Owner_DBK.KPI Driver 1 - FY CE Contact Hours by Owner_CSV
SAS: Z:\Projects\KPI\Script\Current Code\KPI Driver 1 Measure 3 FY CH CSO.sas

4. Total Credit Student Headcount (Fall Term) - By College of Section Location

Definition: Fall unduplicated headcount within the college at which a student attended courses (total at the fall census date including dual credit).

- If a student attended at least one course at the NLC location, then that student was counted as attending NLC. Please note that if a student attended courses at both NLC and SAC (SPC), then that student was counted for both colleges.

Data source: XST_CBM004_ACCD, XST_CBM00C_ACCD, and XST_IRE_SC.

Argos DBK: Institutional Research (IRES).IRES INTERNAL DBKs.KPIs.Driver 1.KPI Driver #1_Headcount by Location - Fall & Spring.KPI Driver 1 - Headcount by Location_CSV

SAS: Z:\Projects\KPI\Script\Current Code\KPI Driver 1 Measure 4 Headcount CSL.sas

5. Total Credit Student Headcount (Fall Term) - By College of Section Owner

Definition: Fall unduplicated headcount within the college at which a student registered (total at the fall census date including dual credit). This definition originates from the THECB.

- Please note that NLC students are also counted in either the SAC or SPC totals, depending on where the student registered.

Data source: XST_CBM004_ACCD, XST_CBM00C_ACCD.

Argos DBK: Institutional Research (IRES).IRES INTERNAL DBKs.KPIs.Driver 1.KPI Driver #1_Headcount by Owner - Fall & Spring.KPI Driver #1 - Headcount by Owner_CSV

SAS: Z:\Projects\KPI\Script\Current Code\KPI Driver 1 Measure 5 Headcount CSO.sasPI Driver 1.epg

6. Fall Contact Hours (Credit Funded) – By College of Section Location

Definition: Fall funded credit contact hours attributed to the college at which a student attended courses.

- If a student attended a course at the NLC location, then that course's contact hours were counted for NLC.

Data source: XST_CBM004_ACCD and XST_IRE_SC. To find out where the student attended courses, the College of Section Location was joined with C4_College field.

Argos DBK: Institutional Research (IRES).IRES INTERNAL DBKs.KPIs.Driver 1.KPI Driver #1_FY Funded Contact Hours by Location_DBK.KPI Driver 1 - FY Funded Contact Hours by Location_CSV
SAS: Z:\Projects\KPI\Script\Current Code\KPI Driver 1 Measure 6 - Fall Contact Hours (CSL).sas

7. Fall Contact Hours (Credit Funded) – By College of Section Owner

Definition: Fall funded credit contact hours attributed to the college at which a student registered.

Data source: XST_CBM004_ACCD

Argos DBK: Institutional Research (IRES).IRES INTERNAL DBKs.KPIs.Driver 1.KPI Driver #1_FY Funded Contact Hours by Owner_DBK.KPI Driver 1 - FY Funded Contact Hours by Owner_CSV
SAS: Z:\Projects\KPI\Script\Current Code\KPI Driver 1 Measure 7 - Fall Contact Hours (CSO).sas

8. Within Term Retention (Total Population)

Definition: The rate at which credit students persist within the same term (excludes Fall late flex, includes dual credit). For example, if a student dropped all courses within a semester, then that student was not retained; if a student was still enrolled in at least one course by the end of the semester, then that student was retained.

Data source: XST_CBM001_ACCD and XST_IRE_SC.

Argos DBK: Institutional Research (IRES).IRES INTERNAL DBKs.KPIs.Driver 2.KPI Driver #2_Within Term Retention_DBK.KPI Driver #2_Within Term Retention_CSV
SAS: Z:\Projects\KPI\Script\Current Code\KPI Driver 2 Measure 8 Within Term Retention.sas

9. Fall to Spring Persistence FT FTIC

Definition: The rate at which full-time, FTIC, degree-seeking credit students persist from Fall term of entry (at census date) to the subsequent Spring term (at census date) at the same college. Full-time is defined as a student taking 12 or more semester credit hours. Students who earned awards and did not persist during the interval were excluded (starting with the Fall 2008 cohort).

Data source: XST_CBM001_ACCD, XST_CBM004_ACCD, XST_CBM009_ACCD and XST_IRE_SC.

SAS: Z:\Projects\KPI\Script\Current Code\KPI Driver 2 Measure 9 & 10 Fall to Spring Persistence.sas

10. Fall to Spring Persistence PT FTIC

Definition: The rate at which part-time, FTIC, degree-seeking credit students persist from the Fall term of entry (at census date) to the subsequent Spring term (at census date) at the same college. Part-time is defined as a student taking less than 12 semester credit hours. Students who earned awards and did not persist during the interval were excluded (starting with the Fall 2008 cohort).

