

ARAPAHOE COMMUNITY  
COLLEGE: STRATEGIC  
PLAN METRICS  
EXECUTIVE SUMMARY

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

In AY 22-23, ACC met the majority of KPM goals, notably with regard to certificates & degrees awarded and retention. Overall credentials showed a year-over-year increase of 16.6% compared to the goal of 1% and compared to a 2.4% drop for CCCS as a whole. The AY22-23 results for concurrent enrollment are even greater with a 22.9% increase in credentials awarded and a 17% increase in credits earned. This compares to 13.8% and 19% for CCCS, respectively. This was countered by a -0.2% drop in 4-year matriculation to CCCS by concurrent enrollment students; this was a much smaller decline than CCCS’s 2.4 percentage point drop.

We also see an increase in 4-year institutions transfer rate of 3.5% against a goal of 2%. Equity indicators show students of color, first generation, and Pell eligible students falling well below the overall rate of students (25.4%) successfully transferring to 4-year institutions. Retention rates at ACC and CCCS have both risen when compared to last year, however ACC surpassed the national averages for full and part-time students after not doing so last year. The full-time retention rate rose to 61.4% from 57.1%, higher than the overall CCCS rate of 56.5% and above the national average of 61.2%. With the exception of Pell eligible, the equity groups were in line with the overall ACC full-time retention rate and students of color exceeded the overall rate.

As shown last year, students of color had lower proportions of students completing gateway English and Math courses in their first year; however, completion of gateway English increased 3.6 percentage points with students of color having the greatest increase of all equity groups (9.3 percentage points). The all-course pass rate for Pell eligible students is considerably lower than the overall rate (77.3% vs. 86.3%). The overall rate of precipitous decline in GPA from first to second semester remained at 3.1% from last year, and Pell eligible students were also more likely to experience this decline at 4.7%.

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

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

KPM	Goal	Actual
1.1 – Increase the number of certificates & degrees awarded	1% annually	16.6%
1.2 – Exceed the national full-time fall-to-fall retention rate	61.2% national	61.4%
1.2 – Exceed the national part-time fall-to-fall retention rate	42.4% national	45.2%
1.2 – Exceed the national full-time fall-to-spring retention rate	Unknown	80.6%
1.2 – Exceed the national part-time fall-to-spring retention rate	Unknown	62.9%
1.7 – Increase distance & hybrid course pass rates to match on-campus course pass rates	89.6% on-campus	79.8%
3.2 – Increase percentage of successful transfers to 4-year institutions for all students	2 Pct. Points annually	3.5 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: ACC 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	1,763	525	742	324
KPM 1.2 – Fall-to-fall retention rate – full-time	61.4%	64.4%	61.3%	58.4%
KPM 1.2 – Fall-to-fall retention rate – part-time	45.2%	41.1%	40.4%	41.1%
KPM 1.2 – Fall-to-spring retention rate – full-time	80.6%	83.6%	80.9%	81.6%
KPM 1.2 – Fall-to-spring retention rate – part-time	62.9%	56.6%	59.2%	63.2%
KPM 1.7 – Course pass rate – distance & hybrid courses	79.8%	74.7%	77.4%	74.1%
KPM 3.2 – % of successful transfers to 4-year institutions	25.4%	20.0%	15.8%	16.7%
% of students completing a gateway English course in 1st year	47.1%	43.2%	43.2%	46.6%
Course pass rate in 1st year – Gateway English	71.4%	69.9%	69.2%	68.4%
% of students completing a gateway math course in 1st year	25.7%	21.3%	22.0%	20.1%
Course pass rate in 1st year – Gateway math	71.7%	69.4%	71.7%	69.0%
Average credit accumulation in first year	21.5	20.2	20.5	21.1
Average change in credits taken from 1st to 2nd semester	-0.38	-0.51	-0.45	-0.29
Course pass rate – all courses	86.3%	83.3%	82.1%	77.3%
% of students enrolled at Fall census that did not earn any credits for the term	7.3%	9.6%	10.6%	13.7%
% of students completing a student success course in 1st year	52.1%	52.0%	51.8%	51.1%
Course pass rate in 1st year – Student success course	75.3%	74.6%	75.0%	72.0%
% of students experiencing a precipitous decline in GPA from 1st to 2nd semester	3.1%	3.3%	3.6%	4.7%

**Table 1.3: ACC 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	-0.2 Pct. Point
3.1 – Increase CCCS college credentials awarded to concurrent enrollment students	1% annually	22.9%
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.