



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

Sowela Technical 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 Sowela Technical Community College

Demographics for Main Cohort in College Students

	Fall 2012		Fall 2016		Fall 2017	
All Students	100.0%	1,001	100.0%	1,115	100.0%	1,043

NR Alien	0.1%	1	0.4%	5	0.7%	7
Black	32.9%	329	27.0%	301	24.5%	256
Am. Indian / Alaskan	1.2%	12	0.9%	10	1.1%	11
Asian	0.9%	9	0.6%	7	0.8%	8
Hispanic	2.2%	22	2.7%	30	4.6%	48
White	58.2%	583	64.0%	714	62.0%	647
Unknown	2.7%	27	0.9%	10	1.3%	14
HI / Pac. Isl.	0.2%	2	0.4%	4	0.6%	6
2+ Races	1.6%	16	3.0%	34	4.4%	46

< 20 Yrs.	41.2%	412	48.8%	544	49.3%	514
20-24 Yrs.	31.1%	311	27.4%	305	27.0%	282
25-29 Yrs.	14.2%	142	9.7%	108	9.4%	98
30-39 Yrs.	8.3%	83	10.2%	114	9.7%	101
40-49 Yrs.	3.9%	39	2.9%	32	3.1%	32
50 or Older	1.4%	14	1.1%	12	1.5%	16

Full-time	77.1%	772	74.8%	834	69.8%	728
Part-time	22.9%	229	25.2%	281	30.2%	315

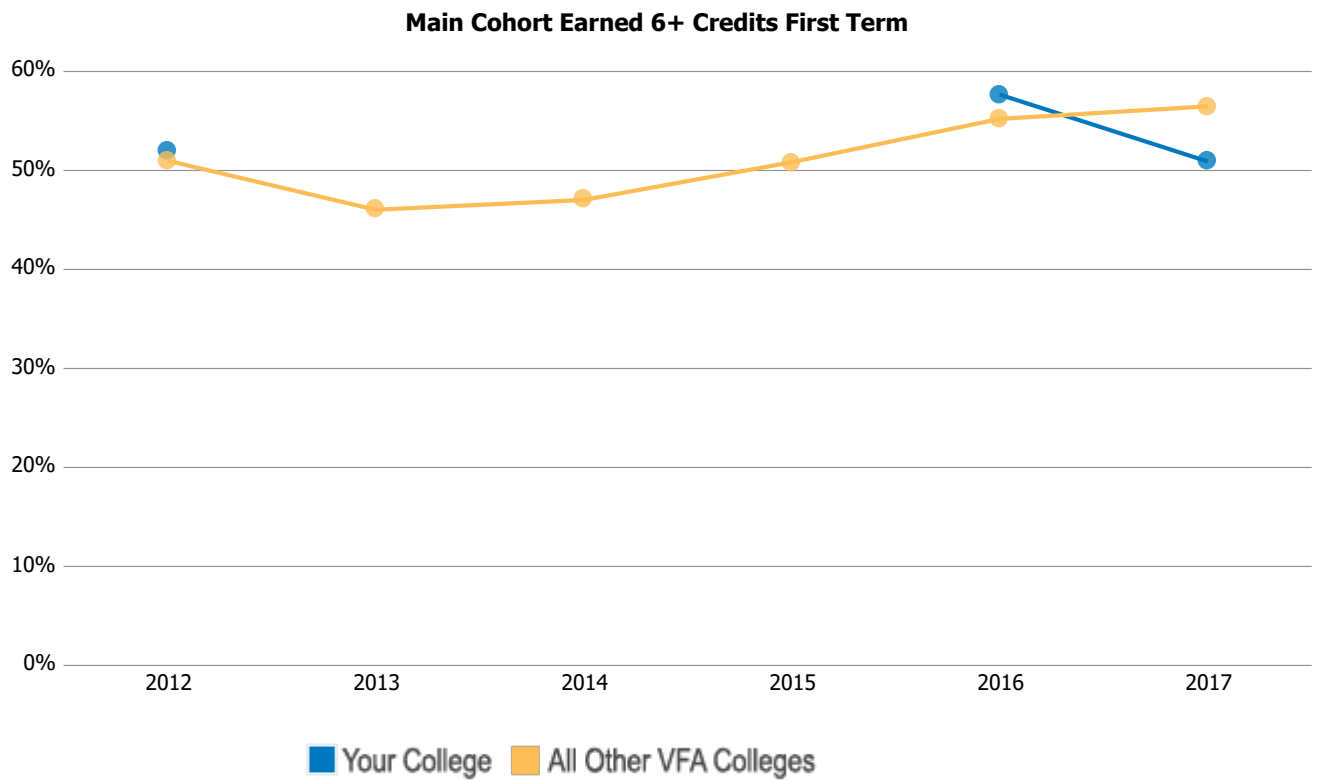
College-ready	61.9%	620	42.1%	469	42.5%	443
Developmental need in 1	22.1%	221	28.3%	316	22.7%	237
Developmental need in 2	11.9%	119	15.2%	169	16.2%	169
Developmental need in 3	4.1%	41	14.4%	161	18.6%	194

