

FRONT RANGE
COMMUNITY COLLEGE:
STRATEGIC PLAN
METRICS EXECUTIVE
SUMMARY

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

In AY 23-24, FRCC exceeded goals related part-time student fall-to-fall retention and credits earned through concurrent enrollment. However, the college fell short on several overall student outcome goals (table 1.1). Overall credentials awarded increased slightly by 0.2% but fell short of the 1% annual goal. There was a 19.8% increase in credits earned by high school students, but a 25.8% decrease in credentials awarded. These compare with overall concurrent increases for CCCS of 18.8% and 2.9%, respectively. A decrease of 7.7 percentage points was observed in the 4-year institutions transfer rate against a goal of 2 percentage points.

Retention rates increased year over year for both full (54.2% to 56.5%) and part-time students (39.6% to 43.6%), putting part-time students above the national benchmark and full-time students below. In addition, concurrent enrollment matriculation to a CCCS school fell slightly by 0.2 percentage points. The overall gateway English and math completion rates decreased from last year, however the pass rate for gateway English rose from 65.8% to 69.1%.

Equity indicators show students of color (12.8%), first generation (11.8%), and Pell eligible students (15.4%) falling below the overall rate of four-year student transfers (15.9%). While gateway course completion rates fell year over year for both math and English, equity groups are closely in line with the overall population with respect to gateway English. Pell eligible students exceeded the overall English completion rate (47.2% vs 47.9%). Additionally, the percentage of students experiencing a precipitous decline in GPA from first to second semester increased from last year (3.6% to 4.1%) for FRCC overall. While students of color and Pell eligible students experienced the same increase in precipitous GPA declines as the overall FRCC population, first generation students' rate remained relatively unchanged from last year.

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

Table 1.1: FRCC AY 23-24 Student Success Metrics		
KPM	Goal	Actual
1.1 – Increase the number of certificates & degrees awarded	1% annually	0.2%
1.2 – Exceed the national full-time fall-to-fall retention rate	62.8% national	56.5%
1.2 – Exceed the national part-time fall-to-fall retention rate	43.5% national	43.6%
1.2 – Exceed the national full-time fall-to-spring retention rate	Unknown	75.7%
1.2 – Exceed the national part-time fall-to-spring retention rate	Unknown	58.5%
1.7 – Increase distance & hybrid course pass rates to match on-campus course pass rates	85.1% on-campus	76.9%
3.2 – Increase percentage of successful transfers to 4-year institutions for all students	2 Pct. Points annually	-7.7 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: FRCC 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	4,898	1,769	2,395	1,387
KPM 1.2 – Fall-to-fall retention rate – full-time	56.5%	54.1%	52.7%	50.5%
KPM 1.2 – Fall-to-fall retention rate – part-time	43.6%	43.3%	42.4%	45.8%
KPM 1.2 – Fall-to-spring retention rate – full-time	75.7%	72.8%	69.2%	74.6%
KPM 1.2 – Fall-to-spring retention rate – part-time	58.5%	59.7%	57.2%	63.3%
KPM 1.7 – Course pass rate – distance & hybrid courses	76.9%	72.5%	74.4%	73.3%
KPM 3.2 – % of successful transfers to 4-year institutions	15.9%	12.8%	11.8%	15.4%
% of students completing a gateway English course in 1st year	41.9%	41.0%	41.4%	47.2%
Course pass rate in 1st year – Gateway English	69.1%	65.1%	67.3%	69.5%
% of students completing a gateway math course in 1st year	19.3%	16.7%	17.0%	18.7%
Course pass rate in 1st year – Gateway math	59.5%	53.1%	54.8%	54.9%
Average credit accumulation in first year	18.1	17.4	17.6	18.9
Average change in credits taken from 1st to 2nd semester	0.02	-0.05	-0.13	-0.08
Course pass rate – all courses	81.5%	77.2%	77.5%	75.2%
% of students enrolled at Fall census that did not earn any credits for the term	10.6%	13.7%	13.9%	16.2%
% of students completing a student success course in 1st year	0.0%	0.0%	0.0%	0.0%
Course pass rate in 1st year – Student success course	0.0%	N/A	N/A	0.0%
% of students experiencing a precipitous decline in GPA from 1st to 2nd semester	4.1%	4.1%	3.7%	4.3%

Table 1.3: FRCC 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	-0.2 Pct. Point
3.1 – Increase CCCS college credentials awarded to concurrent enrollment students	1% annually	-25.8%
3.1 – Increase successful credit earned through concurrent enrollment	1% annually	19.8%

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.