



Early Momentum Key Performance Indicators (KPIs): New Metrics for the Voluntary Framework of Accountability

Mitchell Community College

The Voluntary Framework of Accountability (VFA) is building on the work of the American Association of Community Colleges Pathways Project (AACC Pathways) reform work to improve the value of the VFA to participating colleges. College-wide reforms, like AACC Pathways, are complex endeavors that take many years to implement fully. That means that colleges will not see expected improvements in student completion rates for several years after the implementation of such reforms. Colleges need indicators in the near-term that they can examine to see if their reform efforts are having a positive effect and are likely to improve student success over a longer term. The AACC Pathways KPIs can fulfill this need.

The calculation of the KPIs is included in the process of calculating metrics for data submitted through the VFA data system. These metrics were chosen for community colleges because they can be measured over a single year and yet research suggests that they are the leading indications of increased student completion over a longer term*. In addition to the value of these one-year measures as early indicators of progress toward longer term student success goals, tracking year-over-year change in these KPIs can motivate colleges to implement practices that can effectively create the initial conditions required for subsequent success.

*For a review, see Jenkins, D., & Bailey, T. (2017). Early momentum metrics: Why they matter for college improvement. New York, NY: Columbia University, Teachers College, Community College Research Center. Retrieved from <https://ccrc.tc.columbia.edu/media/k2/attachments/early-momentum-metrics-college-improvement.pdf>

Colleges will not see major improvements in student completion rates until several years after the implementation of reforms. Therefore, colleges can use KPIs in the short-term so they are able to examine if their reform efforts are having a positive effect and are likely to improve student success over a longer term.

The AACC Pathways KPIs (listed below) are presented in the subsequent tables. Trend data are presented for the main cohort in the fall of each given year, followed by disaggregated data for the most recent year reported.

- 1) Credit momentum KPIs:
 - a) Earned 6+ college credits in 1st term
 - b) Earned 12+ college credits in 1st term
 - c) Earned 15+ college credits in year 1
 - d) Earned 24+ college credits in year 1
 - e) Earned 30+ college credits in year 1

- 2) Gateway math and English completion KPIs:
 - a) Completed college math in year 1
 - b) Completed college English in year 1
 - c) Completed both college math and English in year 1

- 3) Persistence KPIs:
 - a) Fall to next term retention

- 4) College course completion KPI:
 - a) College-level course success rate in students' first academic year

The cohorts tracked here include both full-time and part-time students but exclude students who are current high school dual enrollment students. The VFA has disaggregated these KPIs by race/ethnicity, age and other factors, which will enable colleges to see if there are gaps in progression among different student groups.

KPI Baseline Report for Mitchell Community College

Demographics for Main Cohort in College Students

Institution Count : 65

| | Fall 2017 | | Fall 2021 | | Fall 2022 | |
|---------------------|---------------|------------|---------------|------------|---------------|------------|
| All Students | 100.0% | 531 | 100.0% | 428 | 100.0% | 381 |

| | | | | | | |
|----------------------|-------|-----|-------|-----|-------|-----|
| Black | 11.3% | 60 | 14.3% | 61 | 12.6% | 48 |
| Am. Indian / Alaskan | 0.8% | 4 | 0.9% | 4 | 0.8% | 3 |
| Asian | 2.4% | 13 | 2.1% | 9 | 3.7% | 14 |
| Hispanic | 11.7% | 62 | 13.6% | 58 | 15.5% | 59 |
| White | 69.5% | 369 | 62.9% | 269 | 59.3% | 226 |
| Unknown | 0.6% | 3 | 1.4% | 6 | 0.8% | 3 |
| 2+ Races | 3.8% | 20 | 4.9% | 21 | 7.3% | 28 |

| | | | | | | |
|-------------|-------|-----|-------|-----|-------|-----|
| < 20 Yrs. | 59.3% | 315 | 63.3% | 271 | 59.8% | 228 |
| 20-24 Yrs. | 17.1% | 91 | 14.7% | 63 | 18.4% | 70 |
| 25-29 Yrs. | 8.1% | 43 | 8.2% | 35 | 7.9% | 30 |
| 30-39 Yrs. | 9.0% | 48 | 9.1% | 39 | 7.9% | 30 |
| 40-49 Yrs. | 4.0% | 21 | 3.3% | 14 | 3.4% | 13 |
| 50 or Older | 2.4% | 13 | 1.4% | 6 | 2.6% | 10 |

| | | | | | | |
|-----------|-------|-----|-------|-----|-------|-----|
| Full-time | 44.1% | 234 | 36.2% | 155 | 38.1% | 145 |
| Part-time | 55.9% | 297 | 63.8% | 273 | 61.9% | 236 |

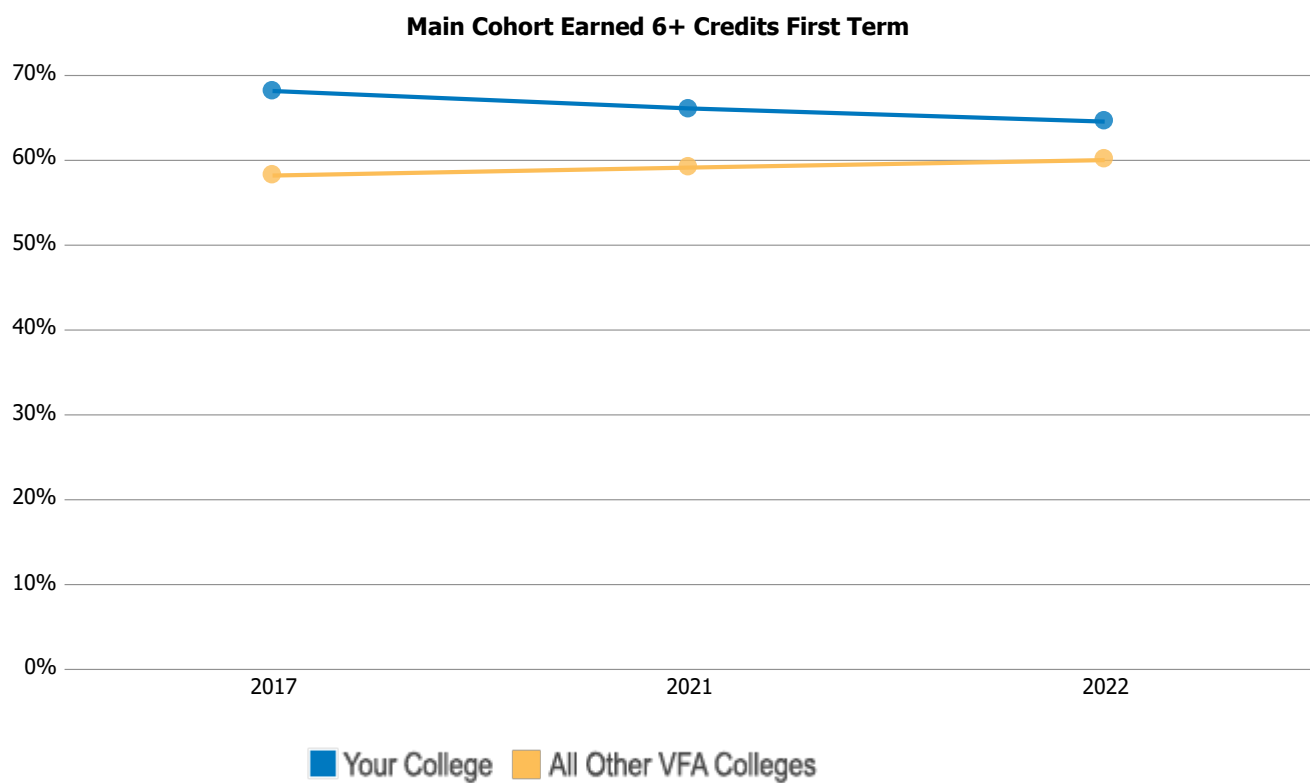
| | | | | | | |
|-------------------------|-------|-----|-------|-----|-------|-----|
| College-ready | 84.6% | 449 | 71.5% | 306 | 85.0% | 324 |
| Developmental need in 1 | 13.2% | 70 | 23.6% | 101 | 12.1% | 46 |
| Developmental need in 2 | 2.3% | 12 | 4.9% | 21 | 2.9% | 11 |

| | | | | | | |
|--------|-------|-----|-------|-----|-------|-----|
| Male | 45.4% | 241 | 49.1% | 210 | 38.3% | 146 |
| Female | 54.6% | 290 | 50.9% | 218 | 61.7% | 235 |

