COLORADO COMMUNITY COLLEGE SYSTEM: KEY PERFORMANCE METRICS

Reported to the Chancellor

December 2022

The Colorado Community College System Strategic Plan 2015-2025 – *BOLD SOLUTIONS -* https://www.cccs.edu/wp-content/uploads/documents/StrategicPlan.pdf was approved by the Board in 2014-2015. For the first three years of the plan, System Staff reported to the Board in December 2016, 2017, 2018 on progress towards the 18 Key Performance Metrics (KPMs) in the 2015 plan.

In October 2018 at the State Board for Community Colleges and Occupational Education (SBCCOE) retreat, the Board identified within the plan key strategic priorities for the System– *increase student success*, *close equity gaps*, and *improve and enhance Concurrent Enrollment*. In addition, the Board elevated as a strategic priority *creating a more diverse, inclusive, and equitable CCCS workforce*. Furthermore, the Board directed System Staff to revise some KPMs in the strategic plan to align with the key strategic priorities. In addition, the Board directed System Staff to identify leading indicators by which we would measure progress towards achieving the revised KPMs. At the same time, the Board directed that the other 11 KPMs (4, 5, 6, 9, 10, 11, 12, 15, 16, 17, 18) that were part of the 2015-2025 Strategic Plan be reported to the Chancellor for review and monitoring.

In October 2020, in the midst of the COVID-19 pandemic, the Board added a strategic priority focused on strengthening workforce development. During the Board's October 2021 and 2022 Retreats, the Board affirmed the continued focus on the top strategic priorities**: *increase student success; close equity gaps; improve and enhance Concurrent Enrollment; strengthen workforce development; and, create a more diverse, inclusive and equitable CCCS workforce.***

Staff reported annually to the Board in December 2019, 2020, 2021, and 2022 on the seven KPMs (1, 2, 3, 7, 8, 13, 14) and the other 11 KPMS (4, 5, 6, 9, 10, 11, 12, 15, 16, 17, and 18) are reported annually to the Chancellor and included in a Chancellor's Report.

The matrix below summarizes the Board's reformulated strategic plan including the Goal, Key Performance Metric Number and Description, and Reporting. Those in italicized font are the Board's strategic priorities which are reported to the Board in December, and those in bold are monitored by the Chancellor and included in this annual written report.

2015 Strategic Plan Goal	2019 KPM #	KPM Description	Reporting (Board/ Chancellor)
1.1 Transform the student experience	*1*	*Increase the number of certificates & degrees awarded (NEW leading indicators of student success and equity)*	*Board*
1.2 Transform the student experience	*2*	*Exceed the national full-time fall-to-fall retention rate; Exceed the national part-time fall to fall retention rate (NEW leading indicators of student success and equity)*	*Board*
1.3 Transform the student experience	*3*	*Assure equity for students from underrepresented groups, as compared to overall student outcomes. (NEW leading indicators of equity)*	*Board*
1.4 Transform the student experience	**4**	**Review and, as Appropriate, Redesign Programs of Study in Five State-Wide Disciplines per Year to Better Serve Student Needs**	**Chancellor**
1.5 Transform the student experience	**5**	**Beginning in Fiscal Year 2017, Develop 10 Competency-Based Courses per Year**	**Chancellor**
1.6 Transform the student experience	**6**	**Design Three Accelerated and Competency-Based Strategic Pathways per Year in Statewide Disciplines with High Student Demand Beginning in FY2020**	**Chancellor**
1.7 Transform the student experience	*7*	*Increase online, hybrid, and interactive video course success rates to match on-campus course success rates (NEW leading indicators of student success and equity)*	*Board*
2.1 Transform our own workforce experience	*8*	*Implement inclusive hiring practices and employee retention efforts to achieve a workforce that reflects student and community demographics*	*Board*
2.2 Transform our own workforce experience	**9**	**Increase the Use of Learning Object Repositories in Three Statewide Disciplines per Year**	**Chancellor**
2.3 Transform our own workforce experience	**10**	**Devise a pilot evaluation system that rewards innovation, team accomplishments, and measureable outcomes by 2018 (COMPLETED)**	**Chancellor**
2.4 Transform our own workforce experience	**11**	**Achieve the Goal that 25 percent of employees annually will engage in professional development**	**Chancellor**
2.5 Transform our own workforce experience	**12**	**Complete a succession planning process for the System and college leadership by 2020 (COMPLETED)**	**Chancellor**

