

COMMUNITY COLLEGE
OF DENVER: STRATEGIC
PLAN METRICS
EXECUTIVE SUMMARY

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

In AY23-24, CCD met KPM goals for overall credentials awarded as well as most concurrent enrollment goals. However, results fell short in other areas. Total degrees and credentials grew by 1%, which exactly matches the KPM goal. Credits earned for concurrent enrollment rose substantially for the second straight year, representing an increase of 25.2%. Credentials awarded to high school students also increased by 71.9%. This compares to 18.8% more credits and 2.9% more credentials for all CCCS concurrent. This was countered by a 0.4 pct. point drop in 4-year matriculation to CCCS by concurrent enrollment students.

The 4-year institutions transfer rates for all students experienced a 1.7 pct. point increase against a goal of positive 2 percentage points. While this falls short of the goal, it compares favorably against the 1.6% decrease for CCCS overall. Equity indicators show students of color, first generation, and Pell eligible students falling below the overall rate of students (20.4%) successfully transferring to 4-year institutions, but the gap has narrowed from last year. For example, students of color were 2.7 pct. points below the overall rate last year compared to 1 pct. point this year. CCD’s fall-to-fall retention rate slightly decreased from last year for full-time students (51% to 50%) but rose for part-time students (38.1% to 40.7%). However, these two rates still fall below national averages.

As shown last year, equity groups, particularly, students of color and Pell eligible students, fall below the overall rate of students completing and passing gateway math in their first year. In contrast, Pell eligible and first-generation students actually exceeded the overall pass rate and completion rate for gateway English. The overall rate of precipitous decline in GPA from first to second semester rose from 4.1% to 6.1% this year, with students of color showing the highest proportion across the three equality groups since last year.

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

Table 1.1: CCD AY 23-24 Student Success Metrics

KPM	Goal	Actual
1.1 – Increase the number of certificates & degrees awarded	1% annually	1.0%
1.2 – Exceed the national full-time fall-to-fall retention rate	62.8% national	50.0%
1.2 – Exceed the national part-time fall-to-fall retention rate	43.5% national	40.7%
1.2 – Exceed the national full-time fall-to-spring retention rate	Unknown	71.8%
1.2 – Exceed the national part-time fall-to-spring retention rate	Unknown	55.5%
1.7 – Increase distance & hybrid course pass rates to match on-campus course pass rates	79.3% on-campus	68.7%
3.2 – Increase percentage of successful transfers to 4-year institutions for all students	2 Pct. Points annually	1.7 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: CCD 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	1,422	830	952	618
KPM 1.2 – Fall-to-fall retention rate – full-time	50.0%	47.1%	48.3%	50.7%
KPM 1.2 – Fall-to-fall retention rate – part-time	40.7%	38.6%	40.4%	39.7%
KPM 1.2 – Fall-to-spring retention rate – full-time	71.8%	69.2%	70.0%	71.1%
KPM 1.2 – Fall-to-spring retention rate – part-time	55.5%	54.6%	54.1%	58.0%
KPM 1.7 – Course pass rate – distance & hybrid courses	68.7%	65.9%	67.4%	63.2%
KPM 3.2 – % of successful transfers to 4-year institutions	20.4%	19.4%	18.5%	19.3%
% of students completing a gateway English course in 1st year	39.8%	39.7%	40.3%	41.7%
Course pass rate in 1st year – Gateway English	65.2%	61.2%	65.4%	65.8%
% of students completing a gateway math course in 1st year	25.1%	22.4%	23.8%	24.2%
Course pass rate in 1st year – Gateway math	54.2%	47.3%	51.2%	52.8%
Average credit accumulation in first year	18.7	18.8	18.4	19.5
Average change in credits taken from 1st to 2nd semester	-0.33	-0.36	-0.40	-0.56
Course pass rate – all courses	74.7%	71.7%	72.1%	67.6%
% of students enrolled at Fall census that did not earn any credits for the term	16.3%	16.9%	17.6%	24.0%
% of students completing a student success course in 1st year	1.6%	2.0%	1.8%	1.8%
Course pass rate in 1st year – Student success course	57.6%	57.4%	55.3%	51.3%
% of students experiencing a precipitous decline in GPA from 1st to 2nd semester	6.1%	7.0%	5.9%	5.8%

Table 1.3: CCD 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	0.4 Pct. Point
3.1 – Increase CCCS college credentials awarded to concurrent enrollment students	1% annually	71.9%
3.1 – Increase successful credit earned through concurrent enrollment	1% annually	25.2%

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.