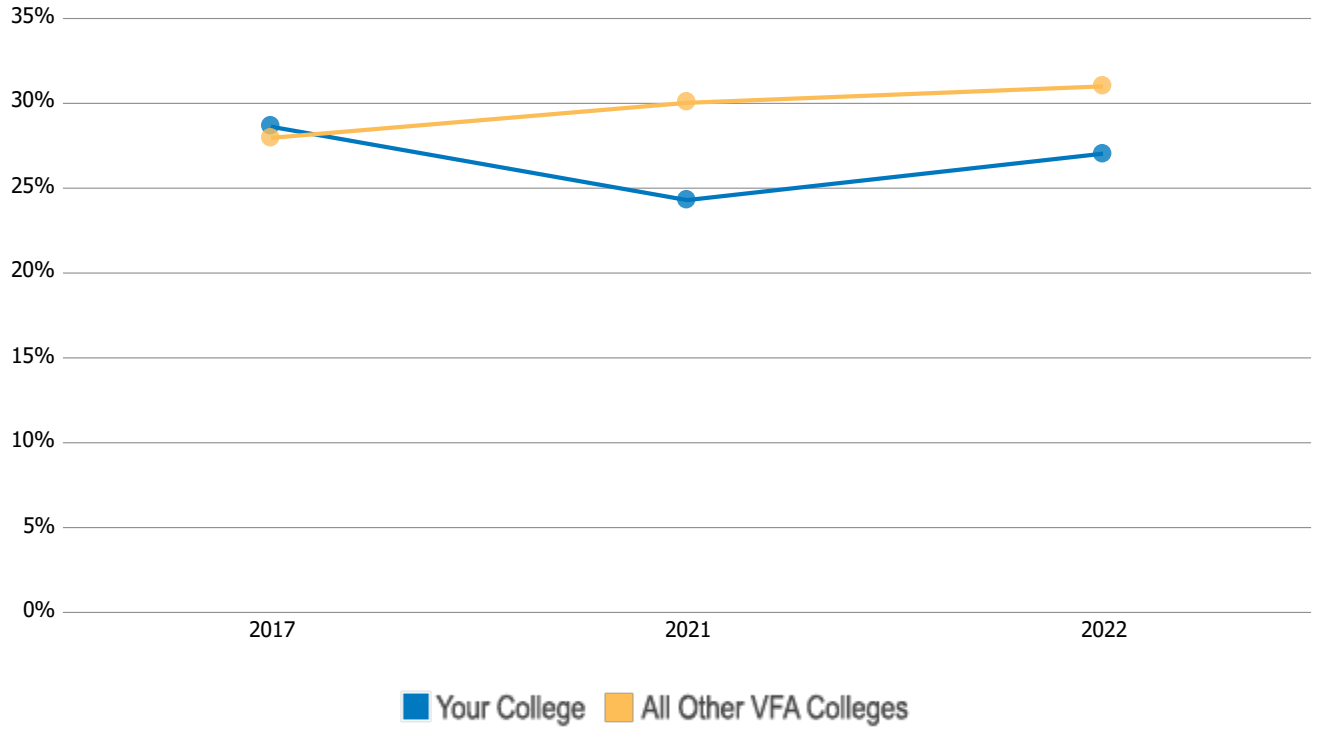
| | | | | | | |
|------------------|-------|-----|-------|-----|-------|-----|
| Awarded Pell | 43.3% | 230 | 50.2% | 215 | 45.1% | 172 |
| Not Awarded Pell | 56.7% | 301 | 49.8% | 213 | 54.9% | 209 |

KPI Baseline Report for Mitchell Community College

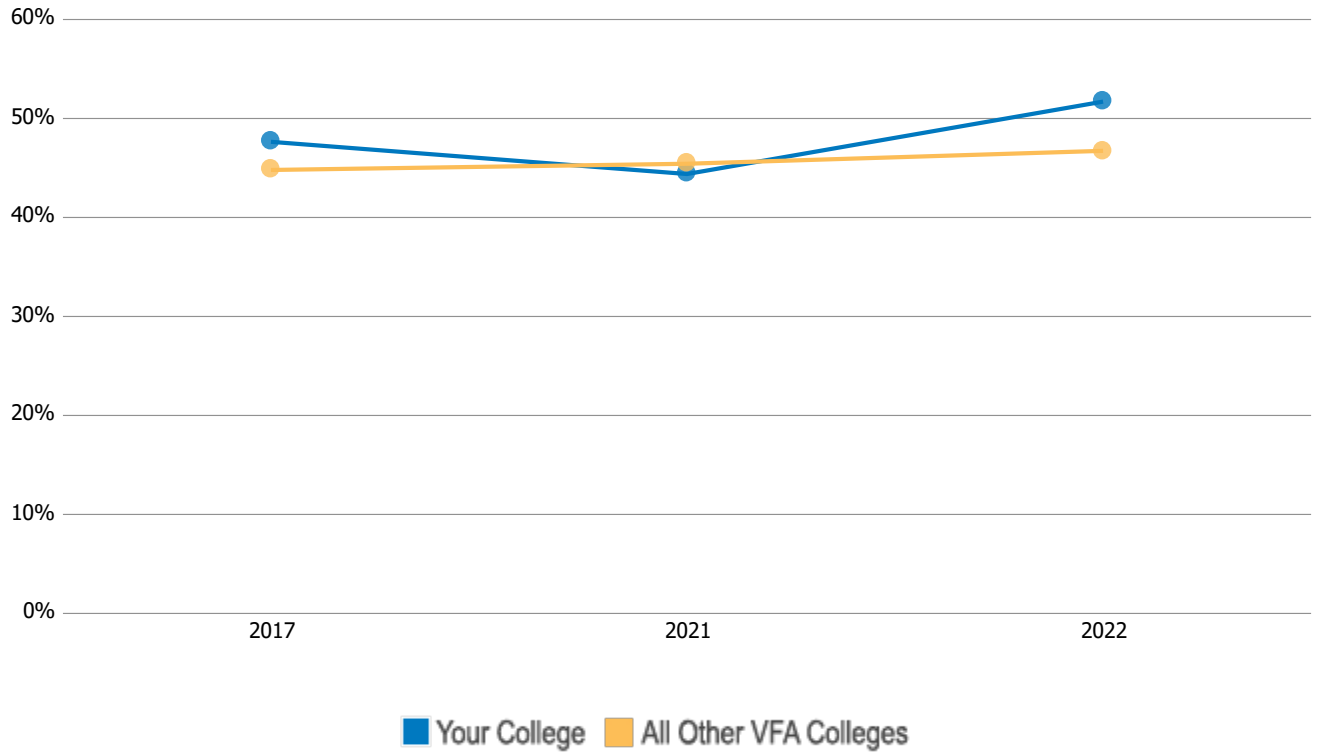
| Credit Momentum KPIs for Mitchell Community College | | | | | | | | | | | |
|---|------------------------------|-----|-------------------------------|-----|-------------------------------|-----|-------------------------------|-----|-------------------------------|----|----------------------------|
| Cohort Year | Earned 6+ credits first term | | Earned 12+ credits first term | | Earned 15+ credits first year | | Earned 24+ credits first year | | Earned 30+ credits first year | | Total main cohort students |
| 2017 | 68.2% | 362 | 28.6% | 152 | 47.6% | 253 | 20.7% | 110 | 9.2% | 49 | 531 |
| 2021 | 66.1% | 283 | 24.3% | 104 | 44.4% | 190 | 21.0% | 90 | 10.0% | 43 | 428 |
| 2022 | 64.6% | 246 | 27.0% | 103 | 51.7% | 197 | 26.5% | 101 | 11.3% | 43 | 381 |



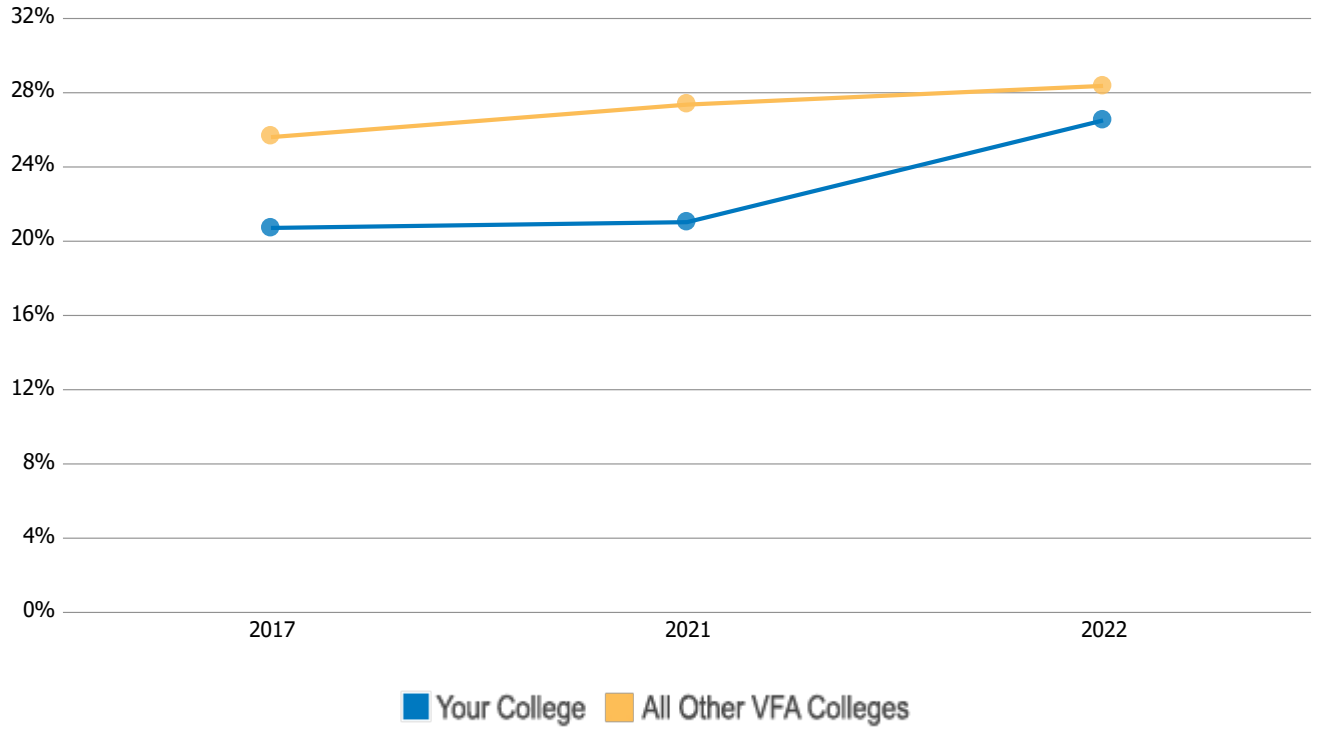
Main Cohort Earned 12+ Credits First Term



