

# Guided Pathways Key Performance Indicators Overview

## Guided Pathways Key Performance Indicators (KPI)

Guided Pathways KPI are posted on the LaunchBoard Guided Pathways tab for all colleges ([www.calpassplus.org/LaunchBoard/guidedpathways.aspx](http://www.calpassplus.org/LaunchBoard/guidedpathways.aspx))

<b>Participation</b>	number of students
	average number of credits attempted in year one
	average number of degree-applicable credits attempted in year one
	full-time students
	persisted from term one to term two
	college-level course success rate
	successfully completed transfer-level math in year one
	successfully completed transfer-level English in year one
	successfully completed both transfer-level English and math in year one
	successfully earned 6+ college credits in first term
	successfully earned 12+ college credits in first term
	successfully earned 15+ college credits in first term
	attempted 15+ college credits in first term
	successfully earned 15+ college credits in year one
	successfully earned 24+ college credits in year one
	successfully earned 30+ college credits in year one
	attempted 30+ college credits in year one

## Cohorts

The LaunchBoard Guided Pathways tab allows users to select from two types of students:

<b>First time students, including summer and early college</b>	number of students who enrolled in a community college for the first time in the fall of the selected year, including those who had previously enrolled in a summer intersession or received concurrent enrollment credit <i>used for California Community Colleges Guided Pathways, which is associated with the California Community Colleges Chancellor's Office</i>
<b>First time ever in college students</b>	number of students who enrolled in a community college for the first time in the fall of the selected year, excluding current and past concurrent enrollment students and other students with prior college credit <i>used for the California Guided Pathways Project, which is associated with the Foundation for California Community Colleges and the American Association for Community Colleges</i>

## Disaggregated and Comparison Data

The LaunchBoard Guided Pathways tab allows users to view several types of disaggregated and comparison data.

<b>Gender</b>	Male, Female, Other
<b>Race/Ethnicity</b>	Asian, Black or African American, Hispanic/Latino, American Indian or Alaska Native, Native Hawaiian or Other Pacific Island, White, Two or More Races, Unknown/Non-Respondent
<b>Age Group</b>	19 and younger, 20 to 24, 25 and older
<b>Region</b>	median college-level results within the ten micro-regions associated with Doing What Matters
<b>Statewide</b>	median college-level results across all California community colleges
<b>Historical</b>	results for the most recent three years of data
<b>Top in the State</b>	results for the college with the strongest outcomes

## Data Sources and Definitions

All data for the KPI come from Chancellor's Office MIS submissions. Data definitions can be viewed by clicking on the "Technical Definitions" link on the LaunchBoard Guided Pathways tab.

<b>Successful credit attainment</b>	includes credit courses in which students earned a C or better
<b>Full-time status</b>	based on earning 12+ credits per semester
<b>Quarter-based colleges</b>	metrics have been adjusted to show equivalent quarter units

## Using the Data

### Historical Trends

Examine results over time. How have past college success efforts impacted students' abilities to make progress in their first year? Do those efforts seem to be changing specific metrics or overall results? Why might those figures be changing or staying the same?

### Equity Gaps

Examine results by various student populations. Are some groups doing better than others? Are specific populations falling behind on all metrics or just some? What factors might hamper or support progress for specific groups?

### Region, Statewide, and Top in State Comparisons

Are students at your college experiencing similar outcomes to other institutions? Which colleges are most effective? What practices might be helping their students succeed? What aspects of their student population might influence outcomes?