3.1 Create Education without barriers through educational partnerships	*13*	*Increase matriculation of concurrent enrollment students to a CCCS institution within 4 years of high school graduation (and NEW leading indicators for Concurrent Enrollment success)*	*Board*
3.2 Create Education without barriers through educational partnerships	*14*	*Increase percentage of successful transfers to 4-year institutions for all students (and NEW leading indicators of student success and equity)*	*Board*
4.1 Redefine our value proposition	**15**	**Increase social media presence (COMPLETED)**	**Chancellor**
4.2 Redefine our value proposition	**16**	**Develop Greater Capacity in Predictive and Summative Analytics by FY2020**	**Chancellor**
4.3 Redefine our value proposition	**17**	**Increase outside resources from public and private sources by securing total commitments of $233,929,926 from public sources and $93,814,930 from private sources over fiscal years 2016-2025, the equivalent of a 5% annual increase from the 2015 fiscal year baseline.**	**Chancellor**
4.4 Redefine our value proposition	**18**	**Calibrate tuition levels to other Colorado institutions of higher education, maintaining greater affordability.**	**Chancellor**

1.4 Key Performance Metric 4

Review and, as Appropriate, Redesign Programs of Study in Five State-Wide Disciplines per Year to Better Serve Student Needs

Accountability:

- System Lead – Vice Chancellor for Academic and Student Affairs
- Data Collection – System Academic and Student Affairs
- College Lead – Vice President for Academic Affairs

Description:

Fall of 2019 began a period of review for all STAA/DWDs. It also finalized and added three new STAAs: Journalism, Dance, and Computer Science. Between fall 2020 and spring 2021, the following STAAs were accepted as renewed by CDHE: Anthropology, Communication, Criminal Justice, Early Childhood Education, Economics, Geology, Geography, and Sociology. Business was also reviewed but was unable at this time to agree on the content. Due to COVID impacts on higher education, the CDHE suspended the STAA reviews for fall of 2020 and spring of 2021. As of fall 2021, CDHE was meeting disciplines that already approved STAAs such as Elementary Education, Biology, and Psychology to ensure that the discipline groups still agreed on their choices. This was to be done with all previously approved STAAs. In the spring of 2022, the decision was made not to continue reviewing new STAAs for the time being but rather to continue the re-review process of STAAs from the original two rounds. The disciplines that reviewed their STAAs during this time include Business, Anthropology, Early Childhood Education, Philosophy, and Sociology. These reviews continued in fall of 2022, and reviews were completed by Communication, Economics, and Criminal Justice. More will follow in spring, and there is no word yet on when new disciplines will begin the review cycle. One significant program change to all being reviewed is the inclusion of ENG 1031 (Technical Writing) as an option under the CO-1 category.

As statute does not currently allow a new STAA to exceed 60 hours or waive the GT Core, the Engineering STAA agreed on by multiple four years and all two years was unable to move to STAA/DWD status. In light of this, an agreement between CDHE and the CCCS allows for an independent articulation agreement for a degree now called the Associates in Engineering Science to be held by CCCS and potentially include all other institutions part of the rejected STAA/DWD. In summer of 2021, Colorado School of Mines co-signed the first AES, which is already being offered at several colleges. In October of 2021, CSU co-signed the second one in mechanical engineering. A third agreement, also in mechanical, was made with CU-Boulder was signed in December. In spring, CSU added a civil engineering agreement, and work is underway in fall of 2022 to complete agreements with UC-D and UCCS. UCCS will include mechanical first but quickly also include the first aerospace AES.

