

COLORADO
NORTHWESTERN
COMMUNITY COLLEGE:
STRATEGIC PLAN
METRICS EXECUTIVE
SUMMARY

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

In AY 23-24, CNCC met KPM goals for overall credentials awarded and most concurrent enrollment metrics but fell short in other areas. Overall credentials awarded grew by 16.4%, compared to the goal of 1% and 4.4% growth for CCCS as a whole. The AY 23-24 results for concurrent enrollment exceeded two of three goals, with an 87.5% increase in credentials granted and a 22.4% increase in credits earned. This compares to an increase of 2.9% and 18.8% for CCCS, respectively. Four-year matriculation to CCCS by concurrent enrollment students decreased by 0.8 percentage points compared to a 5.7 percentage point drop in the previous year.

The overall 4-year institutions transfer rate increased by 1.2 percentage points following a 3.3 drop in the previous year. This compares to a 1.6 percentage point decrease for CCCS as a whole. While last year all equity groups fell below the 4-year institution transfer rate, students of color (28.8%) and Pell eligible students (29.1%) exceeded the overall rate of students (24.4%) successfully transferring to 4-year institutions.

CNCC's full-time fall-to-fall and fall-to-spring retention rates increased substantially from last year but fall-to-fall retention rate still fell below the national average. On the other hand, part-time students experienced a decline in both fall-to-fall and fall-to-spring retention rates this year. Students of color (51%) and first-generation students (50%) fell below the overall fall-to-fall retention rate among full-time students (56.3%), while Pell eligible students exceeded it at 57.1%. Students of color were also below the overall rate of students completing gateway math courses in their first year but completed gateway English at a higher rate than the overall student population (49.3% vs 36.5%). Their pass rate for all courses was also lower than the overall all-course pass rate and the overall distance & hybrid course pass rate.

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

Table 1.1: CNCC AY 23-24 Student Success Metrics

KPM	Goal	Actual
1.1 – Increase the number of certificates & degrees awarded	1% annually	16.4%
1.2 – Exceed the national full-time fall-to-fall retention rate	62.8% national	56.3%
1.2 – Exceed the national part-time fall-to-fall retention rate	43.5% national	28.6%
1.2 – Exceed the national full-time fall-to-spring retention rate	Unknown	83.3%
1.2 – Exceed the national part-time fall-to-spring retention rate	Unknown	42.9%
1.7 – Increase distance & hybrid course pass rates to match on-campus course pass rates	93.4% on-campus	75.3%
3.2 – Increase percentage of successful transfers to 4-year institutions for all students	2 Pct. Points annually	1.2 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: CNCC 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	248	58	136	88
KPM 1.2 – Fall-to-fall retention rate – full-time	56.3%	51.0%	50.0%	57.1%
KPM 1.2 – Fall-to-fall retention rate – part-time	28.6%	23.1%	25.6%	25.0%
KPM 1.2 – Fall-to-spring retention rate – full-time	83.3%	80.4%	79.0%	83.9%
KPM 1.2 – Fall-to-spring retention rate – part-time	42.9%	46.2%	46.2%	45.0%
KPM 1.7 – Course pass rate – distance & hybrid courses	75.3%	72.6%	72.2%	75.5%
KPM 3.2 – % of successful transfers to 4-year institutions	24.4%	28.8%	18.2%	29.1%
% of students completing a gateway English course in 1st year	36.5%	49.3%	35.2%	43.9%
Course pass rate in 1st year – Gateway English	79.4%	78.6%	74.1%	80.0%
% of students completing a gateway math course in 1st year	22.7%	20.9%	19.7%	25.6%
Course pass rate in 1st year – Gateway math	67.9%	56.0%	64.9%	70.0%
Average credit accumulation in first year	24.0	26.8	25.2	28.6
Average change in credits taken from 1st to 2nd semester	-0.49	0.24	-0.16	-0.35
Course pass rate – all courses	89.0%	85.8%	86.8%	87.2%
% of students enrolled at Fall census that did not earn any credits for the term	5.6%	7.3%	7.3%	9.8%
% of students completing a student success course in 1st year	0.4%	0.0%	0.0%	0.0%
Course pass rate in 1st year – Student success course	50.0%	0.0%	0.0%	0.0%
% of students experiencing a precipitous decline in GPA from 1st to 2nd semester	0.0%	0.0%	0.0%	0.0%

Table 1.3: CNCC 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	-0.8 Pct. Point
3.1 – Increase CCCS college credentials awarded to concurrent enrollment students	1% annually	87.5%
3.1 – Increase successful credit earned through concurrent enrollment	1% annually	22.4%

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.