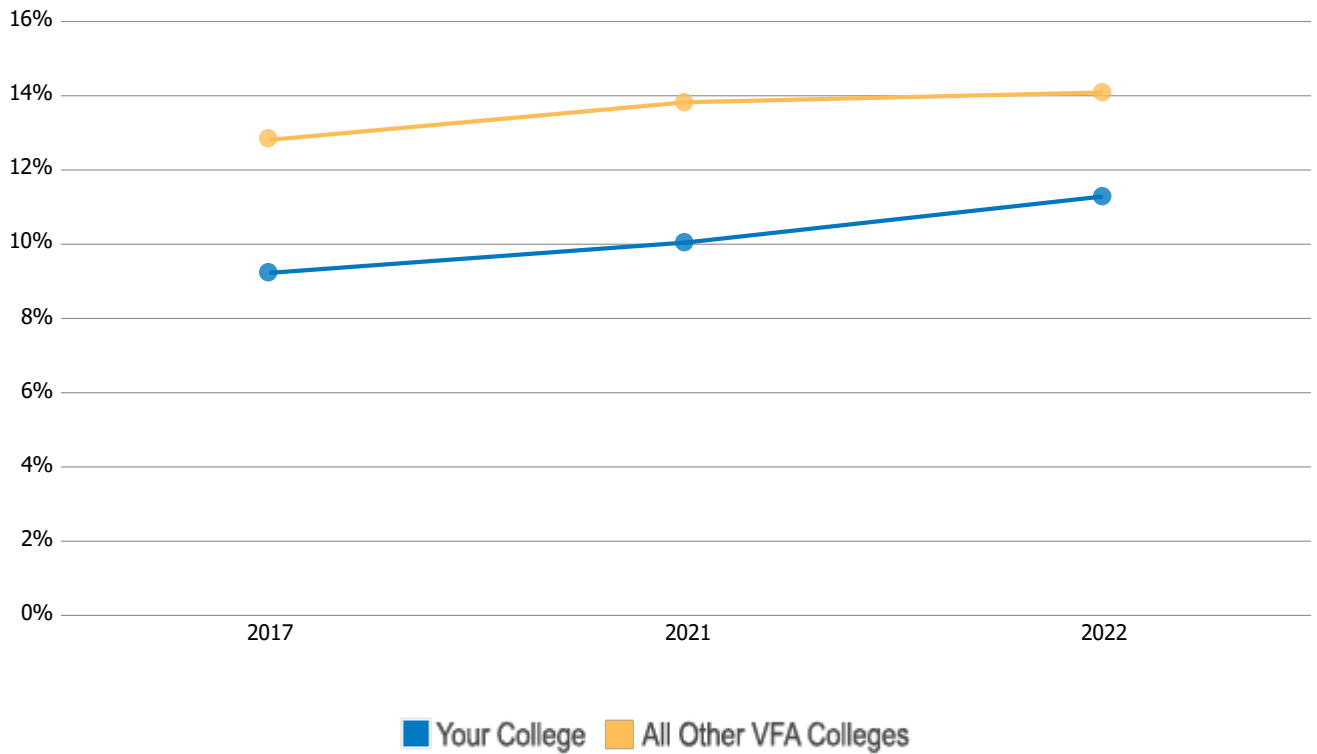
Main Cohort Earned 15+ Credits First Year



Main Cohort Earned 24+ Credits First Year



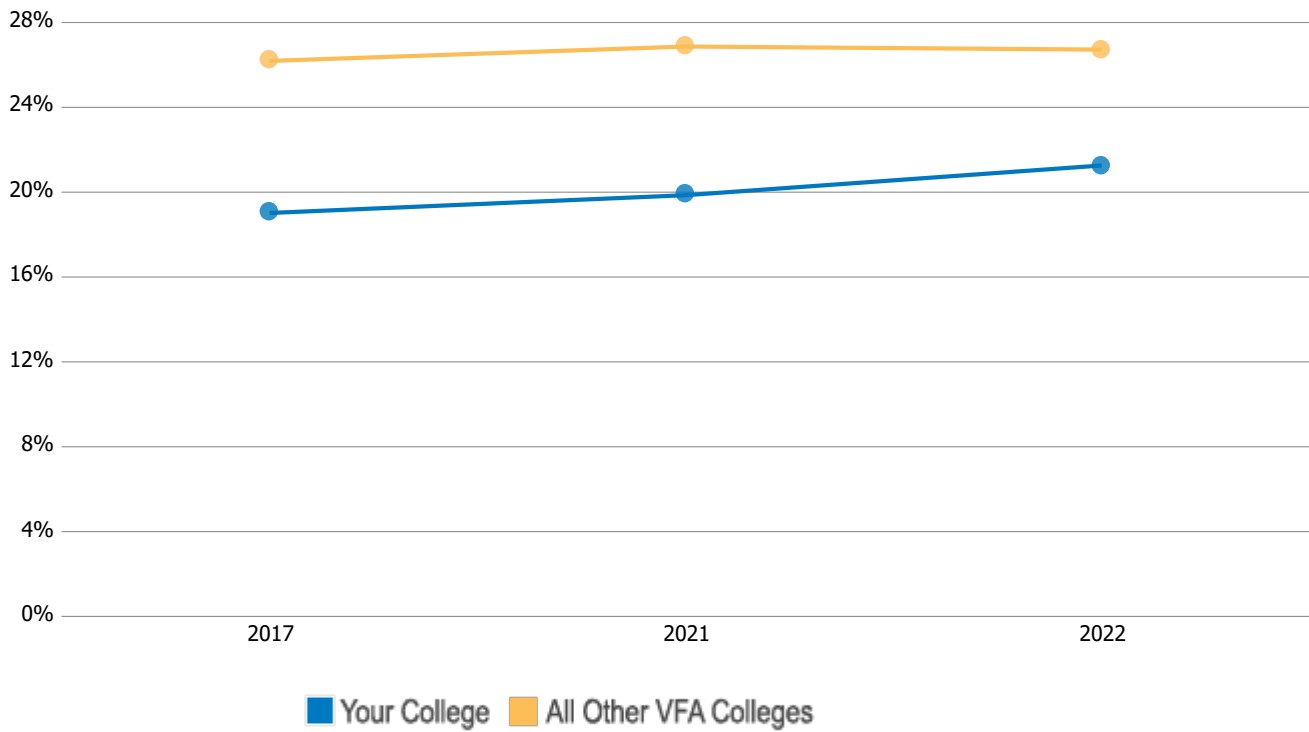
Main Cohort Earned 30+ Credits First Year



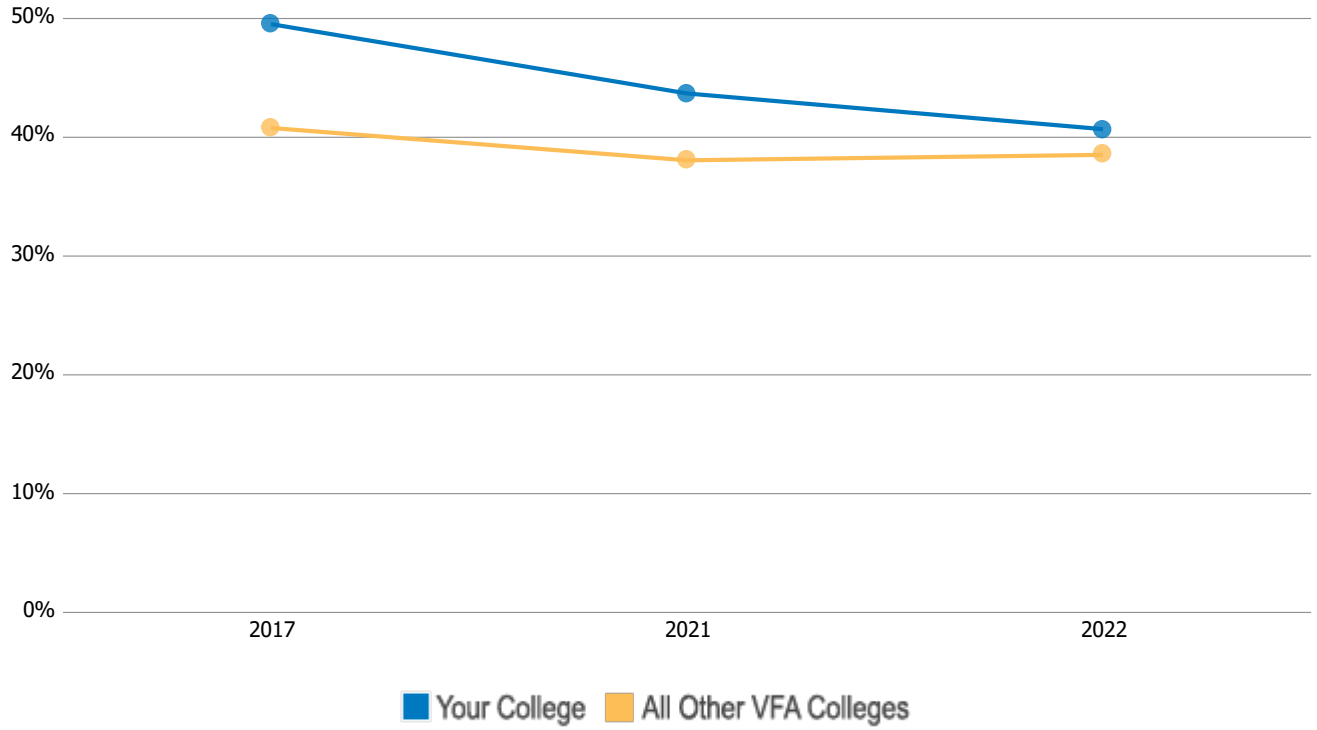
KPI Baseline Report for Mitchell Community College

| Gateway Completion, Persistence, and College Course Completion KPIs | | | | | | | | | | | |
|---|-------------------------------|-----|----------------------------------|-----|---|----|-----------------------------|-----|---------------------------------|--|---------------------|
| Cohort Year | Passed college math in year 1 | | Passed college English in year 1 | | Passed college English & math in year 1 | | Fall to next term retention | | Total college credits attempted | Total college credits successfully completed | Credit success rate |
| 2017 | 19.0% | 101 | 49.5% | 263 | 16.0% | 85 | 71.4% | 379 | 10,546 | 7,592 | 72.0% |
| 2021 | 19.9% | 85 | 43.7% | 187 | 15.7% | 67 | 79.2% | 339 | 8,665 | 6,148 | 71.0% |
| 2022 | 21.3% | 81 | 40.7% | 155 | 16.0% | 61 | 80.3% | 306 | 8,249 | 5,894 | 71.5% |