Strategies Employed by CCCS:

In addition to the preparation and pre-meetings with faculty for the STAA/DWD meetings, CCCS also employed strategies to review all CTE Programs of Study in response to the changes in federal legislation that governs CTE, "Strengthen Career and Technical Education for the 21st Century Act" or Perkins V.

- Comprehensive Local Needs Assessment: Colorado Labor Market Information from EMSI (as well as additional local sources if need be) was reviewed and cross-referenced to the CTE Programs of Study for each college and each local K12 district offering CTE Programs of Study in Colorado to ensure Programs of Study are being offered that align to economic needs in Colorado. This was done at a regional level to match the data to the 14 [Colorado Economic Development Regions](#) as well as a focus on the 14 Key Industries in Colorado which are bucketed into three categories: Advance Industries, Lifestyle Industries, and Access-to-Market Industries. Local CTE Programs were lead through a review of the alignment of their Programs of Study to local demand and outlook in these industries specifically in their region of the state in addition to the state as a whole. If there was not alignment, the local Perkins recipients in the region established a goal to use their Perkins resources through their Perkins Local Application to establish a Program of Study to meet these needs or begin research into what resources would be needed to start a new Program of Study. Additionally, programs reviewed the data to expand aspects of current Programs of Study to better align to any nuances in the data that would add an additional pathway or Work Based Learning experience to their current Program of Study. More details can be found starting on pg. 75 of the [Colorado Perkins V State Plan](#)

- Example of Program of Study Modification: Due to the Comprehensive Local Needs Assessment and focus on Work Based Learning in "Strengthen Career and Technical Education for the 21st Century Act" or Perkins V, as well support for local program advisory committee members, Community College of Denver created the first Veterinary Technician Program to contain an apprenticeship in Colorado. This Program of Study was redesigned to better meet students' needs for work related experiences to directly enter industry and allows them to "learn and earn" as they decide if they would like to transfer their credits into an advanced degree program.

An additional strategy in this area employed by CCCS, is the participation reviewing all of the Career Pathways (which are elements of Programs of Study) in the Denver Education Attainment Network (DEAN) with Community College of Denver, Denver Public Schools, Emily Griffith Technical College, MSU Denver, UC Denver, and other state agencies (CDHE and CDE) in the [JP Morgan Chase New Skills Ready Network](#).

- Objective: Strengthen the alignment and rigor of career pathways - including scaling down or phasing out those that do not lead to credentials with labor market value - and ensure those pathways are widely available to and accessed by all students, especially underrepresented populations.

- During the review of the Programs of Study, it was identified that Business, Information Technology, Health, and Engineering/Maker will be the redesign Programs of Study for the five years of the project.
- CCCS will then utilizing these new Programs of Study to redesign Program Approval processes and questions for all CCCS colleges (as well as secondary and non-system colleges) in hopes of redesigning all Programs of Study within the more inclusive metro Denver area.

1.5 Key Performance Metric 5

Beginning in Fiscal Year 2017, Develop 10 Competency-Based Courses per Year

Accountability:

- System Lead – Vice Chancellor for Academic and Student Affairs
- Data Collection – System Academic and Student Affairs Division
- College Lead – Vice Presidents for Academic Affairs

Data:

There was nothing to report at this time from college respondents.

Description:

During the pandemic, this was an area that colleges and the system did not progress. However, we anticipate more work being done in the coming couple years as colleges redesign their academic programs, courses, and support services to better serve adult students.