Male	56.6%	567	52.1%	581	52.3%	546
Female	43.4%	434	47.9%	534	47.7%	497

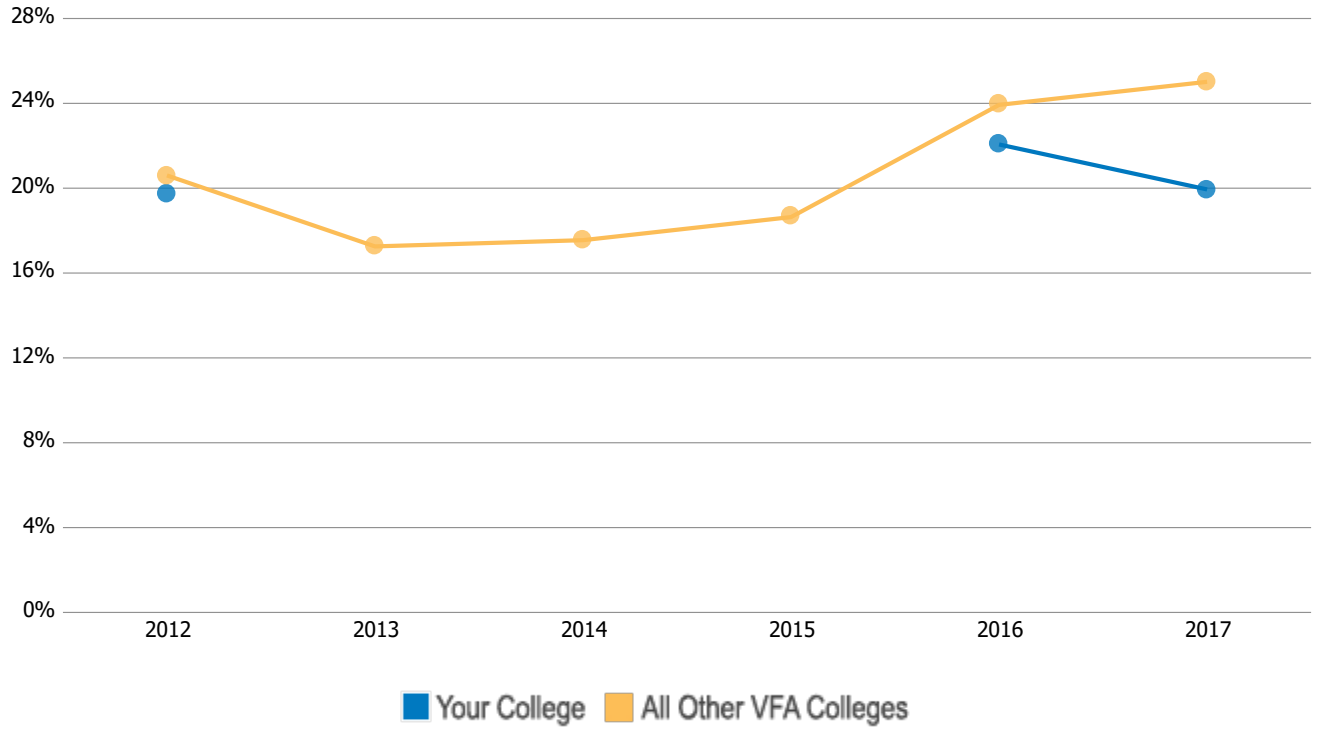
Awarded Pell	53.4%	535	51.3%	572	51.9%	541
Not Awarded Pell	46.6%	466	48.7%	543	48.1%	502