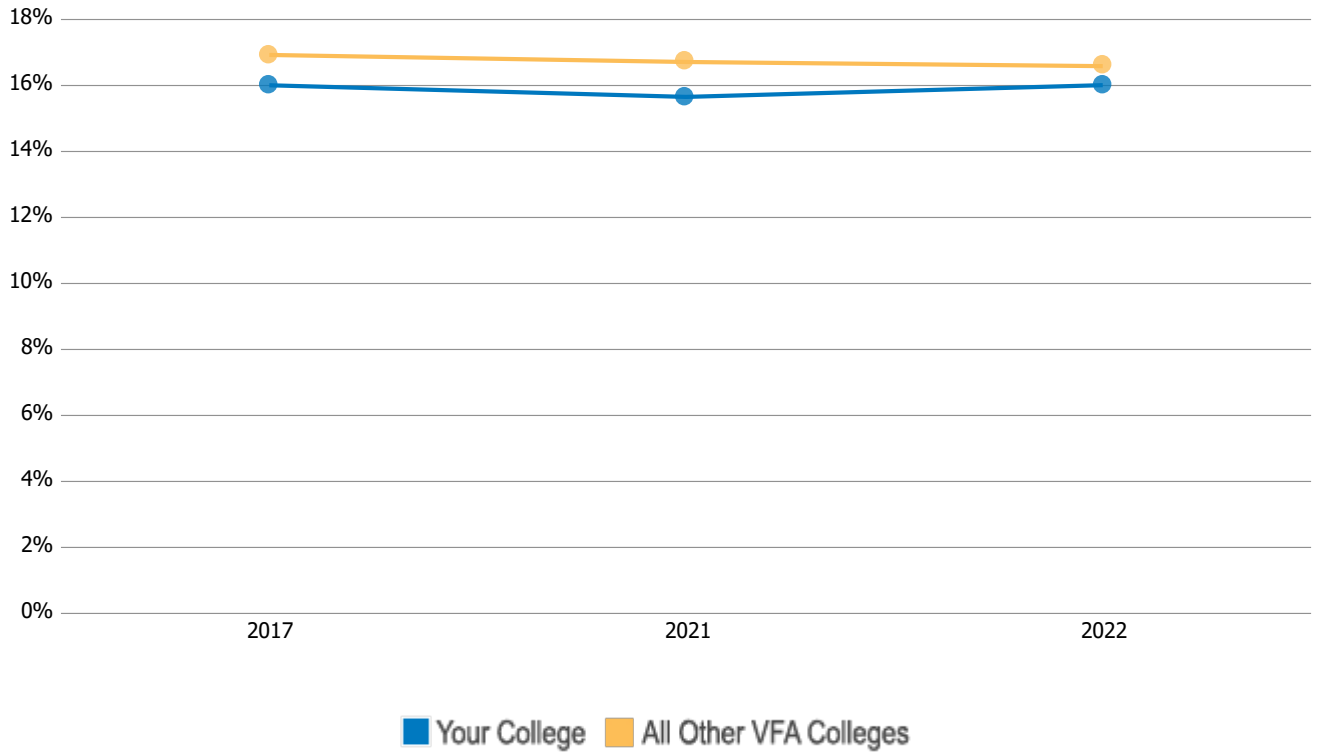
Main Cohort Passed College Math in Year 1



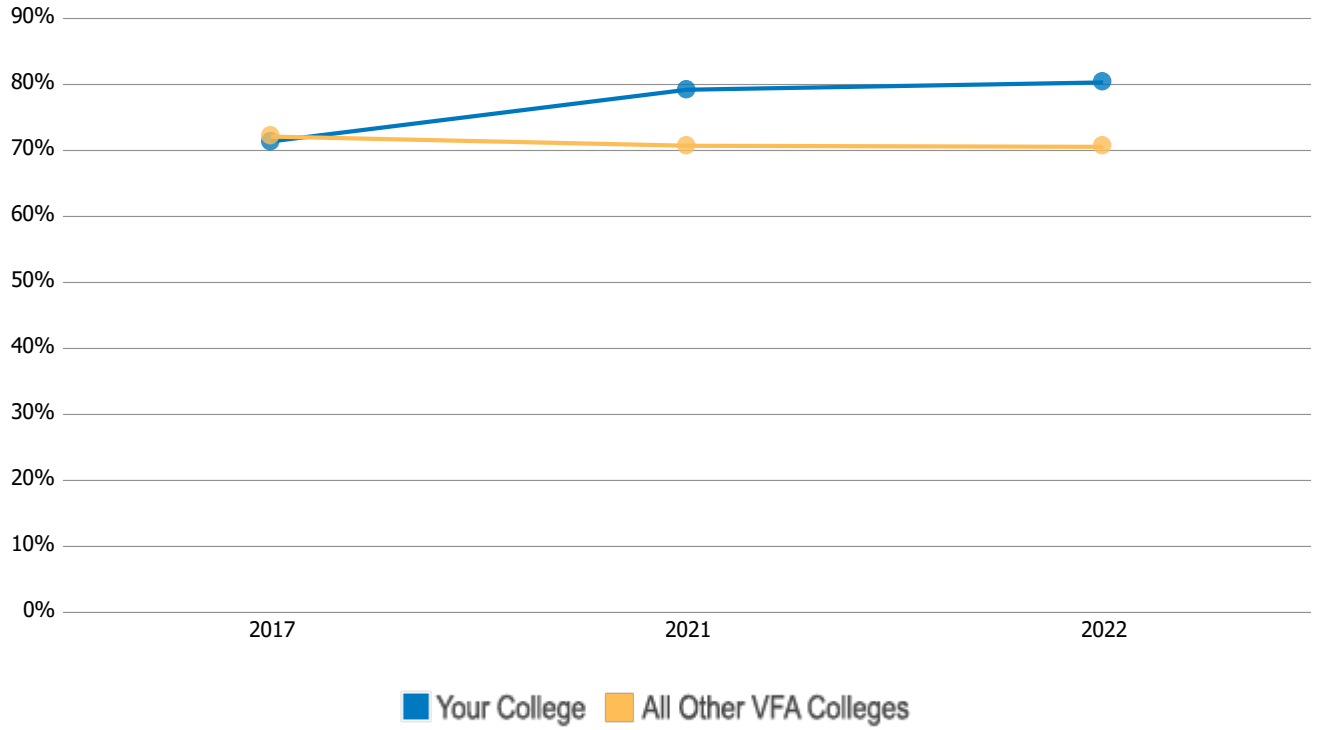
Main Cohort Passed College English in Year 1



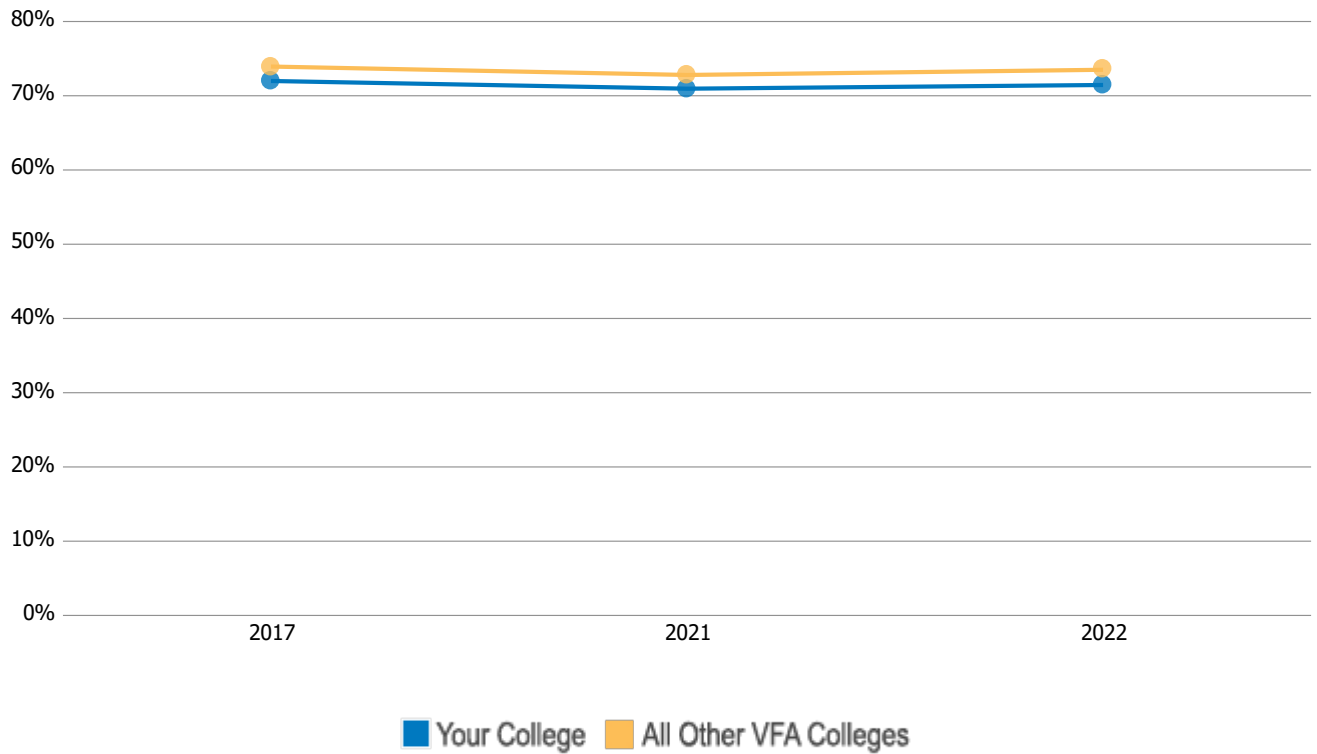
Main Cohort Passed College Math and English in Year 1



