

ARAPAHOE COMMUNITY
COLLEGE: STRATEGIC
PLAN METRICS
EXECUTIVE SUMMARY

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

In AY 23-24, ACC met the majority of KPM goals, notably regarding certificates & degrees awarded and concurrent enrollment. Overall credentials showed a year-over-year increase of 12.5% compared to the goal of 1%. The AY23-24 results for concurrent enrollment were even greater, with a 65.1% increase in credentials awarded and a 25% increase in credits earned. This compares to 2.9% and 19% for CCCS, respectively. There was also a rise in the rate of 4-year matriculation to CCCS by concurrent enrollment students; as this metric increased by 1.5%, exceeding the goal of 1%.

Retention rates at ACC rose for part-time students and decreased for full-time students compared with last year. The full-time retention rate fell to 60.2% from 61.4% but was higher than the overall CCCS rate of 57.6%. This was also below the national average of 62.8%. Part-time retention, however, exceeded the national average (47.2% vs 43.5%). Equity groups mainly remain behind the overall full-time retention rate, however in the case of full-time, fall-to-spring retention, students of color had a higher retention rate than the overall population (82.3% vs 80.9%). Equity indicators show students of color, first generation, and Pell eligible students falling below the overall rate of students (25.5%) successfully transferring to 4-year institutions.

As shown last year, all three equity groups had lower proportions of students completing and passing gateway English and math courses in their first year, and the completion rates for both subjects fell compared to last year. For instance, students of color completed gateway English at a rate of 41.4%, against an overall rate of 46.3% and down from 43.2 % the previous year. The all-course pass rate for Pell eligible students is considerably lower than the overall rate (77.9% vs. 87.4%). The overall rate of precipitous decline in GPA from first to second semester increased to 3.4% from last year's 3.1%, and Pell eligible students were also more likely to experience this decline at 5.9%.

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

Table 1.1: ACC AY 23-24 Student Success Metrics

KPM	Goal	Actual
1.1 – Increase the number of certificates & degrees awarded	1% annually	12.5%
1.2 – Exceed the national full-time fall-to-fall retention rate	62.8% national	60.2%
1.2 – Exceed the national part-time fall-to-fall retention rate	43.5% national	47.2%
1.2 – Exceed the national full-time fall-to-spring retention rate	Unknown	80.9%
1.2 – Exceed the national part-time fall-to-spring retention rate	Unknown	60.8%
1.7 – Increase distance & hybrid course pass rates to match on-campus course pass rates	90.8% on-campus	80.3%
3.2 – Increase percentage of successful transfers to 4-year institutions for all students	2 Pct. Points annually	0.1 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: ACC 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	1,985	606	757	376
KPM 1.2 – Fall-to-fall retention rate – full-time	60.2%	55.1%	57.1%	55.8%
KPM 1.2 – Fall-to-fall retention rate – part-time	47.2%	40.7%	47.8%	43.0%
KPM 1.2 – Fall-to-spring retention rate – full-time	80.9%	82.3%	77.6%	80.4%
KPM 1.2 – Fall-to-spring retention rate – part-time	60.8%	59.3%	61.8%	62.4%
KPM 1.7 – Course pass rate – distance & hybrid courses	80.3%	75.7%	76.4%	75.3%
KPM 3.2 – % of successful transfers to 4-year institutions	25.5%	22.4%	18.5%	18.2%
% of students completing a gateway English course in 1st year	46.3%	41.4%	40.7%	45.2%
Course pass rate in 1st year – Gateway English	73.7%	70.5%	69.7%	68.8%
% of students completing a gateway math course in 1st year	25.5%	20.5%	18.8%	17.6%
Course pass rate in 1st year – Gateway math	66.8%	61.2%	60.1%	57.0%
Average credit accumulation in first year	21.7	21.0	21.0	21.3
Average change in credits taken from 1st to 2nd semester	-0.03	-0.24	-0.30	-0.27
Course pass rate – all courses	87.4%	83.9%	82.6%	77.9%
% of students enrolled at Fall census that did not earn any credits for the term	6.8%	9.2%	11.2%	13.6%
% of students completing a student success course in 1st year	41.7%	38.3%	40.2%	44.3%
Course pass rate in 1st year – Student success course	73.6%	69.8%	71.5%	70.8%
% of students experiencing a precipitous decline in GPA from 1st to 2nd semester	3.4%	3.3%	4.5%	5.9%

Table 1.3: ACC 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	1.5 Pct. Point
3.1 – Increase CCCS college credentials awarded to concurrent enrollment students	1% annually	65.1%
3.1 – Increase successful credit earned through concurrent enrollment	1% annually	25.0%

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.