COMMUNITY COLLEGE OF AURORA: STRATEGIC PLAN METRICS EXECUTIVE SUMMARY

COLORADO
COMMUNITY COLLEGE SYSTEM

COMMUNITY COLLEGE OF AURORA:
STRATEGIC PLAN AY 20-21[1] SNAPSHOT & EXECUTIVE SUMMARY

AY20-21 was an unusual year due to the pandemic, which impacted our students, our colleges, and our faculty. Nationwide trends saw severe enrollment losses among community colleges, especially for underserved populations such as low-income students and students of color. These losses may be reflected in the strategic plan metrics. Certificates and degrees awarded declined over the prior year. However, CCA saw a large increase of college credentials awarded to concurrent enrollment students, far surpassing the 1% annual goal with a 47.1% increase (an increase from 34 credentials awarded in AY 2020 to 50 credentials awarded in AY 2021). While credits earned through concurrent enrollment dropped from the previous year, it remained significantly higher than 2017. The fall-to-fall retention for full-time and part-time students did not meet the national average. The full-time retention rate decreased by nearly 15 percentage points from AY 2020. Distance and hybrid course pass rates increased over the previous year but remained below the on-campus goal.

Equity indicators show that students of color, first generation, and Pell eligible students fall slightly below the overall rate of students completing gateway English and Math courses in their first year. However, first generation and Pell students exceeded the overall full-time fall retention rate. Students of color, first generation, and Pell eligible students at CCA all completed student success courses at a higher rate than the overall student population. Additionally, students of color had a higher percentage of successful transfers to 4-year institutions than the overall at CCA. While the overall rate of precipitous decline in GPA from first to second semester decreased compared to last year, Pell eligible students were more likely to have a precipitous decline in GPA and students of color, first generation and Pell eligible students were more likely to be registered at fall census but have no earned credits for the term.

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

Table 1.1: CCA AY 20-21 Student Success Metrics

KPM	Goal	Actual
1.1 – Increase the number of certificates & degrees awarded	1% annually	-5.4%
1.2 – Exceed the national **full-time** fall-to-fall retention rate	62.7% national	50.9%
1.2 - Exceed the national **part-time** fall-to-fall retention rate	44.7% national	42.2%
1.2 – Exceed the national **full-time** fall-to-spring retention rate	Unknown	77.6%
1.2 – Exceed the national **part-time** fall-to-spring retention rate	Unknown	60.8%
1.7 – Increase distance & hybrid course pass rate to match on-campus course pass rate	85.1% on-campus	73.0%
3.2 – Increase percentage of successful transfers to 4-year institutions for all students	2 Pct. Points annually	1.0 Pct. Points

[1] Not all data was available for AY 20-21. For the snapshot, in cases where AY 20-21 data was unavailable, AY 19-20 data is used.

Table 1.2: CCA AY 20-21 Equity Indicators and Indicators

Metric/Indicator	Overall	Students of Color[2]	First Generation	Pell Eligible
KPM 1.1 – # of certificates and degrees awarded	842	468	563	297
KPM 1.2 – Fall-to-fall retention rate – full-time	50.9%	50.4%	52.2%	53.5%
KPM 1.2 – Fall-to-fall retention rate – part-time	42.2%	40.7%	42.4%	41.9%
KPM 1.2 – Fall-to-spring retention rate – full-time	77.6%	76.7%	76.5%	79.2%
KPM 1.2 – Fall-to-spring retention rate – part-time	60.8%	59.1%	59.8%	61.7%
KPM 1.7 – Course pass rate – distance & hybrid courses	73.0%	69.0%	71.0%	70.4%
KPM 3.2 – % of successful transfers to 4-year institutions	18.2%	19.0%	16.5%	16.3%
% of students completing a gateway English course in 1st year	47.7%	45.9%	46.9%	46.0%
Course pass rate – Gateway English	72.2%	70.1%	70.6%	70.9%
% of students completing a gateway Math course in 1st year	40.2%	39.6%	40.0%	40.3%
Course pass rate – Gateway Math	74.6%	74.5%	74.9%	71.9%
Average credit accumulation in first year	21.4	20.7	21.5	21.1
Average change in credits taken from 1st to 2nd semester	-0.19	-0.36	-0.03	-0.22
Course pass rate – all courses	81.3%	78.8%	78.8%	74.8%
% of students enrolled at Fall census that did not earn any credits for the term	12.2%	13.8%	14.1%	17.3%
% of students completing a student success course	6.9%	8.6%	8.7%	8.6%
Course pass rate – student success course	65.8%	64.4%	62.3%	64.0%
% of students experiencing a precipitous decline in GPA from 1st to 2nd semester	2.0%	2.0%	1.9%	2.7%

Table 1.3: CCA AY 20-21 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	0.6 Pct. Points
3.1 – Increase CCCS college credentials awarded to concurrent enrollment students	1% annually	47.1%
3.1 – Increase successful credit earned through concurrent enrollment	1% annually	-5.0%

[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.