KPI Baseline Report for Sowela Technical Community College

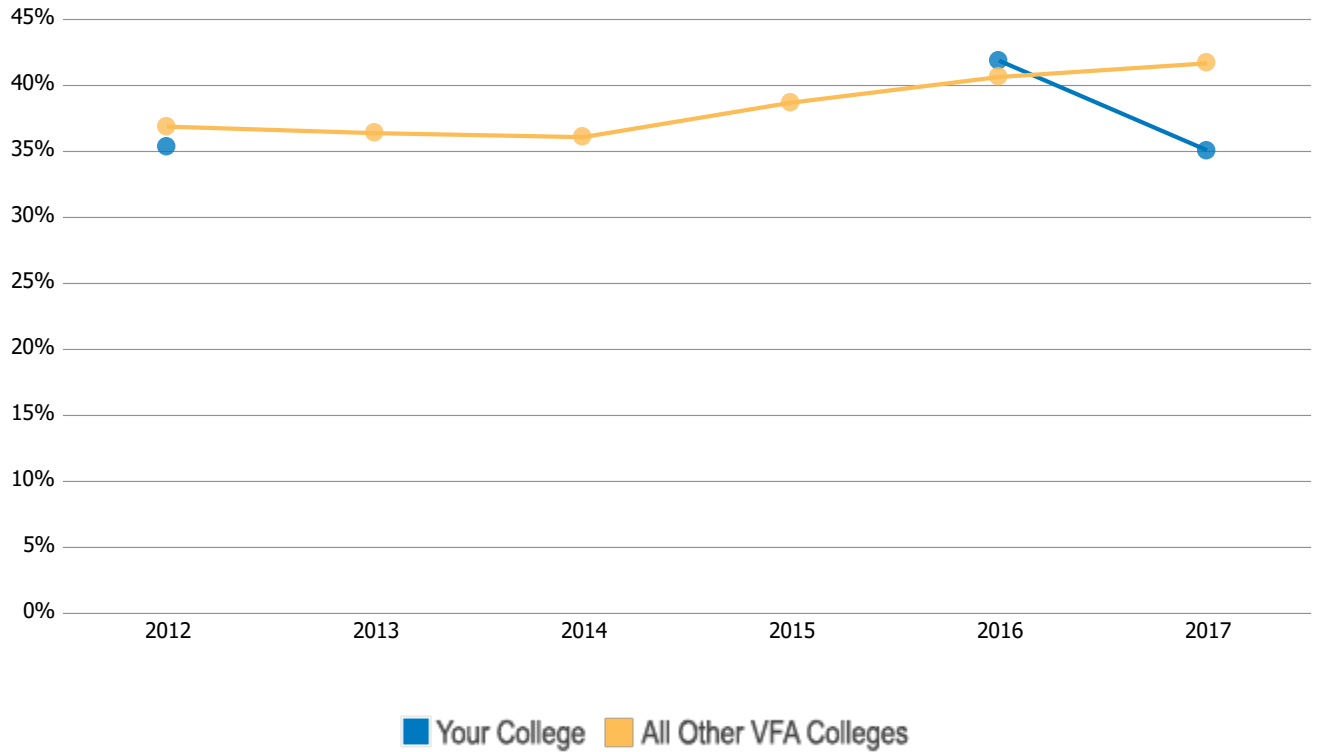
Credit Momentum KPIs for Sowela Technical Community College											
Cohort Year	Earned 6+ credits first term		Earned 12+ credits first term		Earned 15+ credits first year		Earned 24+ credits first year		Earned 30+ credits first year		Total main cohort students
2012	52.0%	521	19.7%	197	35.4%	354	16.5%	165	8.3%	83	1,001
2016	57.7%	643	22.1%	246	41.9%	467	19.8%	221	8.6%	96	1,115
2017	50.9%	531	19.9%	208	35.1%	366	18.8%	196	9.4%	98	1,043



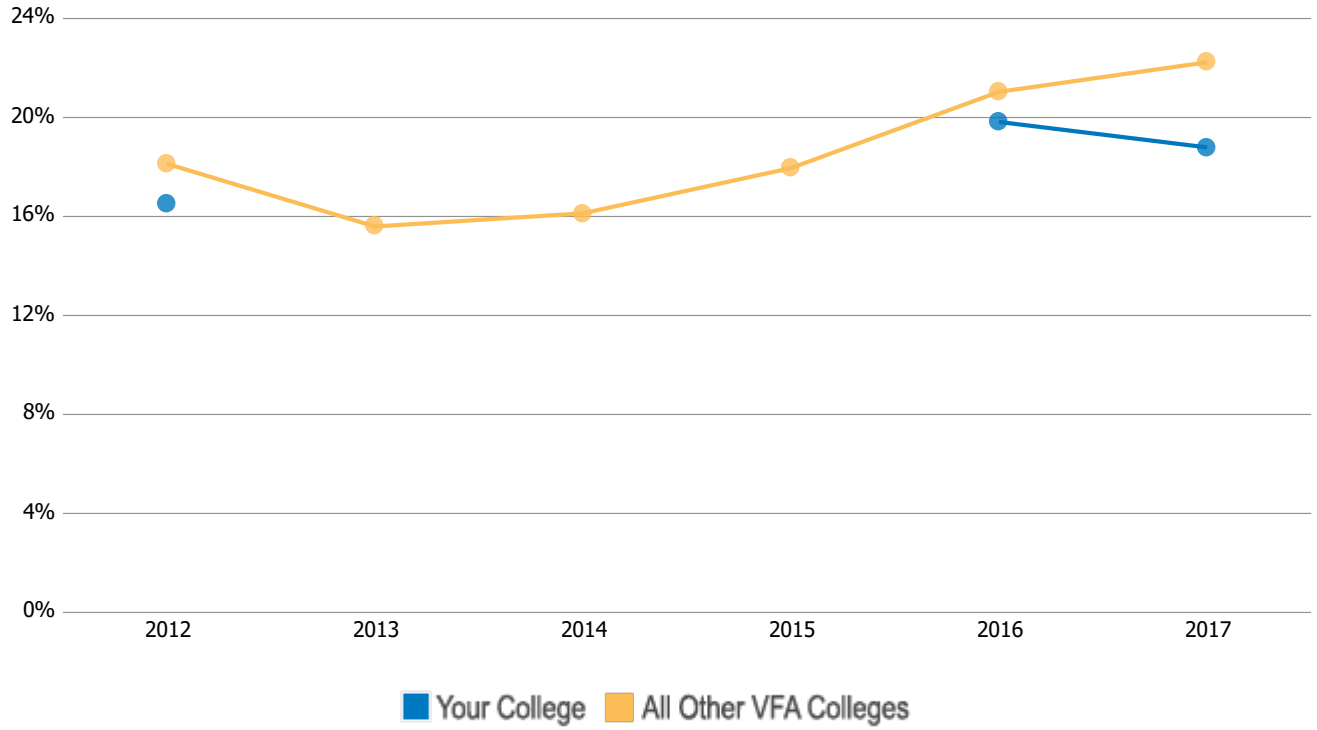
Main Cohort Earned 12+ Credits First Term