Data source: XST_CBM001_ACCD, XST_CBM004_ACCD, XST_CBM009_ACCD and XST_IRE_SC.

SAS: Z:\Projects\KPI\Script\Current Code\KPI Driver 2 Measure 9 & 10 Fall to Spring Persistence.sas

11. Fall to Fall Persistence FT FTIC

Definition: The rate at which full-time, FTIC, degree-seeking credit students persist from the Fall term of entry (at census date) to the Fall term of the following year (at census date) at the same college. Full-time is defined as a student taking 12 or more semester credit hours. Students who earned awards and did not persist during the interval were excluded.

Data source: XST_CBM001_ACCD, XST_CBM004_ACCD, XST_CBM009_ACCD and XST_IRE_SC.

SAS: Z:\Projects\KPI\Script\Aggregated\KPI Driver 2 Measure 11 & 12 Fall to Spring Persistence.sas

12. Fall to Fall Persistence PT FTIC

Definition: The rate at which part-time, FTIC, degree-seeking credit students persist from the Fall term of entry (at census date) to the Fall term of the following year (at census date) at the same college. Part-time is defined as a student taking less than 12 semester credit hours. Students who earned awards and did not persist during the interval were excluded (starting with the Fall 2008 cohort).

Data source: XST_CBM001_ACCD, XST_CBM004_ACCD, XST_CBM009_ACCD and XST_IRE_SC.

SAS: Z:\Projects\KPI\Script\Aggregated\KPI Driver 2 Measure 11 & 12 Fall to Spring Persistence.sas

13. 2-Year Fall to Fall Persistence FT FTIC

Definition: The rate at which full-time, FTIC, degree-seeking credit students persist from the Fall term of entry (at census date) to the Fall term two years later (at census date) at the same college. Part-time is defined as a student taking less than 12 semester credit hours. Students who earned awards and did not persist during the interval were excluded.

Data source: XST_CBM001_ACCD, XST_CBM004_ACCD, XST_CBM009_ACCD and XST_IRE_SC.

SAS: Z:\Projects\KPI\Script\Aggregated\ KPI Driver 2 Measure 13 & 14 Two-Year Fall to Fall Persistence.sas

14. 2-Year Fall to Fall Persistence PT FTIC

Definition: The rate at which part-time, FTIC, degree-seeking credit students persist from the Fall term of entry (at census date) to the Fall term two years later (at census date) at the same college. Part-time is defined as a student taking less than 12 semester credit hours. Students who earned awards and did not persist during the interval were excluded.

Data source: XST_CBM001_ACCD, XST_CBM004_ACCD, XST_CBM009_ACCD and XST_IRE_SC.

SAS: Z:\Projects\KPI\Script\ Current Code \ KPI Driver 2 Measure 13 & 14 Two-Year Fall to Fall Persistence.sas

15a. Percentage of FTIC Developmental Math Students Who Attempted and Successfully Complete their Developmental Math Sequence and Gatekeeper – 3 Years Later

Definition: The number of FTIC students who successfully completed the highest developmental Math course across the district and subsequently earned an A, B, or C in Gatekeeper Math (MATH 1314 – College Algebra) within 3 years divided by all FTIC students who and successfully completed the highest developmental math course (MATH 0303, MATH 0320, MATH 0442 for NVC only) and attempted Gatekeeper Math across the district.

Data source: XST_CBM001_ACCD, XST_CBM004_ACCD and XST_IRE_SC.

SAS: Z:\Projects\KPI\Script\ Current Code \ FTIC DevEd - College MATH to GateKeeper English Success - KB Mod.egp

15b. Percentage of FTIC Developmental English Students Who Attempted and Successfully Completed their Developmental English Sequence and Gatekeeper – 3 Years Later

Definition: The number of FTIC students who successfully completed the highest developmental English course across the district and subsequently earned an A, B, or C in Gatekeeper English (ENGL 1301) within 3 years divided by all FTIC students who completed the highest developmental English course (ENGL 0301, INRW 0420) and attempted Gatekeeper English across the district.

Data source: XST_CBM001_ACCD, XST_CBM004_ACCD and XST_IRE_SC.

15c-d. Percentage of FTIC Developmental Reading Students Who Attempted and Successfully Completed their Developmental Reading Sequence and Gatekeeper – 3 Years Later

Definition: The number of FTIC who successfully completed the highest developmental reading course across the district and subsequently earned an A, B, or C in Gatekeeper Reading (HIST 1301 or BIOL 1408) within 3 years divided by all FTIC students who successfully completed the highest developmental reading course (READ0303, INRW 0420) and attempted either History 1301 or Biology 1408 across the district.

Data source: XST_CBM001_ACCD, XST_CBM004_ACCD and XST_IRE_SC.