Strategies Employed by the Colleges:

- **(ACC)** No response to survey
- **(CCA)** Nothing to report at this time
- **(CCD)** No response to survey
- **(CNCC)** Nothing to report at this time
- **(FRCC)** Nothing to report at this time
- **(LCC)** Nothing to report at this time
- **(MCC)** Nothing to report at this time
- **(NJC)** Nothing to report at this time
- **(OC)** No response to survey
- **(PCC)** Nothing to report at this time
- **(PPCC)** No response to survey
- **(RRCC)** Nothing to report at this time
- **(TSC)** Nothing to report at this time

1.6 Key Performance Metric 6

Design Three Accelerated and Competency-Based Strategic Pathways per Year in Statewide Disciplines with High Student Demand Beginning in FY2020

Accountability:

- System Lead – Vice Chancellor for Academic and Student Affairs
- Data Collection – System Academic and Student Affairs Division
- College Lead – Vice Presidents for Academic Affairs

Data:

College	Action
FRCC	FRCC completed a pathway in Highway Maintenance (component of Business Pathway). Students in the program can now complete not only their program specific courses in 7-week terms, but also their general education courses.

Description:

There was one accelerated and/or competency-based programs developed.

Strategies Employed by the Colleges:

- **(ACC)** Nothing to report at this time
- **(CCA)** Nothing to report at this time
- **(CCD)** No response to survey
- **(CNCC)** No response to survey
- **(FRCC)** Strategies include:
  - Support is provided through the program lead. By ensuring students could take all of their courses in the accelerated format, they no longer had to struggle with some classes extending over 15 weeks and others over 7.
- **(LCC)** Nothing to report at this time
- **(MCC)** Nothing to report at this time
- **(NJC)** No response to survey
- **(OC)** Nothing to report at this time
- **(PCC)** Nothing to report at this time
- **(PPCC)** Nothing to report at this time
- **(RRCC)** Nothing to report at this time
- **(TSC)** Nothing to report at this time

2.2 Key Performance Metric 9

Increase the Use of Learning Object Repositories in Three Statewide Disciplines per Year

Accountability:

- System Lead – Vice Chancellor of Academic and Student Affairs and Associate Vice Chancellor for CCCOnline and Academic Affairs
- Data Collection – CCCOnline
- College Lead – Vice President for Academic Affairs

Data:

The following data is accurate as of 9/29/2022.

Total Number of User Accounts

Year	Total Users
November 2019	456
November 2020	1101
September 2021	1299
September 2022	1614

Number of Items in LOR

Year	Number
November 2018	7828
November 2019	8210
November 2020	9297
September 2021	9341
September 2022	9393

Usage Statistics

	Jan	Feb	Mar	Apr	May	Jun	Jul	Aug	Sep	Oct	Nov	Dec	Annual Total
2019	341	314	167	251	201	94	283	701	464	519	609	530	6493
2020	485	146	2345	435	487	236	243	495	211	214	139	163	7456
2021	313	178	200	85	152	73	83	305	186	212	158	317	2262
2022	194	195	86	113	106	74	142	292	190				

Most Popular Items 2022

Item Name	File Downloads	Item Views
Personal Finance BUS116	44	11
PSY249 Course Syllabi	11	6
HIS101 Curation Resource	8	8
ENG131 D2L Course Package	8	7
ANT101 OER Curation Guide	8	5
English 122 Instructor Resources	8	9
PSY235 Course Syllabi	7	8
PHI114 Curation Resource	7	5
BUS115 D2L Course Package	7	5
PSY235 D2LCourse Package	7	6

Use of the CCCS LOR continues to increase in 2022. The number of accounts created increased 24.25%, from 1299 to 1614. Since 2019, the LOR increased its holdings by 1,087, to 9,339. OER and student facing materials continue to be the most popular materials in the LOR. Strategies to increase use consisted of planned outreach, as well as the pivot to remote learning. COVID 19 had an impact on the LOR usage, particularly because CCCOnline put a copy of each of its courses into the LOR, as well as professional development trainings, in order to support the Colleges. Additionally, the CDHE OER grant awardees placed their grant projects in the LOR. These efforts all drove traffic to the LOR. The LOR continues to Transform our Workforce Experience by supporting the streamlining and sharing of curricular and learning resources across institutions.

We believe the Colorado Online@ project's recommendation for OER will increase in users and items in the LOR in the coming because of development of the Ready to Teach courses, and the development of shared content for the Law Enforcement Academies, and the system OER personel who will champion OER efforts at our colleges who have historically not had dedicated support.

