

COLORADO COMMUNITY
COLLEGE SYSTEM:
STRATEGIC PLAN
METRICS EXECUTIVE
SUMMARY

COLORADO COMMUNITY COLLEGE SYSTEM: STRATEGIC PLAN AY 23-24¹ SNAPSHOT & EXECUTIVE SUMMARY

In AY23-24, several key performance indicators improved over the previous year but remained below goals or national benchmarks. For instance, fall-to-fall retention rates improved for full and part-time students but remained below the national benchmark. Credentials awarded increased in number for the first time in several years, with a 4.4% overall increase across the system. The percentage of students successfully transferred to four-year schools declined by 1.6 percentage points, falling short of the 2-percentage point goal. Concurrent enrollment trends remained strong and exceeded KPM goals, as 2.9% more credentials were granted to high school students, and 18.8% more credits were earned through concurrent programs compared to last year. The rate of concurrent enrollment students matriculating to CCCS institutions continued to decline slightly, however, by 0.7 percentage points in the most recent year.

Equity indicators show students of color, first generation, and Pell eligible students falling below in overall outcomes, indicating continuing equity gaps. For instance, course pass rates for students of color in gateway and distance courses remained lower than the overall rate. The overall rate of precipitous decline in GPA from first to second semester increased compared to last year (3.7% to 4.1%), with equity groups also 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, especially Pell eligible students (16.5%). Fall-to-fall retention rates for equity groups followed the general trend of improving over last year but remain lower than the overall CCCS population. Fall-to-fall retention rates for students of color improved to 54.8% from 53.9% in AY22-23, for example, but fell behind the overall population at 57.6%. Successful 4-year transfers for equity groups remained lower than the overall average of 19.4%, particularly in the case of first-generation students (15.1%).

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

Table 1.1: CCCS AY 23-24 Student Success Metrics

KPM	Goal	Actual
1.1 – Increase the number of certificates & degrees awarded	1% annually	4.4%
1.2 – Exceed the national full-time fall-to-fall retention rate	62.8% national	57.6%
1.2 - Exceed the national part-time fall-to-fall retention rate	43.5% national	42.4%
1.2 – Exceed the national full-time fall-to-spring retention rate	Unknown	77.7%
1.2 – Exceed the national part-time fall-to-spring retention rate	Unknown	57.6%
1.7 – Increase distance & hybrid course pass rates to match on-campus course pass rates	86.4% on-campus	75.8%
3.2 – Increase percentage of successful transfers to 4-year institutions for all students	2 Pct. Points annually	-1.6 Pct. Points

¹ Not all data was available for AY 23-24. For the snapshot, in cases where AY 23-24 data was unavailable, AY 22-23 data is used.

Table 1.2: CCCS AY 23-24 Equity Metrics and Indicators

Metric/Indicator	Overall	Students of Color ²	First Generation	Pell Eligible
KPM 1.1 – # of certificates and degrees awarded	20,004	8,089	10,472	6,238
KPM 1.2 – Fall-to-fall retention rate – full-time	57.6%	54.8%	54.3%	55.2%
KPM 1.2 – Fall-to-fall retention rate – part-time	42.4%	41.0%	42.0%	42.6%
KPM 1.2 – Fall-to-spring retention rate – full-time	77.7%	75.1%	74.4%	76.7%
KPM 1.2 – Fall-to-spring retention rate – part-time	57.6%	56.5%	56.3%	58.9%
KPM 1.7 – Course pass rate – distance & hybrid courses	75.8%	71.4%	73.1%	71.5%
KPM 3.2 – % of successful transfers to 4-year institutions	19.4%	16.7%	15.1%	16.1%
% of students completing a gateway English course in 1st year	43.0%	41.3%	41.3%	44.9%
Course pass rate in 1st year – Gateway English	72.4%	68.1%	70.3%	71.4%
% of students completing a gateway math course in 1st year	24.8%	22.6%	22.2%	23.9%
Course pass rate in 1st year – Gateway math	64.9%	59.9%	60.9%	62.1%
Average credit accumulation in first year	21.0	20.5	20.6	21.7
Average change in credits taken from 1st to 2nd semester	-0.17	-0.25	-0.27	-0.30
Course pass rate – all courses	82.2%	78.3%	78.7%	75.2%
% of students enrolled at Fall census that did not earn any credits for the term	10.5%	13.1%	13.5%	16.5%
% of students completing a student success course	12.7%	11.6%	11.8%	12.4%
Course pass rate in 1st year – student success course	70.4%	67.4%	70.1%	68.2%
% of students experiencing a precipitous decline in GPA from 1st to 2nd semester	4.1%	4.8%	4.5%	4.7%

Table 1.3: CCCS AY 23-24 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	-0.7 Pct. Point
3.1 – Increase CCCS college credentials awarded to concurrent enrollment students	1% annually	2.9%
3.1 – Increase successful credit earned through concurrent enrollment	1% annually	18.8%

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.