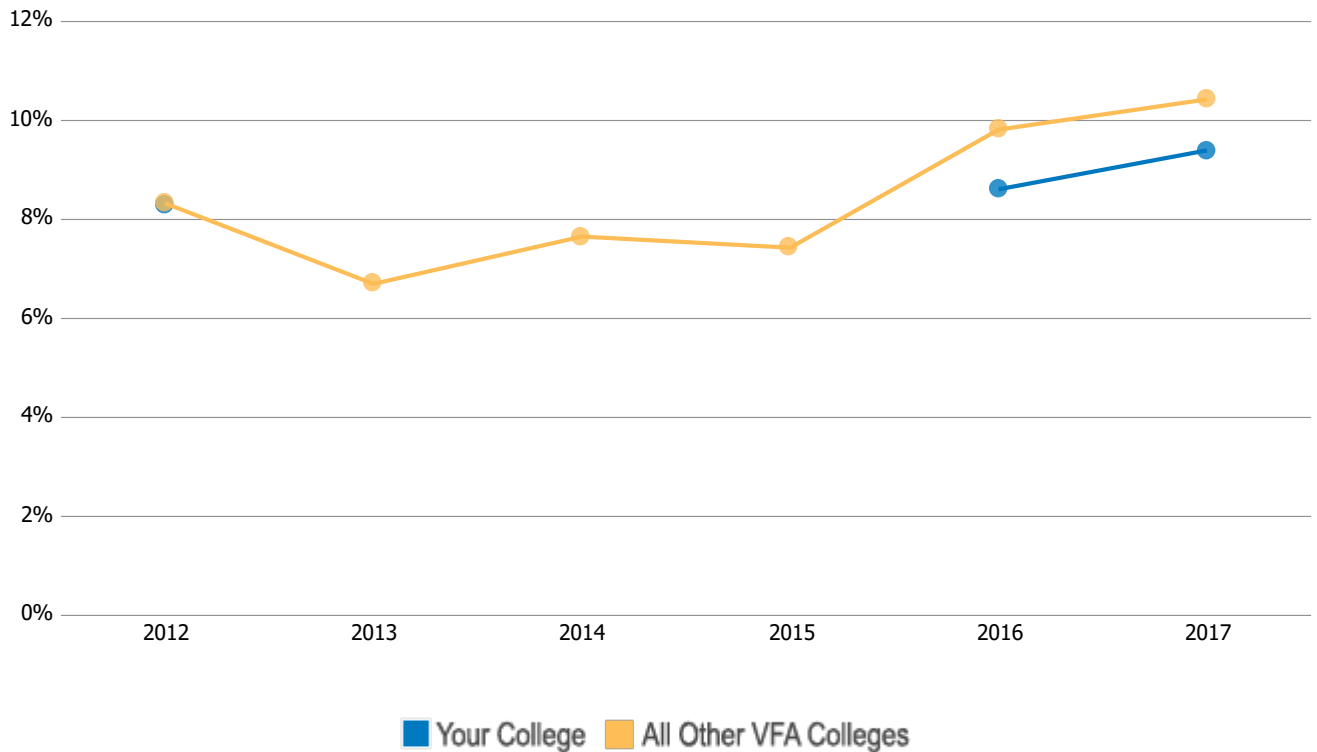
Main Cohort Earned 15+ Credits First Year



