

PUEBLO COMMUNITY
COLLEGE: STRATEGIC
PLAN METRICS
EXECUTIVE SUMMARY

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

While PCC fell short of overall student success metric goals, significant improvement was made in increasing the number of certificates and degrees awarded (8.6%) and increasing credits earned through concurrent enrollment (16.9%). Fall-to-fall retention rates diverged for full and part-time students. The retention for full-time students declined by 1.6 percentage points, while the retention rate for part-time students increased by 4 percentage points. Both were still short of national benchmarks. Credits earned through concurrent enrollment saw a 16.9% increase while credentials awarded to concurrent enrollment students saw a 1.7 percentage point decrease. A 1.7 percentage point decrease was observed in concurrent enrollment matriculation rate. PCC also fell below the benchmark for successful transfers to 4-year universities with a 0.9 percentage point decrease.

Equity indicators show that students of color falling behind the other two equity groups in many of the metrics and indicators. This appears most prominently in course pass rates, course completion rates, and precipitous declines in GPA. For instance, gateway English and math pass rates (65.8% and 57.3%) and completion rates (31.3% and 13%) for students of color were relatively lower among three equity groups. The same result was also observed in fall-to-fall retention rates, student success course pass rate, and percentage experiencing precipitous declines in GPA. The four-year institution transfer rate was an exception where students of color (9.4%) were doing better than Pell eligible students (7.4%) and first-generation students (8.6%). The overall percentage of students experiencing a precipitous decline in GPA increased from 4.4% to 6.8%, with all equity groups increasing as well. On the other hand, the overall percentage of students enrolled at Fall census but earned no credits at the end of the semester slightly decreased from last year, with all three equality groups showing the same pattern.

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

Table 1.1: PCC AY 23-24 Student Success Metrics

KPM	Goal	Actual
1.1 – Increase the number of certificates & degrees awarded	1% annually	8.6%
1.2 – Exceed the national full-time fall-to-fall retention rate	62.8% national	52.5%
1.2 – Exceed the national part-time fall-to-fall retention rate	43.5% national	41.1%
1.2 – Exceed the national full-time fall-to-spring retention rate	Unknown	70.6%
1.2 – Exceed the national part-time fall-to-spring retention rate	Unknown	49.3%
1.7 – Increase distance & hybrid course pass rates to match on-campus course pass rates	89.2% on-campus	75.8%
3.2 – Increase percentage of successful transfers to 4-year institutions for all students	2 Pct. Points annually	-0.9 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: PCC AY 23-24 Metrics and Indicators

Metric/Indicator	Overall	Students of Color ²	First Generation	Pell Eligible
KPM 1.1 – # of certificates and degrees awarded	2,581	1,176	1,641	858
KPM 1.2 – Fall-to-fall retention rate – full-time	52.5%	50.0%	52.1%	53.0%
KPM 1.2 – Fall-to-fall retention rate – part-time	41.1%	40.4%	41.5%	42.9%
KPM 1.2 – Fall-to-spring retention rate – full-time	70.6%	64.3%	68.1%	74.4%
KPM 1.2 – Fall-to-spring retention rate – part-time	49.3%	48.7%	48.3%	52.2%
KPM 1.7 – Course pass rate – distance & hybrid courses	75.8%	72.9%	73.7%	72.6%
KPM 3.2 – % of successful transfers to 4-year institutions	8.8%	9.4%	8.6%	7.4%
% of students completing a gateway English course in 1st year	33.0%	31.3%	34.9%	37.2%
Course pass rate in 1st year – Gateway English	69.4%	65.8%	71.0%	70.0%
% of students completing a gateway math course in 1st year	14.4%	13.0%	14.1%	15.7%
Course pass rate in 1st year – Gateway math	61.7%	57.3%	61.6%	61.3%
Average credit accumulation in first year	18.0	16.8	18.0	18.5
Average change in credits taken from 1st to 2nd semester	-0.34	-0.34	-0.19	-0.42
Course pass rate – all courses	83.5%	81.7%	82.2%	78.3%
% of students enrolled at Fall census that did not earn any credits for the term	9.6%	11.1%	12.0%	14.9%
% of students completing a student success course in 1st year	11.0%	11.2%	12.2%	12.2%
Course pass rate in 1st year – Student success course	78.9%	75.9%	78.8%	77.6%
% of students experiencing a precipitous decline in GPA from 1st to 2nd semester	6.8%	9.4%	8.4%	8.0%

Table 1.3: PCC 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	-2.0%
3.1 – Increase successful credit earned through concurrent enrollment	1% annually	16.9%

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.