Main Cohort Fall to Next Term Retention



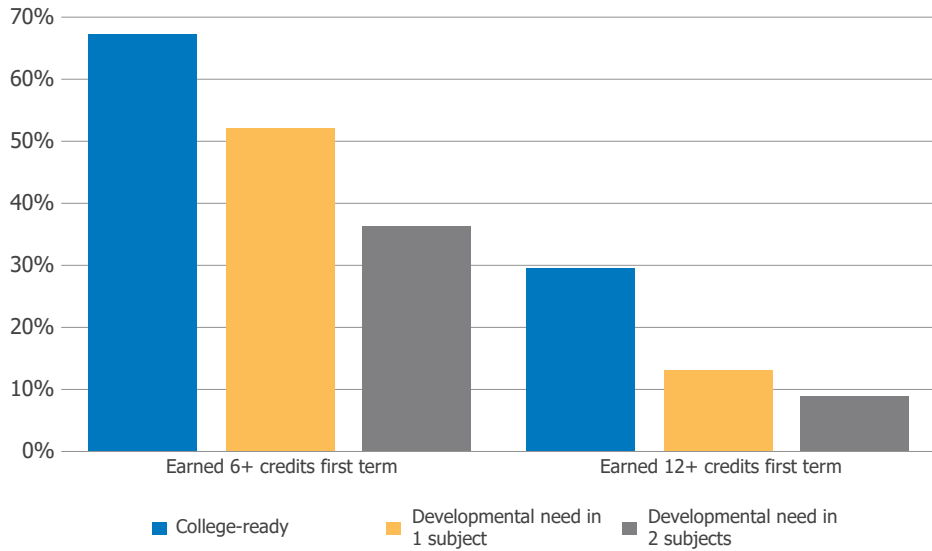
Main Cohort Credit Success Rate



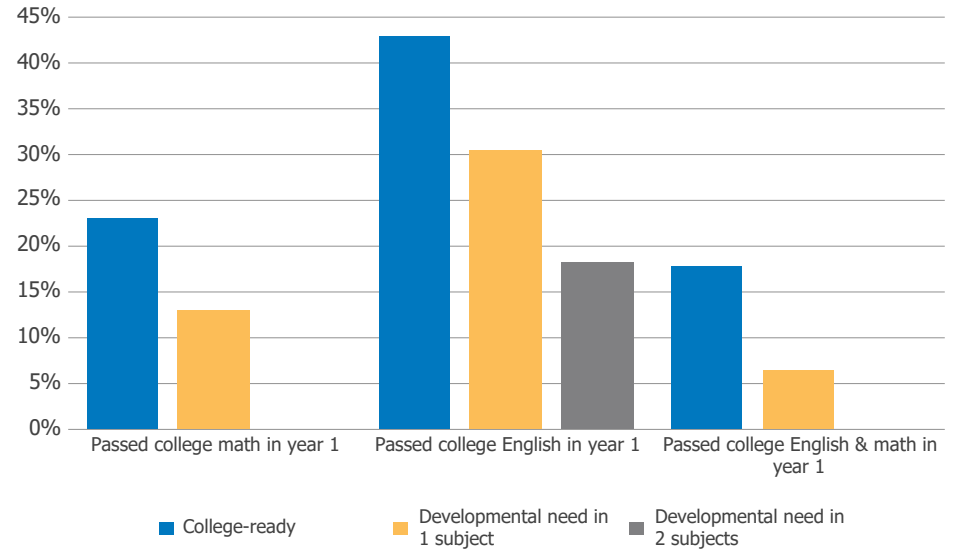
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College Readiness Status Disaggregation - Fall 2022 Main Cohort

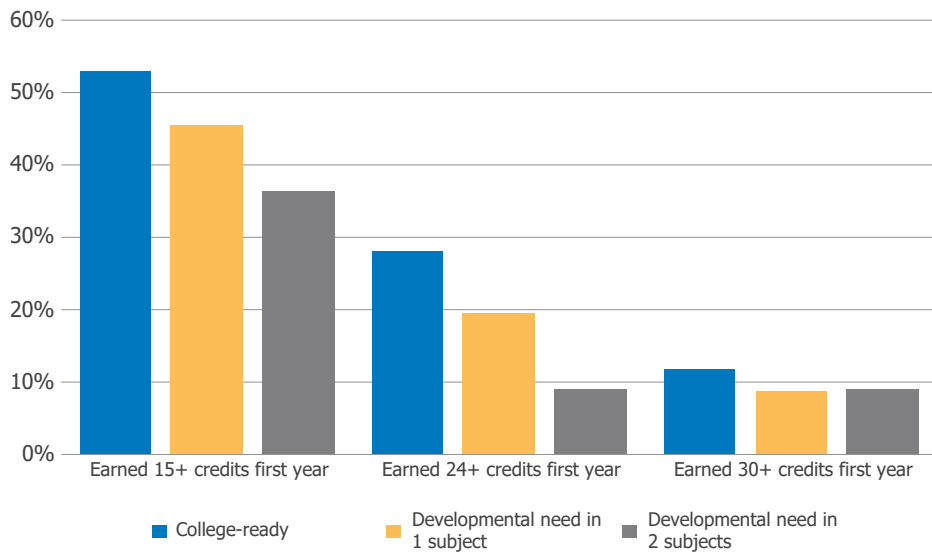
First Term Credit Success Rate by College Readiness



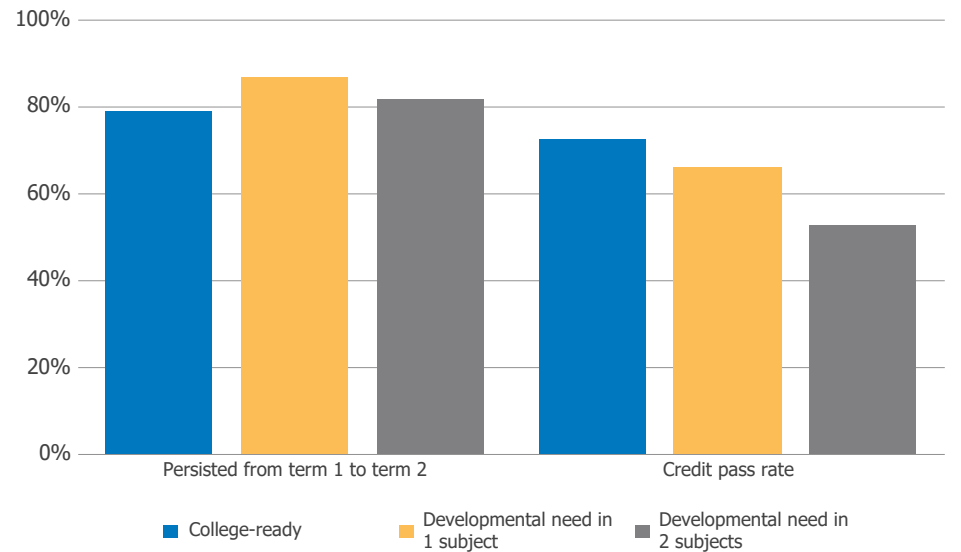
College Course Success Rate by College Readiness Status



