

COLORADO COMMUNITY
COLLEGE SYSTEM:
STRATEGIC PLAN
METRICS EXECUTIVE
SUMMARY



COLORADO COMMUNITY COLLEGE SYSTEM: STRATEGIC PLAN AY 22-23¹ SNAPSHOT & EXECUTIVE SUMMARY

In AY22-23 several key performance indicators improved over the previous year, but remained below goals or national benchmarks. For instance, retention rates improved across the board for full and part-time students but remained a consistent 2-5% behind their national benchmarks. While the 2.4% reduction in credentials granted falls short of the goal of 1% growth, this represents less of a decline than last year’s fall of 4.7%. A much larger improvement was the percentage point increase of 4-year transfers, year-over-year, more than doubling the target at 4.7 percentage points. Also, concurrent enrollment totals remain strong at 13.8%, more credentials were granted to high school students, and 18.5% more credits were earned through concurrent programs compared to last year. The rate of concurrent enrollment students transferring to CCCS institutions continued to decline, however, by 2.4 percentage points in the most recent year.

Equity indicators show students of color, first generation, and Pell eligible students falling below in overall outcomes, indicating continuing equity gaps. For instance, course pass rates for students of color in gateway and distance courses are about 3-5 percentage points lower than the overall rate. The overall rate of precipitous decline in GPA from first to second semester increased compared to last year (3.1% to 3.7%), with equity groups showing higher rates in this category. These students were also much more likely to be registered at fall census but have no earned credits for the term, especially Pell eligible students (17.1%). Retention rates for equity groups followed the general trend of improving over last year but remain lower than the overall CCCS population. Fall-to-fall retention rates for students of color improved to 53.9% for example, but fell behind the overall population at 56.5%. Successful 4-year transfers for equity groups were on average 3 percentage points higher than last year’s figures though still trailing the overall average of 21.0% by significant margins, particularly in the case of First Generation students (14.6%).

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

Table 1.1: CCCS AY 22-23 Student Success Metrics

KPM	Goal	Actual
1.1 – Increase the number of certificates & degrees awarded	1% annually	-2.4%
1.2 – Exceed the national full-time fall-to-fall retention rate	61.2% national	56.5%
1.2 - Exceed the national part-time fall-to-fall retention rate	42.4% national	40.0%
1.2 – Exceed the national full-time fall-to-spring retention rate	Unknown	78.2%
1.2 – Exceed the national part-time fall-to-spring retention rate	Unknown	57.9%
1.7 – Increase distance & hybrid course pass rates to match on-campus course pass rates	86.1% on-campus	75.2%
3.2 – Increase percentage of successful transfers to 4-year institutions for all students	2 Pct. Points annually	4.7 Pct. Points

¹ 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: CCCS AY 22-23 Equity Metrics and Indicators

Metric/Indicator	Overall	Students of Color ²	First Generation	Pell Eligible
KPM 1.1 – # of certificates and degrees awarded	19,126	7,318	9,621	5,466
KPM 1.2 – Fall-to-fall retention rate – full-time	56.5%	53.9%	55.3%	54.3%
KPM 1.2 – Fall-to-fall retention rate – part-time	40.0%	38.8%	38.9%	38.4%
KPM 1.2 – Fall-to-spring retention rate – full-time	78.2%	76.1%	76.6%	77.3%
KPM 1.2 – Fall-to-spring retention rate – part-time	57.9%	55.5%	56.3%	59.9%
KPM 1.7 – Course pass rate – distance & hybrid courses	75.2%	70.3%	72.8%	71.3%
KPM 3.2 – % of successful transfers to 4-year institutions	21.0%	17.9%	14.6%	15.5%
% of students completing a gateway English course in 1st year	44.0%	42.1%	42.9%	44.8%
Course pass rate in 1st year – Gateway English	70.9%	67.0%	69.3%	68.2%
% of students completing a gateway Math course in 1st year	26.5%	24.7%	24.4%	25.3%
Course pass rate in 1st year – Gateway Math	67.4%	63.6%	65.3%	64.2%
Average credit accumulation in first year	21.7	20.8	21.2	21.7
Average change in credits taken from 1st to 2nd semester	-0.31	-0.46	-0.35	-0.27
Course pass rate – all courses	81.7%	77.4%	78.2%	75.0%
% of students enrolled at Fall census that did not earn any credits for the term	11.2%	14.1%	14.2%	17.1%
% of students completing a student success course	12.7%	11.6%	11.8%	12.4%
Course pass rate in 1st year – student success course	70.4%	67.4%	70.1%	68.2%
% of students experiencing a precipitous decline in GPA from 1st to 2nd semester	3.7%	3.9%	3.9%	4.3%

Table 1.3: CCCS 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	-2.4 Pct. Point
3.1 – Increase CCCS college credentials awarded to concurrent enrollment students	1% annually	13.8%
3.1 – Increase successful credit earned through concurrent enrollment	1% annually	18.5%

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.