Main Cohort Earned 24+ Credits First Year



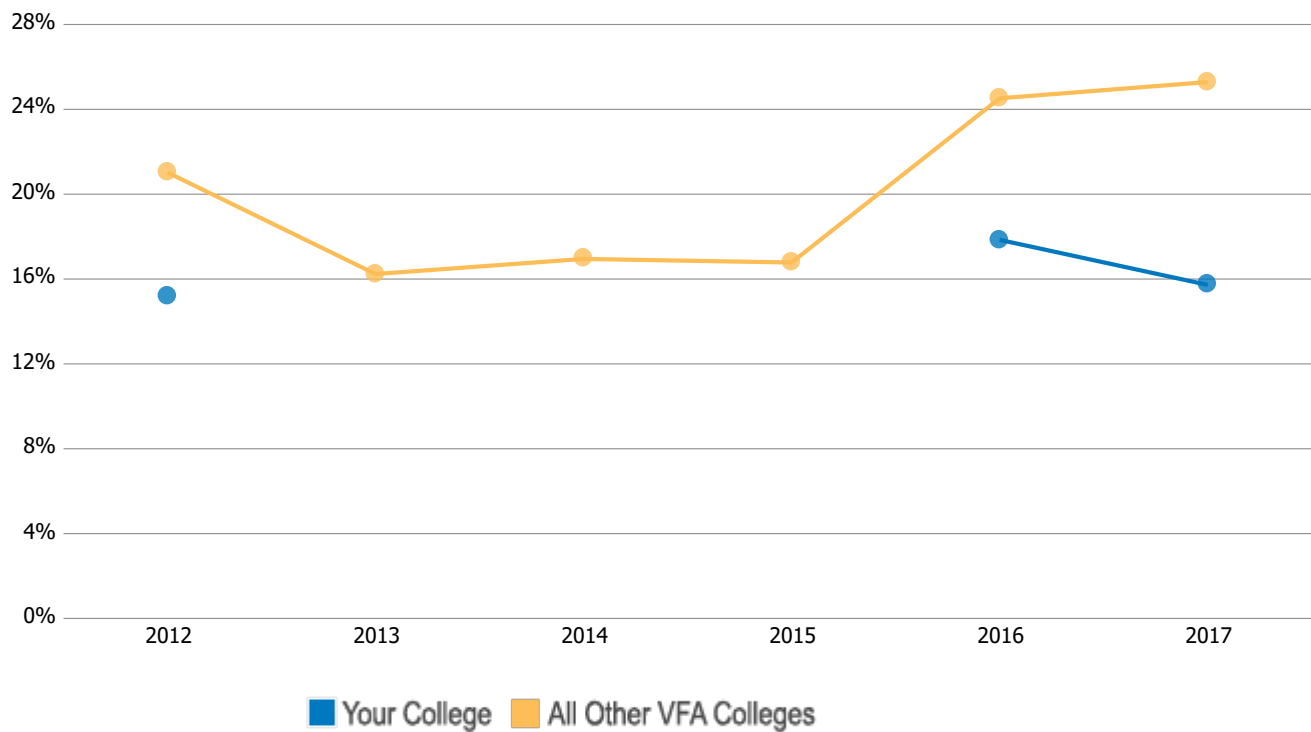
Main Cohort Earned 30+ Credits First Year



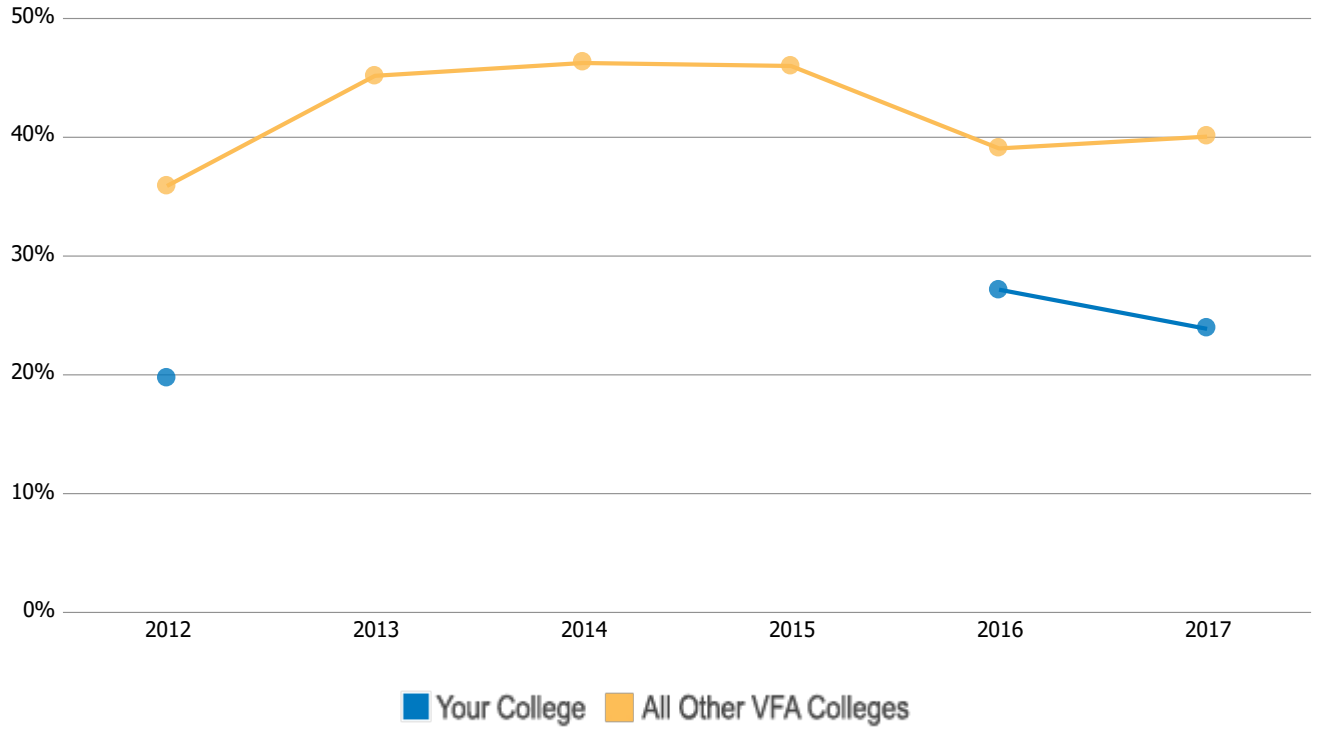
KPI Baseline Report for Sowela Technical Community College