Year 1 Credit Success Rate by College Readiness Status

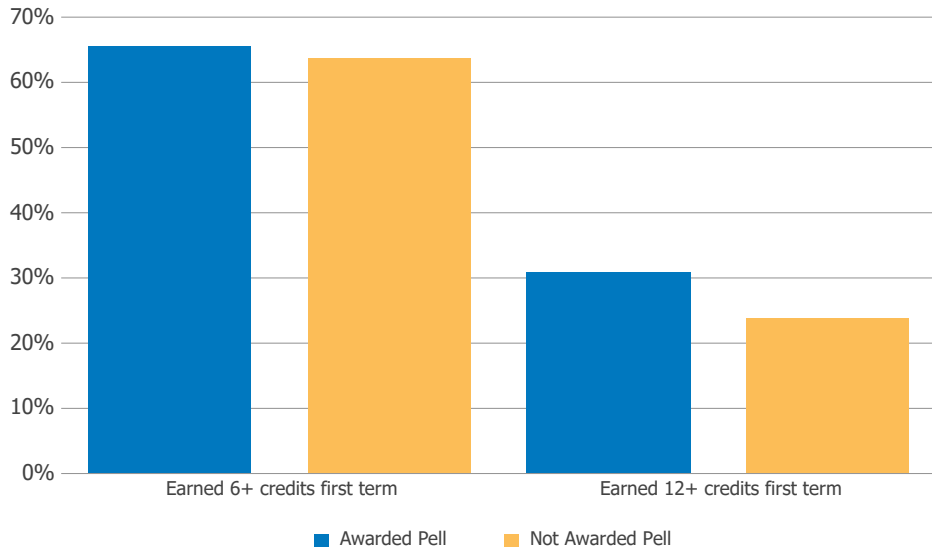


Retention and Credit Success Rate by College Readiness Status

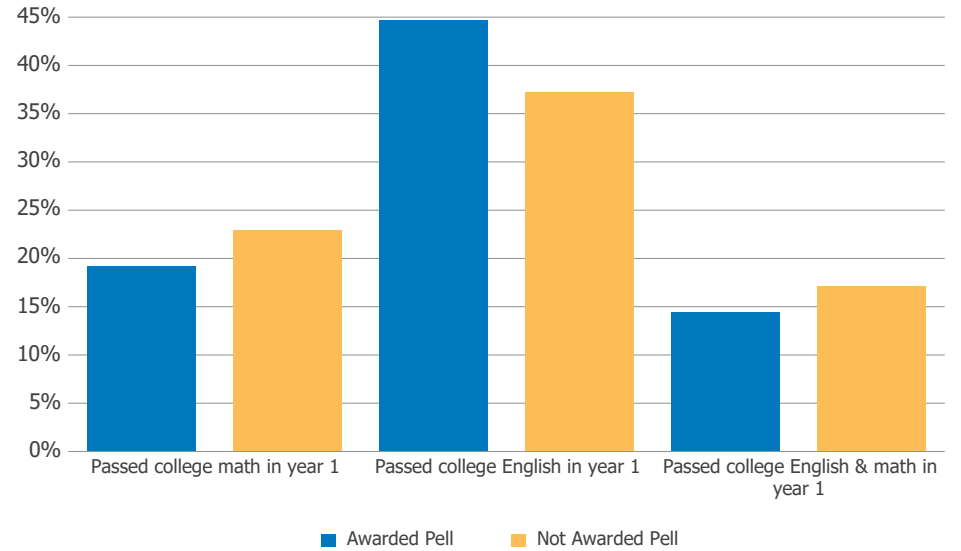


Pell Status Disaggregation - Fall 2022 Main Cohort

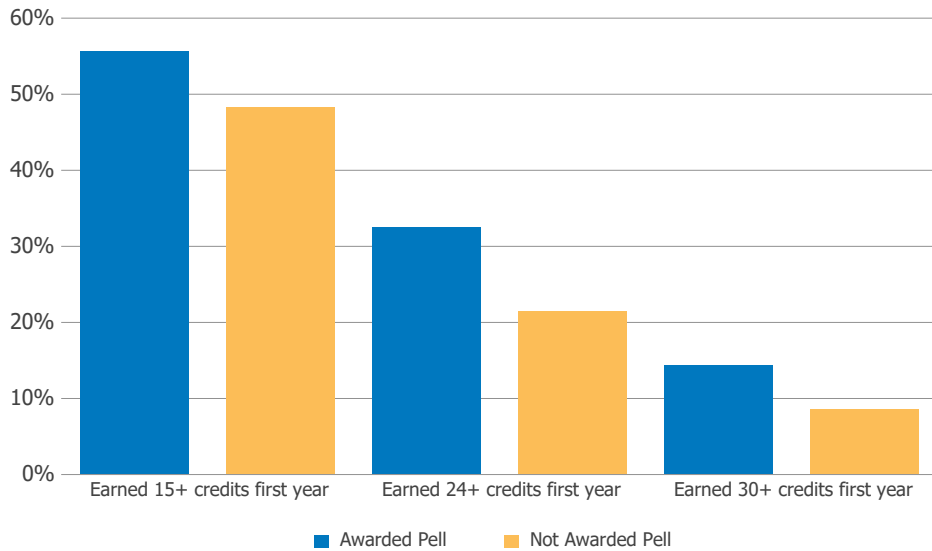
First Term Credit Success Rate by Pell Status



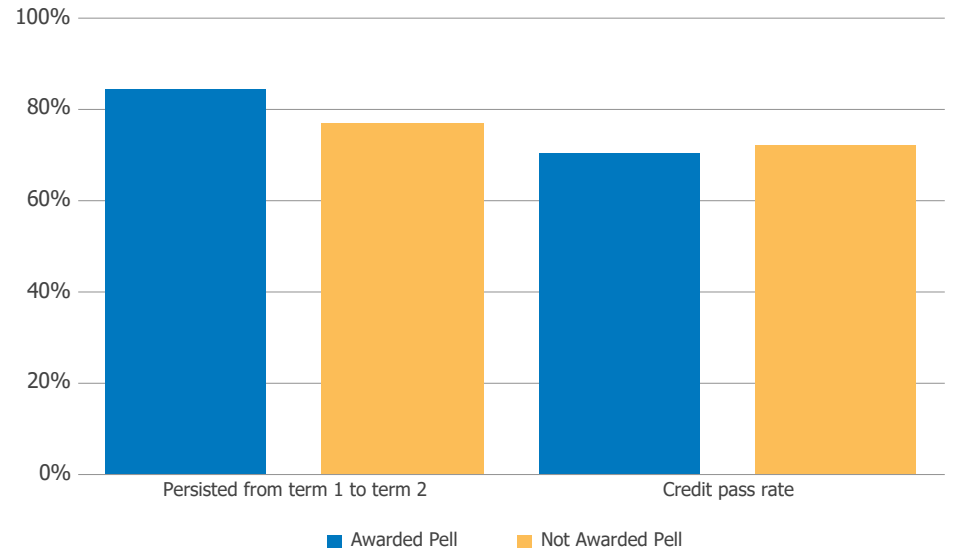
College Course Success Rate by Pell Status



Year 1 Credit Success Rate by Pell Status

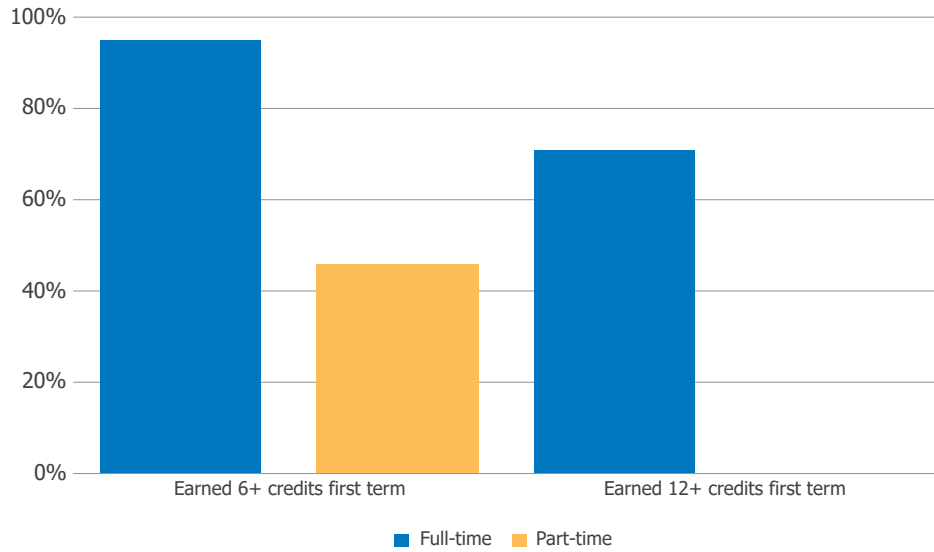


Retention and Credit Success Rate by Pell Status

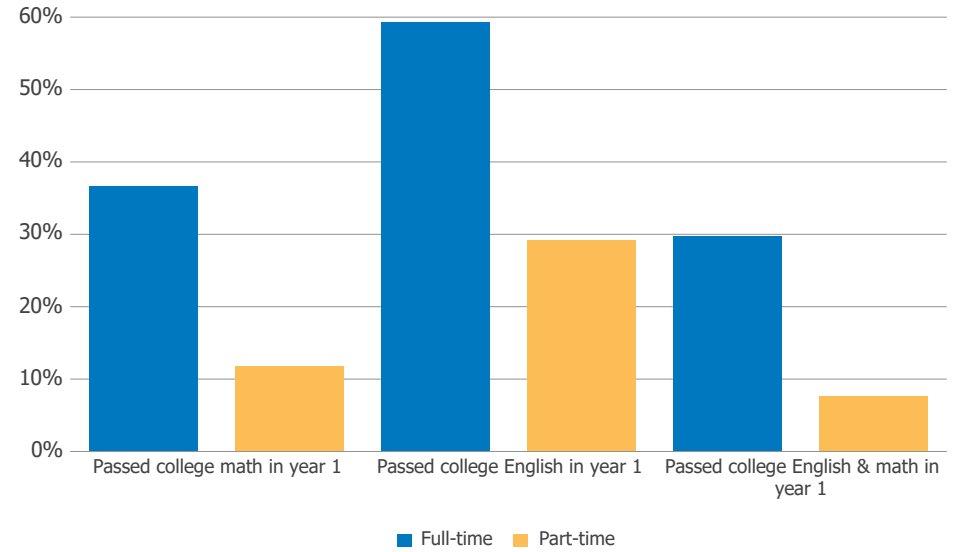


First-term Attendance Status Disaggregation - Fall 2022 Main Cohort

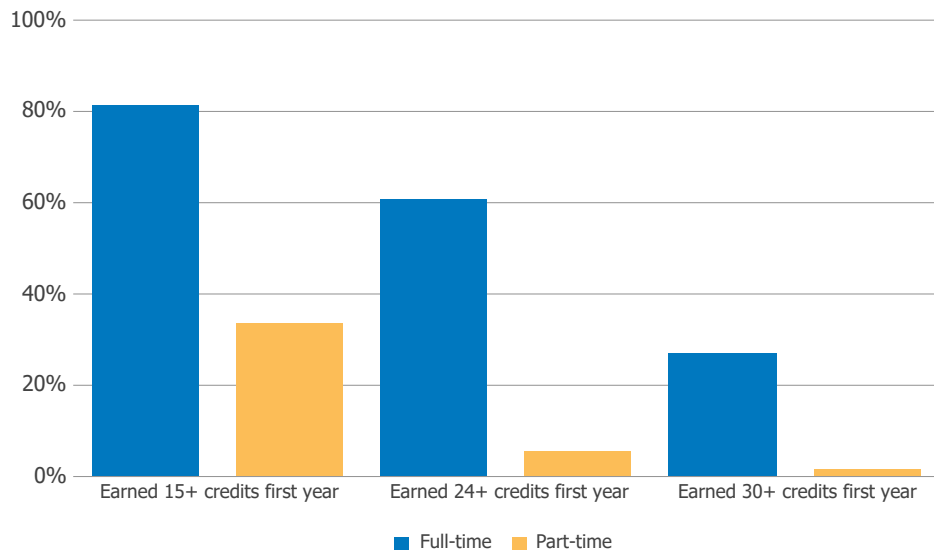
First Term Credit Success Rate by First-term Attendance Status



