COLORADO COMMUNITY COLLEGE SYSTEM: STRATEGIC PLAN METRICS EXECUTIVE SUMMARY

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STRATEGIC PLAN AY 21-22[1] SNAPSHOT & EXECUTIVE SUMMARY

AY21-22 was a year in which our students, our colleges, and our faculty continued to feel the impacts of the pandemic and pandemic-related issues. This is evident in the data, particularly with regard to credentials awarded, retention, and student matriculation. Although the 4.7% drop in credentials awarded in this report is better than last year's 6.5%, it is, at least in part, a delayed reaction to drops in enrollment since early 2020 when many 2022 associate degree grads would have begun their programs. This trend has not affected our concurrent enrollment students. In the 21-22 academic year, the data shows a 16.6% increase in college credentials granted to concurrent enrollment students.

Equity indicators show students of color, first generation, and Pell eligible students falling below overall outcomes, indicating continuing equity gaps. For instance, course pass rates for students of color in gateway and distance courses are about 5 percentage points lower than the overall rate. The overall rate of precipitous decline in GPA from first to second semester increased compared to last year (2.7% to 3.1%), with equity groups showing higher rates in this category. These students were also much more likely to be registered at fall census but have no earned credits for the term. Pell eligible students were particularly likely to fall into this latter category at 16.7%. However, some equity gaps show signs of narrowing. Retention rates at CCCS have remained roughly the same as reported last year, significantly below national goals with equity groups lower than the overall CCCS population. However, the gap between Pell, first generation, and students of color and their counterparts narrowed from last year to this year. For instance, the retention rate gap between first generation and non-first generation students was 2.1 percentage points, down from 6.3 percentage points last year.

Detailed data and five-year trends can be accessed via the Strategic Plan KPM dashboards.

Table 1.1: CCCS AY 21-22 Student Success Metrics

KPM	Goal	Actual
1.1 – Increase the number of certificates & degrees awarded	1% annually	-4.7%
1.2 – Exceed the national **full-time** fall-to-fall retention rate	62.7% national	54.6%
1.2 - Exceed the national **part-time** fall-to-fall retention rate	44.7% national	38.4%
1.2 – Exceed the national **full-time** fall-to-spring retention rate	Unknown	75.3%
1.2 – Exceed the national **part-time** fall-to-spring retention rate	Unknown	54.7%
1.7 – Increase distance & hybrid course pass rate to match on-campus course pass rate	86.1% on-campus	75.3%
3.2 – Increase percentage of successful transfers to 4-year institutions for all students	2 Pct. Points annually	-0.9 Pct. Points

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[1] Not all data was available for AY 21-22. For the snapshot, in cases where AY 21-22 data was unavailable, AY 20-21 data is used.

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Table 1.2: CCCS AY 21-22 Equity Metrics and Indicators

Metric/Indicator	Overall	Students of Color[2]	First Generation	Pell Eligible
KPM 1.1 – # of certificates and degrees awarded	19,504	7,252	10,062	5,544
KPM 1.2 – Fall-to-fall retention rate – full-time	54.6%	52.7%	53.6%	53.0%
KPM 1.2 – Fall-to-fall retention rate – part-time	38.4%	37.7%	38.0%	37.0%
KPM 1.2 – Fall-to-spring retention rate – full-time	75.3%	72.2%	72.6%	74.3%
KPM 1.2 – Fall-to-spring retention rate – part-time	54.7%	52.4%	53.7%	54.2%
KPM 1.7 – Course pass rate – distance & hybrid courses	75.3%	70.6%	73.2%	71.7%
KPM 3.2 – % of successful transfers to 4-year institutions	16.3%	14.2%	11.8%	12.4%
% of students completing a gateway English course in 1st year	42.9%	40.4%	41.2%	43.1%
Course pass rate – Gateway English	68.1%	63.0%	64.8%	65.4%
% of students completing a gateway Math course in 1st year	25.8%	22.8%	22.9%	23.5%
Course pass rate – Gateway Math	68.7%	63.5%	64.5%	63.9%
Average credit accumulation in first year	22.2	21.0	21.6	21.8
Average change in credits taken from 1st to 2nd semester	-0.42	-0.47	-0.45	-0.52
Course pass rate – all courses	81.4%	77.1%	78.3%	74.8%
% of students enrolled at Fall census that did not earn any credits for the term	11.5%	14.4%	14.3%	16.7%
% of students completing a student success course	12.7%	11.3%	12.8%	12.4%
Course pass rate – student success course	67.8%	62.9%	67.2%	64.3%
% of students experiencing a precipitous decline in GPA from 1st to 2nd semester	3.1%	3.2%	3.6%	3.1%

Table 1.3: CCCS AY 21-22 Concurrent Enrollment Metrics

KPM	Goal	Actual
3.1 – Increase matriculation of concurrent enrollment students to a CCCS institution within 4 years of high school graduation	1 Pct. Point Annually	-2.2 Pct. Point
3.1 – Increase CCCS college credentials awarded to concurrent enrollment students	1% annually	16.6%
3.1 – Increase successful credits earned through concurrent enrollment	1% annually	9.4%

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[2] Students of color include those that reported as Asian, Black or African American, Hawaiian/Pacific Islander, Hispanic, More than One Race, or Native American/Alaskan Native.