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				
2012	15.2%	152	19.7%	197	8.1%	81	67.9%	680	17,380	11,538	66.4%
2016	17.8%	199	27.2%	303	11.3%	126	73.8%	823	19,906	14,440	72.5%
2017	15.7%	164	23.9%	249	8.9%	93	69.4%	724	17,887	12,368	69.1%

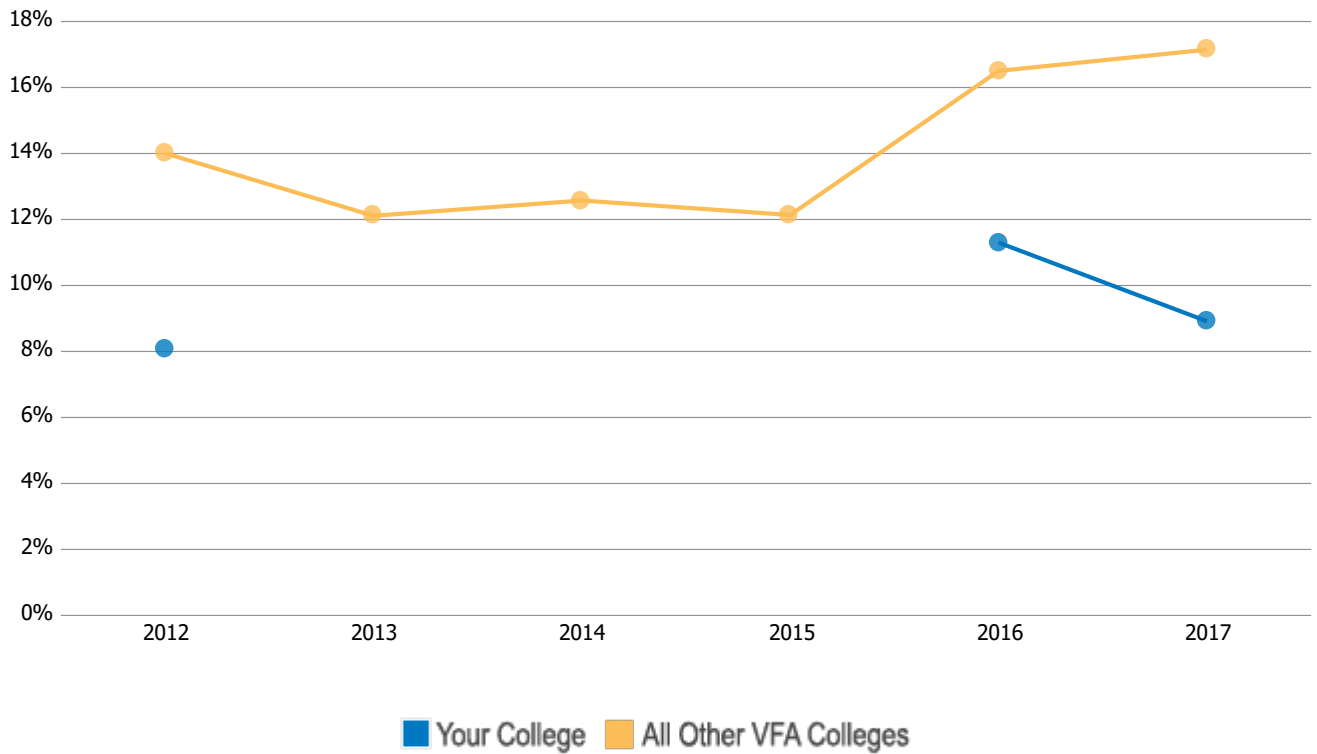
Main Cohort Passed College Math in Year 1



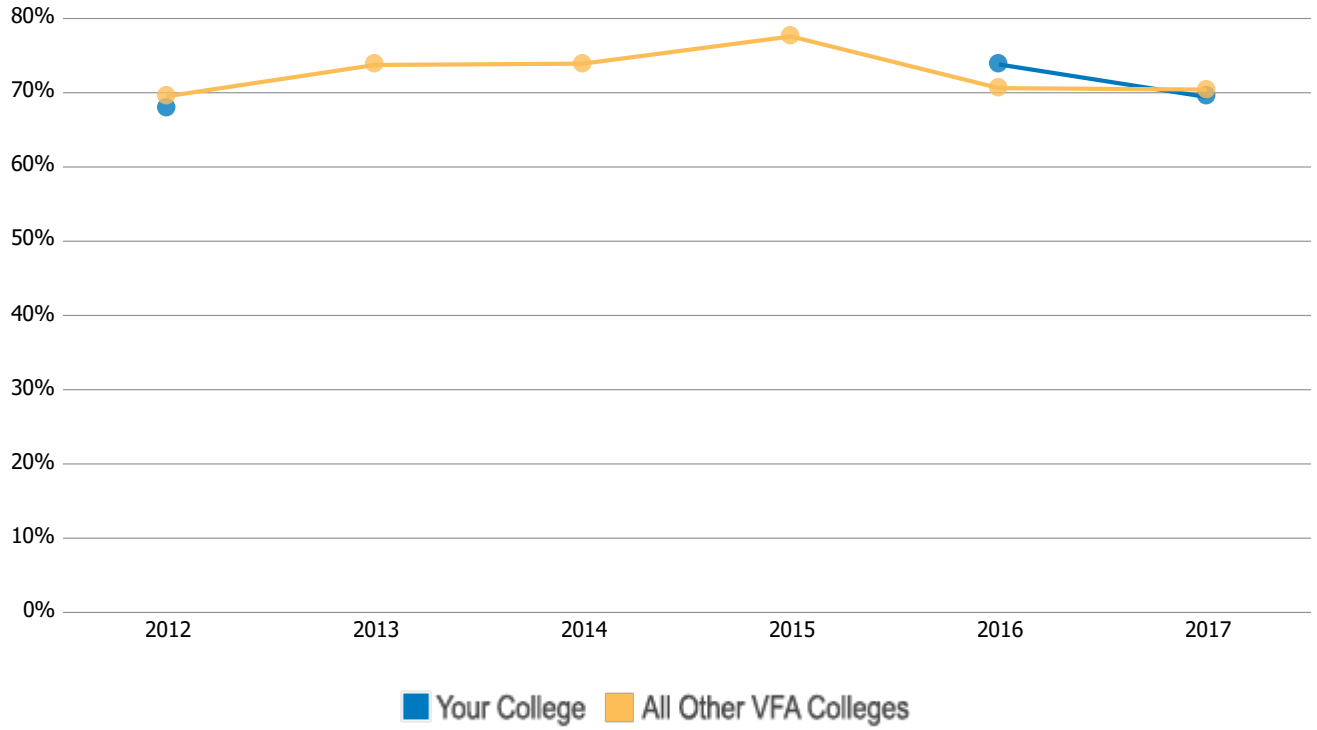
Main Cohort Passed College English in Year 1



