

# National Community College Benchmark Project (NCCBP) Definitions

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## Proportions of Students That Completed a Degree of Certificate or Transferred within Three Years (IPEDS GRS Cohort)

### % Completed in Three Years

[Number of students who completed a degree within three years of cohort inception] / [Unduplicated credit headcounts of first-time, full- and part-time degree and certificate seeking students in the IPEDS Graduation Rate Survey cohort]

### % Completed or Transferred in Three Years

[Number of students who completed a degree within three years of cohort inception + Number of students who transferred within three years of cohort inception] / [Unduplicated credit headcounts of first-time, full- and part-time degree and certificate seeking students in the IPEDS Graduation Rate Survey cohort]

## Student Performance at Transfer Institutions

*Must be a new transfer to a state university (ASU, NAU, U of A) with 12 or more credit hours to qualify as a GCC University transfer student. Data from the Arizona State System for Information on Student Transfer (ASSIST)*

### Cumulative First-year GPA

Cumulative first year GPA at a state University

### Average First-year Credit Hours

Total credit hours completed (grades A through F) during the first year at a state University

### Percent Enrolled Next Year

Percent of GCC University transfer students enrolled at the same university for the next academic year.

## Credit Students Who Enrolled Next Term and Next Fall

### Next-term Persistence Rate

From the total full- and part-time credit students (including those who withdrew from all courses), the percentage returning the next spring (removing those who graduated or completed certificates before spring from the population)

### Fall-fall Persistence Rate

From the total full- and part-time credit students (including those who withdrew from all courses), the percentage returning the next fall (removing those who graduated or completed certificates before the next fall from the population)

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## Student Goal Attainment

### % Graduates and Completers

Percent of graduates/program completers that indicated they had achieved their educational objective either partially or fully. As reported on the Graduate Follow-up Survey.

## Credit, College-level Course Retention and Success Rates

*All credit, college level courses*

### Retention Rate

$$\frac{[\text{Total A, B, C, P, D, F, and Z grades}]}{[\text{Total A, B, C, P, D, F, Z, W, and Y grades}]}$$

### Enrollee Success Rate

$$\frac{[\text{Total A, B, C, and P grades}]}{[\text{Total A, B, C, P, D, F, Z, W, and Y grades}]}$$

### Completer Success Rate

$$\frac{[\text{Total A, B, C, and P grades}]}{[\text{Total A, B, C, P, D, F, and Z grades}]}$$

## Credit Developmental/Remedial Course Retention and Success Rates

*Math = MAT0xx, Writing = ENG0xx, Reading = RDG071/081/091*

### Retention Rate

$$\frac{[\text{Total A, B, C, P, D, F, and Z grades}]}{[\text{Total A, B, C, P, D, F, Z, W, and Y grades}]}$$

### Enrollee Success Rate

$$\frac{[\text{Total A, B, C, and P grades}]}{[\text{Total A, B, C, P, D, F, Z, W, and Y grades}]}$$

### Completer Success Rate

$$\frac{[\text{Total A, B, C, and P grades}]}{[\text{Total A, B, C, P, D, F, and Z grades}]}$$

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## **Credit Developmental/Remedial Student Retention and Success in First College-level Courses**

*The population being measured consists of students who received A, B, C, and P grades in a developmental Math or English course and then subsequently enrolled in a related college level course within one year.*

### Retention Rate

[Total A, B, C, P, D, F, and Z grades in related college level course] / [Total A, B, C, P, D, F, Z, W, and Y grades in related college level course]

### Enrollee Success Rate

[Total A, B, C, and P grades in related college level course] / [Total A, B, C, P, D, F, Z, W, and Y grades in related college level course]

### Completer Success Rate

[Total A, B, C, and P grades in related college level course] / [Total A, B, C, P, D, F, and Z grades in related college level course]

## **Retention and Success in Core Academic Skill Areas**

*English Comp I = ENG101, English Comp II = ENG102, College Algebra = MAT150/151/152, Speech = COM100*

### Retention Rate

[Total A, B, C, P, D, F, and Z grades] / [Total A, B, C, P, D, F, Z, W, and Y grades]

### Enrollee Success Rate

[Total A, B, C, and P grades] / [Total A, B, C, P, D, F, Z, W, and Y grades]

### Completer Success Rate

[Total A, B, C, and P grades] / [Total A, B, C, P, D, F, and Z grades]

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## **Institution-wide Credit Grades**

*All credit courses*

Retention Rate

$[\text{Total A, B, C, P, D, F, and Z grades}] / [\text{Total A, B, C, P, D, F, Z, W, and Y grades}]$