2.3 Key Performance Metric 10 - Completed

Devise an evaluation system that rewards innovation, team accomplishments, and measureable outcomes by 2018

Accountability:

- System Lead – Chief Human Resources Officer

Overview:

Human Resources has completed this initiative.

In FY 17 reward and recognition programs across the System were cataloged and reported. Information about existing programs was shared across the CCCS institutions and efforts were made to expand on already existing programs.

Efforts to continue to recognize and reward employees are ongoing.

2.4 Key Performance Metric 11

Achieve the Goal that 25 percent of employees annually will engage in professional development

Accountability:

- System Lead – Chief Human Resources Officer
- Data Collection – System Human Resources
- College Lead – Human Resources Director

Description:

We can surmise that more than 25% of CCCS employees are participating in professional development activities each year as the Colleges and System Office continue to embrace a professional development mindset. Data collection of professional development efforts continues to be a challenge for the colleges and the System Office. The majority of our colleges and the system office do not have an employee learning management system (LMS) that allows for the consolidated collection, distribution, and reporting of professional development activities.

Strategies from Across the System:

The Colleges continue to incorporate professional development activities into their in-service days; days where all staff collaborate and participate in learning. In support of the Colorado Online @ transition, CCCOnline provided Faculty and Instructors across the system with professional development specific to improving online education. Professional development activities have been added to system wide functional meetings, including those for functional leadership and informal groups. Mandatory compliance training on Title IX and Cyber Security are administered out of the system office each year. Attendance at conferences both virtual and in person has returned to pre-pandemic levels.

In FY 2022 under the leadership of the CCCS Professional Development and Training Specialist, Jen Parker, the System Office has rolled out several opportunities for professional development opportunities open to employees across the system. These opportunities focus on soft skill development and supervisor training. Ms. Parker has also worked with our Microsoft vendor to open technical training on Microsoft tools at CCCS. According to the 2022 CCCS Climate Survey, 65% of respondents agree or strongly agree they have access to the training they need to do their job well.

CCCS has continued efforts to promote growth in the area of diversity, equity and inclusion. A comprehensive diversity, equity and inclusion training was rolled out to all employees in FY 2022. This training is also incorporated into a system wide new employee orientation program that most new employees will complete. Small group book readings, webinars, and keynote speakers have allowed for learning and professional development on a variety of diversity, equity and inclusion topics. According to the 2022 CCCS Climate Survey, 70% of respondents agree or strongly agree their institutions have taken steps to help employees develop their self-awareness, knowledge and skills to leverage diversity, equity and inclusion

2.5 Key Performance Metric 12 - Completed

Complete a succession planning process for the System and college leadership by 2020

Accountability:

System Lead – Chief Human Resources Officer

Overview:

Human Resources has completed the CCCS succession planning initiative for system and college leadership.

In 2018, a CCCS Competency dictionary was finalized. In 2019, work was completed linking competencies to success in five primary functional areas. CCCS competencies were also incorporated in the president performance evaluations.

In April 2021, additional work was completed with the five functional areas: Chief Business Officers, Human Resources Directors, Information Technology Directors, Vice Presidents for Academic Affairs and Vice Presidents for Student Affairs, to create behavioral anchors and career path guides for employees. These guides identify how competencies are used successfully in these leadership positions and provide strategies for gaining experience and increasing competence relevant to the positions.

Over time, expansion of succession planning will continue.

4.1 Key Performance Metric 15- Completed

Develop metrics for social media impressions and click-through rates and propose appropriate goals.

Accountability:

- System Lead – Chief Communications Officer and Legislative Liaison
- Data Collection – Systems Public Affairs
- College Lead – Director of Communications

Data:

None at this time.

Description:

At the time of the CCCS Strategic Plan creation in 2015, CCCS and Colleges were in initial stages of utilizing social media platforms as a tool for external communication. Progress related to the KPM was made year over year since FY-16 by way of strategic planning for the following: data collection and interpretation, understanding each social media platform's unique algorithms for use and engagement with target audiences, integration of paid advertising, and integration of Google Analytics to understand click-through rates and goal-setting from social media platform to the website.

