

COMMUNITY COLLEGE  
OF DENVER: STRATEGIC  
PLAN METRICS  
EXECUTIVE SUMMARY



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

In AY22-23 CCD met KPM goals for overall credentials awarded, transfers, and credits earned by high school students but fell short in other areas. Growth in total degrees and credentials awarded stood out, with a year-over-year increase of 14.7% compared to the goal of 1% and contrasted with a 2.4% drop for CCCS as a whole. Credits earned for concurrent enrollment rose substantially for the second straight year, representing an increase of 20%. Credentials awarded to high school students, however, decreased by 17.6%. This compares to 19% more credits and 13.8% more credentials for all CCCS concurrent. This was countered by a -2.0 pct. point drop in 4-year matriculation to CCCS by concurrent enrollment students.

The 4-year institutions transfer rate for all students experienced a 2.6 pct. point increase against a goal of positive 2 percentage points compared to a 1.8 percentage point drop in the previous year. This increase is still significantly less than the 4.7 percentage point increase for CCCS. Equity indicators show students of color, first generation, and Pell eligible students falling below the overall rate of students (18.7%) successfully transferring to 4-year institutions, although the rate of 16% for students of color equals the overall rate from last year. While retention rates for all CCCS rose modestly from last year, CCD’s full-time fall-to-fall retention rate increased more significantly from 43.2% to 51%. Part-time fall-to-fall retention has also increased by a little over 7 percentage points, year-over-year. However, these fall below their respective national averages.

As shown last year, equity groups, particularly, students of color and Pell Eligible, fall below the overall rate of students completing gateway courses in their first year, however, many of these gaps narrowed year over year. The gap in first-year gateway English completion between students of color and non-students of color was 5.9% in AY 22-23 compared with 13.2% the year prior. The overall rate of precipitous decline in GPA from first to second semester rose from 3.1% to 4.1% this year and was higher (5.4%) for of students of color.

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

**Table 1.1: CCD AY 22-23 Student Success Metrics**

KPM	Goal	Actual
1.1 – Increase the number of certificates & degrees awarded	1% annually	14.7%
1.2 – Exceed the national full-time fall-to-fall retention rate	61.2% national	51.0%
1.2 – Exceed the national part-time fall-to-fall retention rate	42.4% national	38.1%
1.2 – Exceed the national full-time fall-to-spring retention rate	Unknown	75.2%
1.2 – Exceed the national part-time fall-to-spring retention rate	Unknown	55.6%
1.7 – Increase distance & hybrid course pass rates to match on-campus course pass rates	76.3% on-campus	67.4%
3.2 – Increase percentage of successful transfers to 4-year institutions for all students	2 Pct. Points annually	2.6 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: CCD 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	1,407	744	904	511
KPM 1.2 – Fall-to-fall retention rate – full-time	51.0%	51.6%	49.6%	50.8%
KPM 1.2 – Fall-to-fall retention rate – part-time	38.1%	36.1%	38.6%	35.5%
KPM 1.2 – Fall-to-spring retention rate – full-time	75.2%	75.8%	73.0%	76.6%
KPM 1.2 – Fall-to-spring retention rate – part-time	55.6%	53.6%	56.6%	55.5%
KPM 1.7 – Course pass rate – distance & hybrid courses	67.4%	63.1%	65.6%	63.3%
KPM 3.2 – % of successful transfers to 4-year institutions	18.7	16.0%	14.2%	13.5%
% of students completing a gateway English course in 1st year	42.1%	40.0%	42.8%	41.2%
Course pass rate in 1st year – Gateway English	65.9%	61.8%	65.4%	63.6%
% of students completing a gateway math course in 1st year	27.5%	24.9%	24.4%	24.3%
Course pass rate in 1st year – Gateway math	58.7%	54.1%	54.0%	53.9%
Average credit accumulation in first year	20.3	20.0	20.3	20.2
Average change in credits taken from 1st to 2nd semester	-0.37	-0.68	-0.55	-0.31
Course pass rate – all courses	72.4%	68.3%	70.2%	66.3%
% of students enrolled at Fall census that did not earn any credits for the term	17.9%	20.3%	20.1%	24.1%
% of students completing a student success course in 1st year	2.7%	3.6%	3.0%	3.0%
Course pass rate in 1st year – Student success course	70.6%	75.5%	74.5%	68.3%
% of students experiencing a precipitous decline in GPA from 1st to 2nd semester	4.1%	5.4%	4.1%	4.7%

**Table 1.3: CCD 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	-2.0 Pct. Points
3.1 – Increase CCCS college credentials awarded to concurrent enrollment students	1% annually	-17.6%
3.1 – Increase successful credit earned through concurrent enrollment	1% annually	20.0%

<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.