

COLORADO  
NORTHWESTERN  
COMMUNITY COLLEGE:  
STRATEGIC PLAN  
METRICS EXECUTIVE  
SUMMARY

## COLORADO NORTHWESTERN COMMUNITY COLLEGE: STRATEGIC PLAN AY 22-23<sup>1</sup> SNAPSHOT & EXECUTIVE SUMMARY

In AY22-23 CNCC showed declines in retention rates and credentials awarded, as 16.4 percent fewer degrees and certificates were awarded than last year. This is compared to the goal of 1% and a 4.7% drop for CCCS as a whole. The AY22-23 results for concurrent enrollment were mixed, with a 59.1% decrease in credentials earned and a 17% increase in credits earned, which exceeds the goal for KPM 3.1. This compares to an increase of 13.8% and 18.5% for CCCS, respectively. Four-year matriculation to CCCS by concurrent enrollment students decreased by 5.7 percentage points compared to a 2.1 percentage point drop in the previous year.

The overall 4-year institutions transfer rate dropped by 3.3 percentage points compared to a 3.7 drop in the previous year against a goal of positive 2 percentage points and compared to 4.7 percentage point increase for CCCS as a whole. Students of Color (17.9%) and First Generation (14%) students fell significantly below the overall rate of students (23.3%) successfully transferring to 4-year institutions.

While retention rates for all CCCS have increased from last year, still below national goals, CNCC’s full-time-fall-to-fall retention rate decreased significantly from 45.5% last year to 35.4%. Students of color fell below the overall fall retention rate, as did other equity groups. 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 (42.6% vs 35.8%). Their pass rate for all courses was also lower than the overall all-course pass rate, but this gap narrowed significantly from a difference of 14.8% last year to 4.5% in AY 22-23. The percentage of students of color experiencing a precipitous decline in GPA from first to second semester was over four times the percentage for CNCC as a whole.

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

**Table 1.1: CNCC AY 22-23 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	61.2% national	35.4%
1.2 – Exceed the national part-time fall-to-fall retention rate	42.4% national	31.8%
1.2 – Exceed the national full-time fall-to-spring retention rate	Unknown	74.3%
1.2 – Exceed the national part-time fall-to-spring retention rate	Unknown	45.5%
1.7 – Increase distance & hybrid course pass rates to match on-campus course pass rates	92.0% on-campus	75.9%
3.2 – Increase percentage of successful transfers to 4-year institutions for all students	2 Pct. Points annually	-3.3 Pct. Points

<sup>1</sup> Not all data was available for AY 22-23. For the snapshot, in cases where AY 22-23 data was unavailable, AY 21-22 data is used.



**Table 1.2: CNCC AY 22-23 Equity Metrics and Indicators**

Metric/Indicator	Overall	Students of Color <sup>2</sup>	First Generation	Pell Eligible
KPM 1.1 – # of certificates and degrees awarded	214	64	126	57
KPM 1.2 – Fall-to-fall retention rate – full-time	35.4%	23.1%	32.3%	27.1%
KPM 1.2 – Fall-to-fall retention rate – part-time	31.8%	14.3%	33.3%	16.7%
KPM 1.2 – Fall-to-spring retention rate – full-time	74.3%	65.4%	71.0%	81.3%
KPM 1.2 – Fall-to-spring retention rate – part-time	45.5%	42.9%	53.3%	66.7%
KPM 1.7 – Course pass rate – distance & hybrid courses	75.9%	68.7%	75.0%	68.6%
KPM 3.2 – % of successful transfers to 4-year institutions	23.3%	17.9%	14.0%	22.2%
% of students completing a gateway English course in 1st year	35.8%	42.6%	42.3%	46.2%
Course pass rate in 1st year – Gateway English	81.8%	76.3%	81.5%	76.9%
% of students completing a gateway math course in 1st year	20.9%	17.6%	20.2%	24.6%
Course pass rate in 1st year – Gateway math	56.8%	41.4%	55.3%	44.4%
Average credit accumulation in first year	23.0	23.6	24.6	27.1
Average change in credits taken from 1st to 2nd semester	-0.15	0.22	0.21	0.44
Course pass rate – all courses	88.4%	83.9%	86.6%	84.5%
% of students enrolled at Fall census that did not earn any credits for the term	6.7%	8.6%	9.6%	12.8%
% 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%	0.0%	0.0%	0.0%
% of students experiencing a precipitous decline in GPA from 1st to 2nd semester	1.5%	6.3%	0.0%	0.0%

**Table 1.3: CNCC AY 22-23 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	-5.7 Pct. Points
3.1 – Increase CCCS college credentials awarded to concurrent enrollment students	1% annually	-59.1%
3.1 – Increase successful credit earned through concurrent enrollment	1% annually	17.0%

<sup>2</sup> 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.