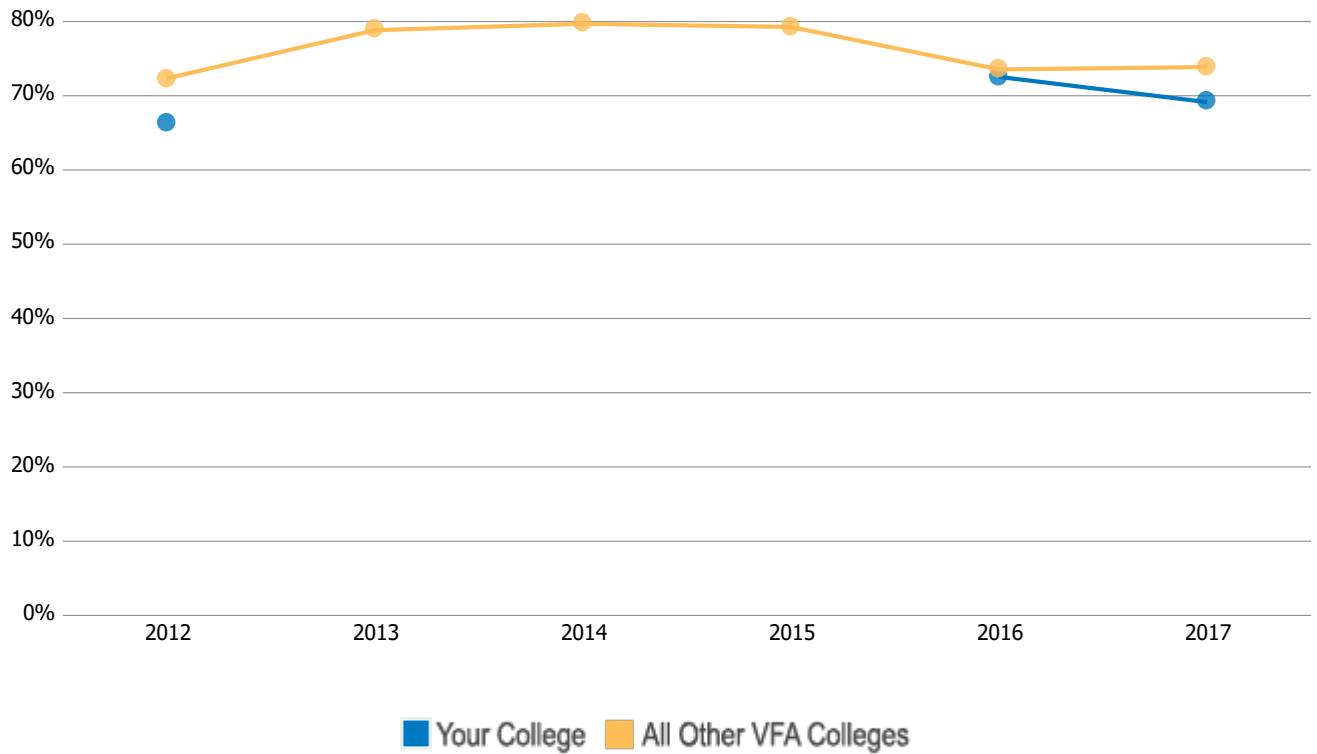
Main Cohort Passed College Math and English in Year 1



