COMMUNITY COLLEGE OF AURORA: STRATEGIC PLAN METRICS EXECUTIVE SUMMARY

COLORADO
COMMUNITY COLLEGE SYSTEM

COMMUNITY COLLEGE OF AURORA:
STRATEGIC PLAN AY 23-24[1] SNAPSHOT & EXECUTIVE SUMMARY

In AY 23-24, CCA improved on many KPM metrics, with mixed results regarding their corresponding benchmarks. Fall-to-fall retention rates improved over last year for both full-time and part-time students, but the full-time rate remains below the national benchmark while part-time students exceed the national standard. The AY 23-24 results for concurrent enrollment show strong growth, with a 5.8% increase in credentials awarded and an 14.5% increase in credits earned. This compares to 2.9% and 18.8% for all CCCS, respectively. This was countered by a 1.7 percentage point drop in 4-year matriculation to CCCS by concurrent enrollment students, roughly in line with the overall CCCS drop of 1.6 percentage points.

The 4-year institution transfer rate decreased by 2.6 percentage points, against the goal of a 2-percentage point increase. Equity indicators show that students of color slightly exceeded the overall 4-year transfer rate (17.9% vs 17.7%), while first generation, and Pell eligible students trailed behind the overall average. While equity groups also trail the overall rates for full-time, fall-to-fall retention rates, part-time students of color and Pell eligible students had a higher fall-to fall retention rate than the overall student population.

Distance and hybrid courses remain well below the pass rate for on-campus courses at 69.5% vs. 85.6%. Students of color still fall slightly below the overall rate of students completing and passing gateway courses in their first year, while Pell eligible students exceeded these gateway course rates. However, the all-course pass rate (71.8%) and distance & hybrid course pass rate (66.7%) for Pell eligible students was much lower than the overall rate of 81.4% and 69.5%, respectively. The overall rate of precipitous decline in GPA from first to second semester rose from 4.7% last year to 5.6%. Equity groups showed higher rates of precipitous decline, especially Pell eligible and first-generation students.

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

Table 1.1: CCA AY 23-24 Student Success Metrics		
KPM	**Goal**	**Actual**
1.1 – Increase the number of certificates & degrees awarded	1% annually	0.8%
1.2 – Exceed the national full-time fall-to-fall retention rate	62.8% national	61.9%
1.2 – Exceed the national part-time fall-to-fall retention rate	43.5% national	43.9%
1.2 – Exceed the national full-time fall-to-spring retention rate	Unknown	79.6%
1.2 – Exceed the national part-time fall-to-spring retention rate	Unknown	61.4%
1.7 – Increase distance & hybrid course pass rates to match on-campus course pass rates	85.6% on-campus	69.5%
3.2 – Increase percentage of successful transfers to 4-year institutions for all students	2 Pct. Points annually	-2.6 Pct. Points

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[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.

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Table 1.2: CCA AY 23-24 Equity Indicators and Indicators

Metric/Indicator	Overall	Students of Color[2]	First Generation	Pell Eligible
KPM 1.1 – # of certificates and degrees awarded	1,023	692	675	398
KPM 1.2 – Fall-to-fall retention rate – full-time	61.9%	56.3%	59.8%	60.8%
KPM 1.2 – Fall-to-fall retention rate – part-time	43.9%	44.0%	43.1%	47.5%
KPM 1.2 – Fall-to-spring retention rate – full-time	79.6%	76.0%	77.0%	80.8%
KPM 1.2 – Fall-to-spring retention rate – part-time	61.4%	61.2%	61.1%	66.4%
KPM 1.7 – Course pass rate – distance & hybrid courses	69.5%	67.6%	68.0%	66.7%
KPM 3.2 – % of successful transfers to 4-year institutions	17.7%	17.9%	15.5%	16.5%
% of students completing a gateway English course in 1st year	55.8%	54.3%	54.0%	57.0%
Course pass rate in 1st year – Gateway English	79.1%	76.7%	77.7%	81.4%
% of students completing a gateway math course in 1st year	43.2%	41.8%	41.8%	45.7%
Course pass rate in 1st year – Gateway math	74.1%	72.8%	72.9%	74.6%
Average credit accumulation in first year	23.0	22.1	22.0	22.6
Average change in credits taken from 1st to 2nd semester	0.03	0.05	-0.03	-0.19
Course pass rate – all courses	81.4%	79.3%	77.9%	71.8%
% of students enrolled at Fall census that did not earn any credits for the term	10.6%	12.0%	13.7%	19.4%
% of students completing a student success course in 1st year	0.3%	0.4%	0.4%	0.2%
Course pass rate in 1st year – Student success course	27.3%	37.5%	42.9%	16.7%
% of students experiencing a precipitous decline in GPA from 1st to 2nd semester	5.6%	6.6%	7.8%	6.9%

Table 1.3: CCA 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	-1.7 Pct. Point
3.1 – Increase CCCS college credentials awarded to concurrent enrollment students	1% annually	5.8%
3.1 – Increase successful credit earned through concurrent enrollment	1% annually	14.5%

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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.