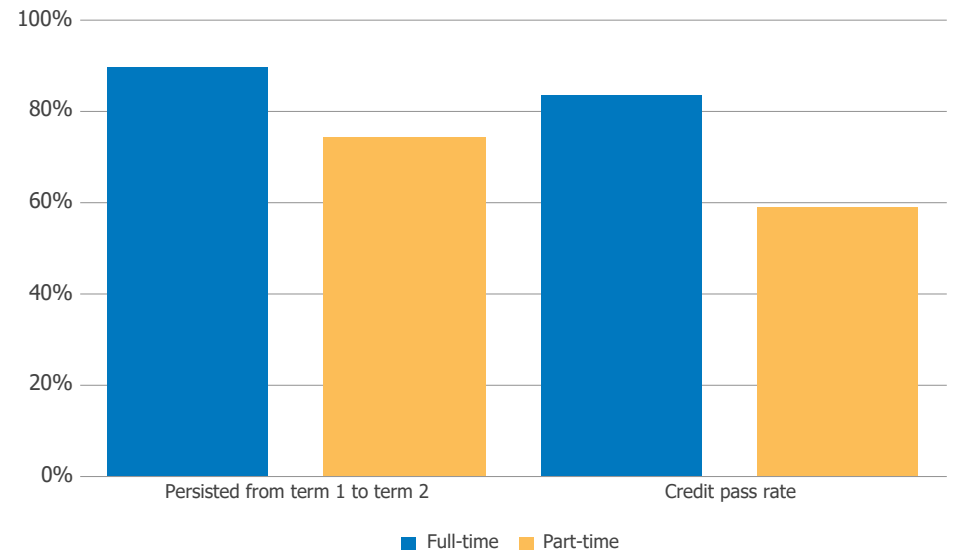
College Course Success Rate by First-term Attendance Status



Year 1 Credit Success Rate by First-term Attendance Status

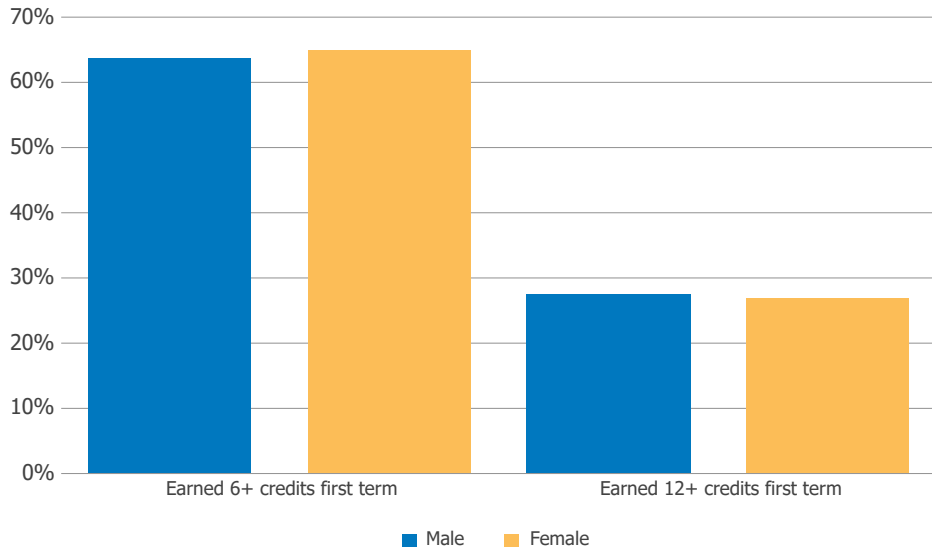


Retention and Credit Success Rate by First-term Attendance Status

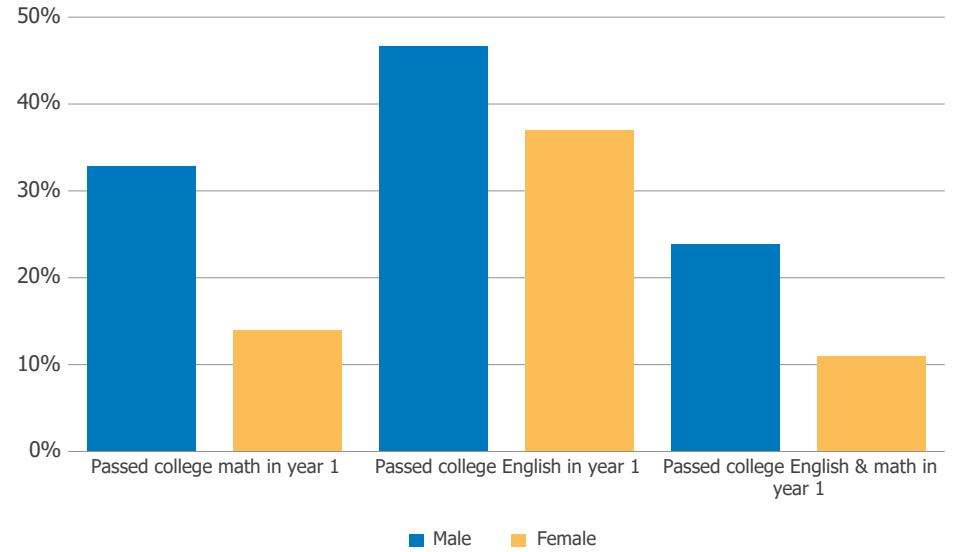


Gender Disaggregation - Fall 2022 Main Cohort

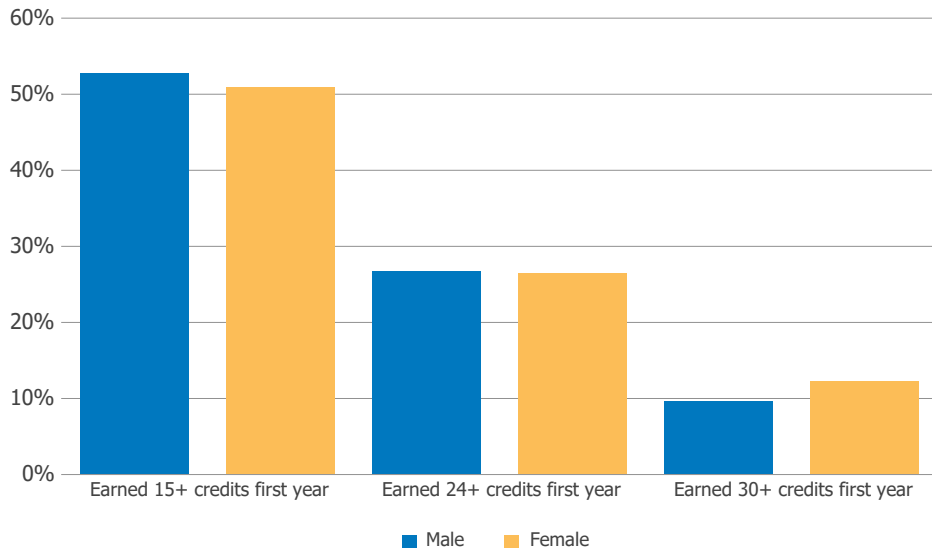
First Term Credit Success Rate by Gender