Through consistent, on-going professional development trainings that are coordinated by the System Office Public Affairs team, the Web Pros and Communications Council members cover wide-ranging topics that impact social media, click-throughs, and goal-setting. The System Office Public Affairs team also provides quarterly live-trainings online, where colleges learn about a specific digital media topic and come with questions for the group to collaborate and work through.

With milestones achieved for developing 1) social media use and metrics that are appropriate for each college's goals and 2) reliable tracking mechanisms that inform progress towards goals, as well as on-going strategy, the System Office Public Affairs Department and the Communications Council have determined this KPM to be underlined completed.

4.2 Key Performance Metric 16

Develop Greater Capacity in Predictive and Summative Analytics by FY2021

Accountability:

- System Lead – Vice Chancellor for Information Technology/Chief Information Officer
- Data Collection – System IRBI Department
- College Lead – Director of Institutional Research and/or Effectiveness

Data:

KPM Dashboards:
https://cccs.sharepoint.com/sites/CCCSDataHub/SitePages/Institutional-Research-Dashboards.aspx
Data Books:
https://www.cccs.edu/resources/institutional-research/data-book/
Developmental Education Report:
https://www.cccs.edu/resources/institutional-research/developmental-education/
Concurrent Enrollment Report:
https://cccs.edu/resources/institutional-research/concurrent-enrollment-report/

Description:

Progress related to this KPM was made in FY2022. The primary areas where we saw improvements in KPM 4.2 were in demonstrating research and statistical analytic capability, automation of existing reports, and data democratization.

System IRBI has completed or begun work on several projects to mine data for deeper insights into our students. Summer of 2022, IRBI finished a research study for Delta Dental investigating challenges and barriers for students of color entering and completing dental hygiene programs. This study involved both qualitative (interviews and focus groups) and quantitative analysis of existing data. We provided a final report and recommendations for improving the rate of students of color entering and completing dental hygiene programs.

IRBI has also continued work on a 10-year study of our graduates to learn more about their post-graduate outcomes such as employment and salary, continued education, and student debt-to-income ratio. This project is utilizing internal data as well as data from National Student Clearinghouse and the Colorado Department of Labor and Employment.

Implementation of the Postsecondary Data Partnership (PDP) from the National Student Clearinghouse is nearly complete. The PDP will provide access to nine dashboards, including dashboards for enrollment, persistence, and credit completion. Once the initial set of dashboards is ready, IRBI will begin training for new users.

Our Cognos reporting tool had a significant upgrade this year. With the added dashboard functionality we were able to include some new features in the strategic plan KPM dashboards. Added features include the

ability to compare multiple colleges at the same time and new rural/urban comparisons. IRBI has also made progress in our capacity to report on CCCOnline data in D2L. We are now importing D2L data sets into our ODS on a weekly basis, and are building towards daily imports. Additional advanced data sets, such as Final Grades, are now being imported.

Finally, IRBI also put forward a 3-year plan to build out a data warehouse. A data warehouse will make trend analysis and predictive analytics possible, and should also make every day reporting easier for those at the system office and the colleges. The aim is to make sure we can build desired data products such as dashboards in a timely manner, allowing us to get the right data into the right hands at the right time. This year, IRBI secured funding for a 2-year Sr. Business Analyst/Project Manager position to kick off the project by conducting a needs analysis and building a roadmap for staff to build out the data warehouse and develop additional system wide dashboards and reports.

The focus related to this metric in FY2023 will be to continue our work on deep dive analytical studies and improving data democratization. This will include finishing the PDP, 10-year post-graduation outcomes study as well as beginning the implementation of the data warehouse project. It is expected that the Sr. Business Analyst/Project Manager position will start before the end of the calendar year.