SAS: Z:\Projects\KPI\Script\ Current Code \ FTIC DevEd - College ENGL to GateKeeper Biology Success - KB Mod.egp

SAS: Z:\Projects\KPI\Script\ Current Code \ FTIC DevEd - College ENGL to GateKeeper History Success - KB Mod.egp

16. Number of Certificate and Degree Awards (Associates and Certificates)

Degrees include: AA, AAS, AAT, and AS; **Certificates include:** ATC, CERT1, CERT2, and CERT3. THECB Accountability System does not include CERT3 in its counts.

Definition: The number of degrees and certificates awarded throughout the academic year. This number may be duplicated per student, as a student may earn multiple awards throughout the school year. Please note that CERT3 awards are not included here.

Source: Certified data - THECB Accountability System;

Preliminary data source: XST_CBM009_ACCD

Preliminary data – Argos DBK: Institutional Research (IRES).IRES INTERNAL DBKs.KPIs.Driver 3.KPI Driver #3_Certificates & Degrees_(Associates & Certs).KPI Driver 3 - Certificates & Degrees (Associates & Certs)_CSV

SAS: Z:\Projects\KPI\Script\Current Code\KPI Driver 3 Measure 16 Graduates.sas

17. Number of Certificate and Degree Awards (Other Completers)

Other completers include students who earn a MSAC, ESC, CCC, or FOS. THECB Accountability System includes CERT3 in its counts.

Definition: The number of students who complete programs other than degrees or certificates throughout the academic year. This number may be duplicated per student, as a student may complete multiple programs throughout the school year.

Source: Certified data - THECB Accountability System;

Preliminary data source: XST_CBM009_ACCD, XST_CBM00M_ACCD

Preliminary data – Argos DBK: Institutional Research (IRES).IRES INTERNAL DBKs.KPIs.Driver 3.KPI Driver #3_Certificates & Degrees_(Other Completers).KPI Driver 3 - Certificates & Degrees (Other Completers)_CSV

SAS: Z:\Projects\KPI\Script\Current Code\KPI Driver 3 Measure 17 Completers.sas

18-20. FT FTIC Graduation Rates

Definition: Three, four, and six-year graduation rates of first-time, full-time, credential-seeking undergraduates. Credential –seeking students are those with a code of 1=earn an associate’s degree, 2=earn a certificate, 3=earn credits for transfer, or 6=did not respond to from the student intent field on the CBM001.

Graduation rates include students who graduate with a Certificate 1, Certificate 2, Advanced Technology Certificate, or Associate’s Degree. Please note that only FTIC students that graduated from an Alamo Colleges college across the district are included in Preliminary data, while THECB Accountability System graduation rates include degrees students earned from any Texas public or private higher education institution.

Source: Certified data - THECB Accountability System;

Preliminary data source: XST_CBM001_ACCD, XST_CBM009_ACCD

SAS: Z:\Projects\KPI\Script\Current Code\ COLG KPI 3-4-6 YR Grad Rates by FT PT Status.egp

21. THECB Percent of FTIC Students Who Transfer to a Texas Senior Institution in Six Years (FTIC All Transfers)

Definition: A cohort of first-time students who started six years ago is followed. Those who attempted college-level credit hours at the same institution/district then transferring to a university are attributed to an institution/district. Those who attempted college-level credit hours at more than one community college /district will appear in the statewide transfer rate. *Source: THECB Accountability System. The data displayed is the most current available.*

22. NSC Percent of FTIC Students Who Transfer to a Texas Senior Institution in Six Years (FTIC All Transfers)

Definition: A cohort of first-time students who started six years ago is followed. Those who transferred at any time within the six year period will appear in the NSC transfer rate.

Source: National Student Clearinghouse

23. Number of Certificate and Degree Awards by Closing the Gaps Critical Areas

Critical Area and Associated 2 or 4 digit CIP Codes for Closing the Gaps

Critical Areas listing: Computer Science = 11, Engineering = 14 & 15, Mathematics = 27, Physical Science = 40 & 30.01, (51.02, 51.06, 51.07, 51.08, 51.09, 51.10, 51.16 (nursing, not allied health), Nursing/Allied Health = 5116, 5138, 5139, 5102, 5106, 5107, 5108, 5109, 5110, 5118, 5123, 5126, 5127, 5131, 5132, 5133, 5134, 5199)

Definition: Total number of students who earned awards in the same CIP codes as *Closing the Gaps* critical areas. This measure includes students who graduate with a Certificate 1, Certificate 2, Advanced Technology Certificate, or Associate's Degree.

Source for each critical area: Certified data - THECB Accountability System;

Preliminary data source: XST_CBM009_ACCD

Preliminary data – Argos DBK: Institutional Research (IRES).IRES INTERNAL DBKs.KPIs.Driver 4.KPI Driver #4 - Closing the GAPS Critical Area # of Certs & Degrees.Driver#4 - Closing the GAPS Critical

AreaCerts&Degrees_QV

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