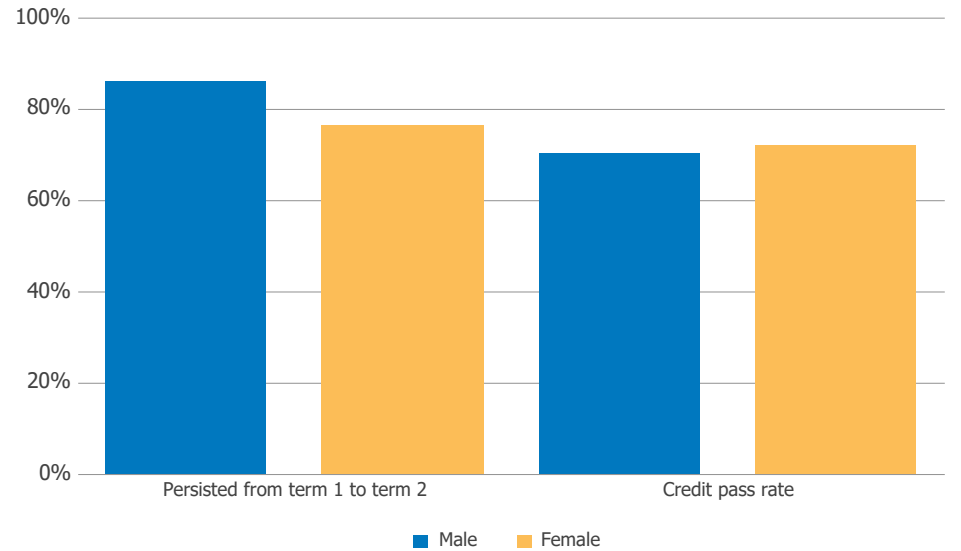
College Course Success Rate by Gender



Year 1 Credit Success Rate by Gender

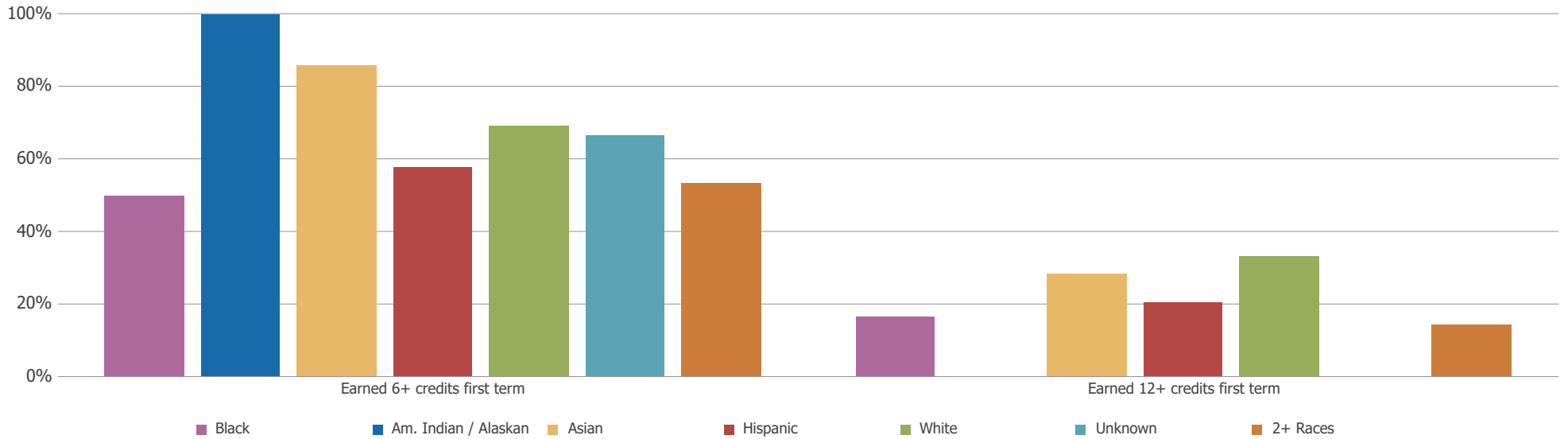


Retention and Credit Success Rate by Gender

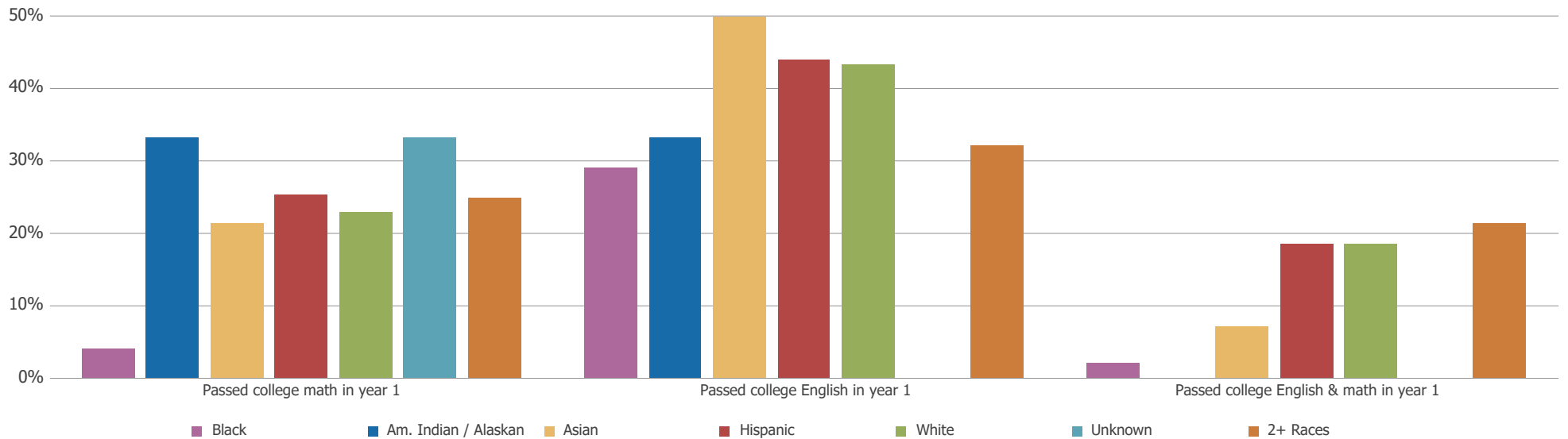


Race/Ethnicity Disaggregation - Fall 2022 Main Cohort

First Term Credit Success Rate by Race/Ethnicity

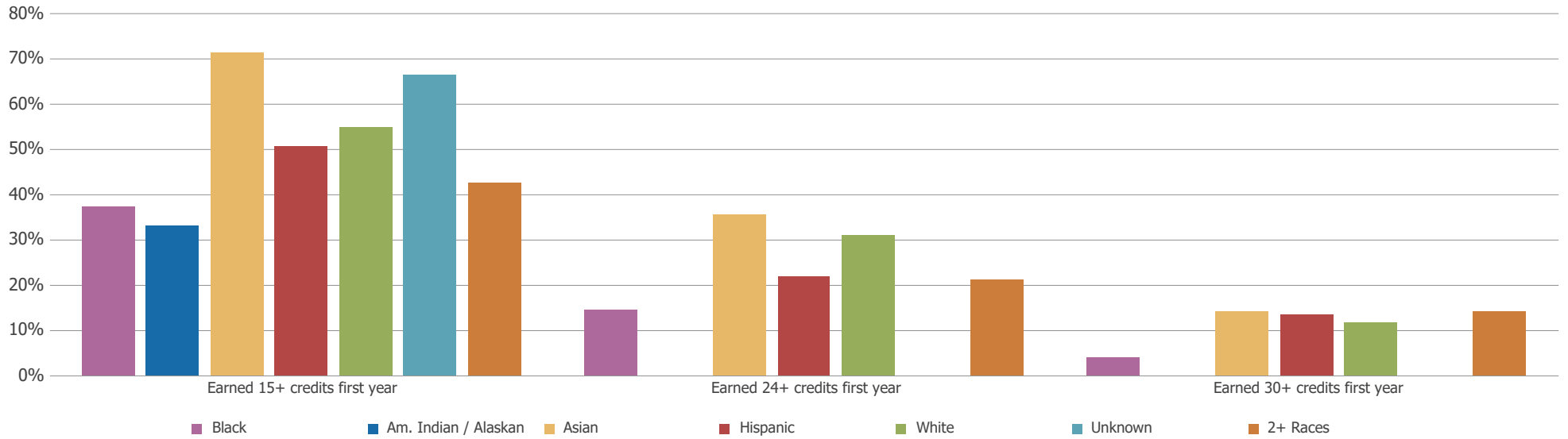


College Course Success Rate by Race/Ethnicity

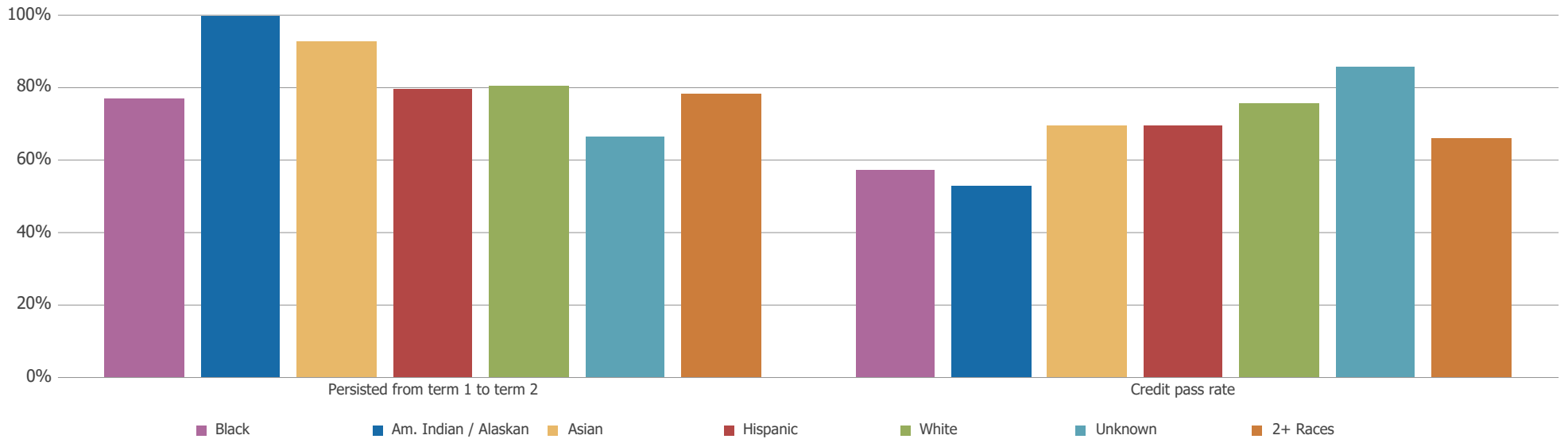


Race/Ethnicity Disaggregation - Fall 2022 Main Cohort

Year 1 Credit Success Rate by Race/Ethnicity



Retention and Credit Success Rate by Race/Ethnicity



KPI Baseline Report for Mitchell Community College

Definitions

| Cohort | Definition |
|----------------------|--|
| Main Cohort students | All students who entered the institution for the first time post high school completion and are enrolled in credit or developmental education classes in the fall term. Includes the following: Full-time and part-time enrollment, degree and non-degree seeking students, and transfer-in, and first-time in college students. |

| KPI | Definition |
|--|---|
| Earned 6+ college credits in 1st term | Number and % of fall cohort students who successfully completed 6 or more college-level (i.e., non-developmental) credits (with grade A-C- or P) in first term |
| Earned 12+ college credits in 1st term | Number and % of fall cohort students who successfully completed 12 or more college-level (i.e., non-developmental) credits (with grade A-C- or P) in first term |
| Earned 15+ college credits in year 1 | Number and % of fall cohort students who successfully completed 15 or more college-level (i.e., non-developmental) credits (with grade A-C- or P) in the first academic year |
| Earned 24+ college credits in year 1 | Number and % of fall cohort students who successfully completed 24 or more college-level (i.e., non-developmental) credits (with grade A-C- or P) in the first academic year |
| Earned 30+ college credits in year 1 | Number and % of fall cohort students who successfully completed 30 or more college-level (i.e., non-developmental) credits (with grade A-C- or P) in the first academic year |
| Completed college Math in year 1 | Number and % of fall cohort students who attempted and successfully completed at least one college level (i.e., non-developmental) Math course (with grade A-C- or P) in the first academic year. Withdrawals are counted as attempting but not passing the course. |
| Completed college English in year 1 | Number and % of fall cohort students who attempted and successfully completed at least one college level (i.e., non-developmental) English course (with grade A-C- or P) in the first academic year. Withdrawals are counted as attempting but not passing the course. |
| Completed college math and English in year 1 | Number and % of fall cohort students who attempted and successfully completed at least one college level (i.e., non-developmental) course (with grade A-C- or P) in both Math and English in the first academic year. Withdrawals are counted as attempting but not passing the course. |
| Fall to next term retention | Number and % of fall cohort students who enrolled in at least one credit course (including developmental) in term 2 (spring term) or earned a formal award in the fall term. |
| Credit success rate | Number of college-level (i.e., non-remedial) credits successfully completed (with grade A-C- or P) by fall cohort students in their first full academic year divided by the total number of college-level credits attempted by students in the fall cohort within their first full academic year. |