Strategies Employed by the Colleges:
(ACC) No updates

(CCA) Developed Achieving the Dream dashboard to see early momentum metrics (cumulative credit hours in the first semester or first year for the first time in college students, college-level Math or/and English completion, retention) disaggregated by demographics and programs; previously used Cognos for pulling data, and we are adding SQL in Oracle Apex environments; transitioning to Tableau Cloud from Tableau Public when we share dashboards with internal stakeholders. Tableau Cloud provides more data security and capacity for end users

(CCD) ○ No updates

(CNCC) Created an academic program review dashboard in Cognos; Completed year 3 of 4 (13 of 18 programs) non-academic program review successfully.

(FRCC) Updated internal dashboards to leverage the O365 consolidation and MS Teams Sharepoint sites; finishing new Program Health dashboard

(LCC) No updates

(MCC) No updates

(NJC) No updates

(OC) No Updates

(PCC) Created department level and campus specific report folders in Cognos to allow department chairs to run data (e.g., declared students, course enrollments, instructor load) on their programs as needed (part of efforts to reduce emailed reports); Collaborated with CTE Coordinator to update data reporting for CTE Program Reviews; Developed statistical analysis (e.g., regression modeling) to review student success in certain courses (e.g., AAA 1009); Added additional reports for year-over-year enrollment monitoring.

(PPSC) Developed complex COGNOS reports (e.g., Fall-to-Spring persistence rate, Dakota Promise student lookup report, applicant dashboard); Edited existing COGNOS reports to reflect new course numbering system and new grading system; Refined Fill Rates report to better support the College's "growth scheduling" model; Automated key reporting processes (e.g., IPEDS surveys, weekly enrollment reports);Generated enrollment and outcome data to support HEERF reporting requirements ; Generated disaggregated metrics to support the College's strategic planning process and HLC Quality Initiative; Assisted PPSC's High Impact Practices department in collecting data from both students and faculty/instructors

(RRCC) Added pass, retention, and graduation rate metrics to our Enrollment Management dashboard which provides the ability to analyze disaggregated success data across many dimensions. Created a data module for visualizing/reporting VE 135 Results to RRCC's CTE instructional constituents for better distribution of program-level data survey data.

(TSC) No updates

4.3 Key Performance Metric 17 –Met

Increase outside resources from public and private sources by securing total commitments of $233,929,926 from public sources and $93,814,930 from private sources over fiscal years 2016-2025, the equivalent of a 5% annual increase from the 2015 fiscal year baseline.

Accountability:

- System Lead – Chief Development Officer and Executive Director of the Foundation of Colorado Community Colleges
- Data Collection – Chief Development Officer and Executive Director of the Foundation of Colorado Community Colleges
- College Lead – Foundation Director

Data:

	Target: FY 2025 Cumulative Commitments	Target: As of close of FY 2021 Cumulative Commitments	Actual Close of FY 2021 (Cumulative Commitments)	FY 2022 Commitments	FY 2015 Base Year Commitments
Public Sources	233,929,926	151,429,139	241,622,684	63,050,492	17,712,857
Private Sources	93,814,930	60,728,930	117,406,295	21,748,889	7,103,539
Total	$327,744,856	212,158,069	360,028,978	84,799,381	24,816,396

Description:

Goal has been met for both public and private support. Support from private sources (individuals, corporations, foundations, etc.) has increased over 300% from the $7.1 million in the base year. FY 22 total public support (federal, state, local governments) represents over a 350% increase from the base year.

4.4 Key Performance Metric 18 -

Calibrate tuition levels to other Colorado institutions of higher education, maintaining greater affordability.

Accountability:

- System Lead – Vice Chancellor, Finance and Administration
- Data Collection – Vice Chancellor, Finance and Administration
- College Lead – N/A

Data:

Metric Description	Previous Year	Target	Current Year
	FY 20-21		FY 21-22
CCCS % of 4-Year Resident Tuition	51.8%	< 60%	50.2%
CCCS % of Research Resident Tuition	41.5%	< 45%	40.0%

Description:

Please note that we are a Fiscal Year lagged in reporting data, due to the fact that this previously was due in the Sept/Oct time frame.