Enrollee Success Rate

$[\text{Total A, B, C, and P grades}] / [\text{Total A, B, C, P, D, F, Z, W, and Y grades}]$

Completer Success Rate

$[\text{Total A, B, C, and P grades}] / [\text{Total A, B, C, P, D, F, and Z grades}]$

% A & B Grades

$[\text{Total A \& B grades}] / [\text{Total A, B, C, P, D, F, Z, W, and Y grades}]$

## **Minority Participation Rates**

% Minority Credit Students

As reported to IPEDS

% Minority Employees

Full- and Part-time minority employees as reported to IPEDS (source: district HR)

Minority Student/Population Ratio

$[\text{Percent minority credit students}] / [\text{Service Area percent minority population}]$

Minority Employee/Population Ratio

$[\text{Percent minority employees}] / [\text{Service Area percent minority population}]$

## **High School Graduates Enrolling at Institution**

% enrolling Public HS

Percentage of graduates from GCC Feeder High Schools that enroll at GCC

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## Market Penetration: Credit and Non-credit Students

### Credit Student Penetration Rate

[Credit Fiscal Year unduplicated headcount] / Service Area population (2000 Census)

### Non-credit Student Penetration Rate

[Avocational Non-credit unduplicated headcount + Vocational Non-credit unduplicated headcount] / Service Area population (2000 Census)

## Average Credit Section Size

[Total number of students in credit courses with six or more student enrolled] / [Number of credit courses with six or more students enrolled]

## Credit Course Student/Faculty Ratio

[Total FTE students at the end of the fall term] / [Total FTE faculty at the end of the fall term]

## Instructional Faculty Load

### % Credit Hours by Full-time Faculty

[Number of student credit hours taught by full-time faculty] / [Number of full-time faculty]

### % Credit Hours by Part-time Faculty

[Number of student credit hours taught by part-time faculty] / [Number of part-time faculty]

### % Sections by Full-time Faculty

[Number of credit sections with six or more students taught by full-time faculty] / [Total number of credit sections with six or more students]

### % Sections by Part-time Faculty

[Number of credit sections with six or more students taught by part-time faculty] / [Total number of credit sections with six or more students]

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## Credit Distance Learning Sections and Credit Hours

*Coding for distance learning courses has changed over time at GCC, but most recently they are defined to be sections where the Instructional Mode = Internet*

DL % of Credit Hours

[Number of distance learning student credit hours] / [Total student credit hours]

DL % of Total Credit Sections

[Number of credit distance learning sections with six or more students] / [Total number of credit sections with six or more students]

## Distance Learning Grades

*All credit distance learning courses. Coding for distance learning courses has changed over time at GCC, but most recently they are defined to be sections where the Instructional Mode = Internet*

Retention Rate

[Total A, B, C, P, D, F, and Z grades] / [Total A, B, C, P, D, F, Z, W, and Y grades]

Enrollee Success Rate

[Total A, B, C, and P grades] / [Total A, B, C, P, D, F, Z, W, and Y grades]

Completer Success Rate

[Total A, B, C, and P grades] / [Total A, B, C, P, D, F, and Z grades]

% A & B Grades

[Total A & B grades] / [Total A, B, C, P, D, F, Z, W, and Y grades]

## Student/Professional Student Services Staff Ratio

*Includes professional employees who provide non-instructional support services to students. Does not include clerical staff or athletic coaches, vice-presidents, deans, or their immediate staff, but does include directors in each area. This definition is interpreted at GCC to mean those student services staff work hours that are dedicated directly to student services.*

[Total FTE Professional Student Services Staff (total number of full-time staff + total part, time non-clerical staff hours / 2080)] / Unduplicated 45<sup>th</sup> Day headcount

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## Retirements and Departures

*Data from district Human Resources*

Retirement Rate

$$\frac{[\text{Number of retirements during the academic year}]}{[\text{Total number of full-time, regular employees on the final day of the academic year}]}$$

Departures Rate

$$\frac{[\text{Number of departures during the academic year}]}{[\text{Total number of full-time, regular employees on the final day of the academic year}]}$$

## Cost Per Credit Hour and FTE Student

Cost per Credit Hour

$$\frac{[\text{Total Direct Credit Instructional Expenditures}]}{[\text{Total student credit hours for the fiscal year}]}$$

Cost per FTE Student

$$\frac{[\text{Total Direct Credit Instructional Expenditures}]}{[\text{Total student credit hours for the fiscal year}/30]}$$