Main Cohort Fall to Next Term Retention



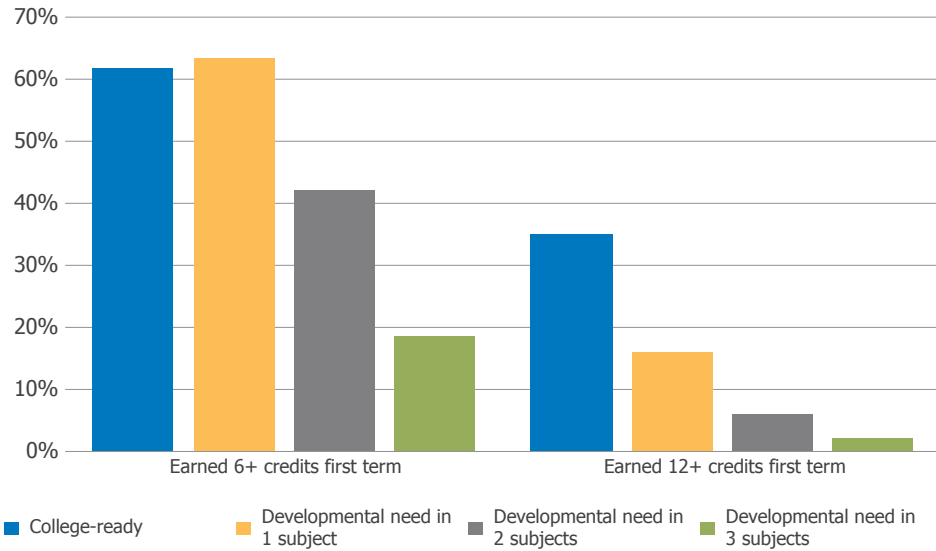
Main Cohort Credit Success Rate



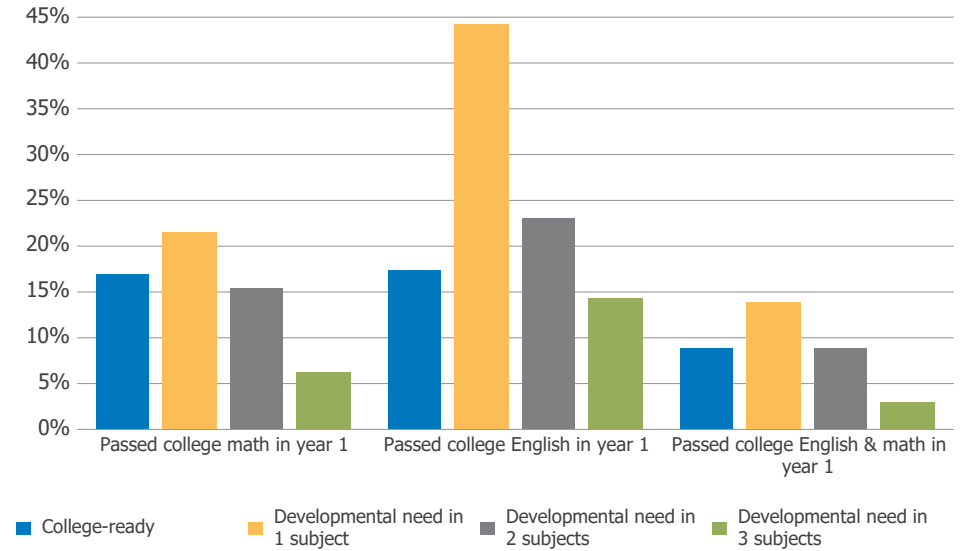
KPI Baseline Report for Sowela Technical Community College

College Readiness Status Disaggregation - Fall 2017 Main Cohort

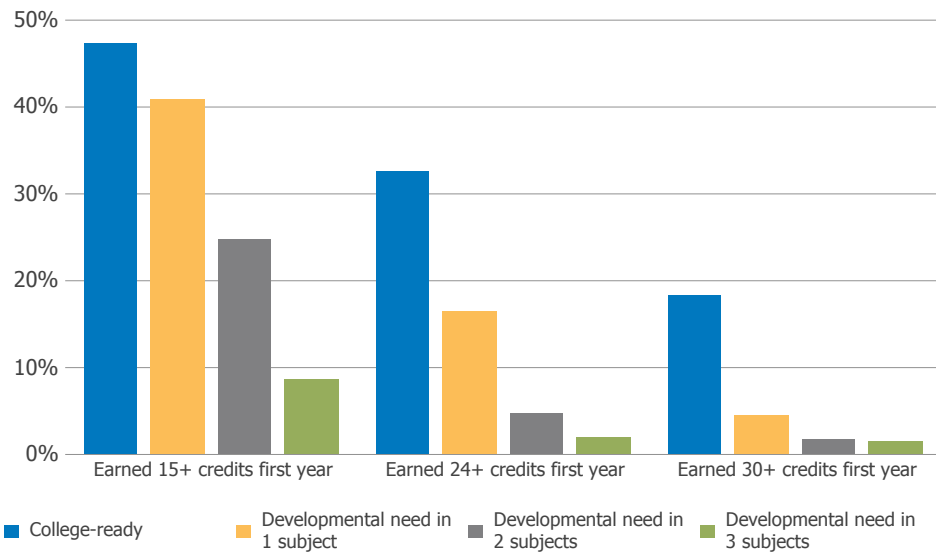
First Term Credit Success Rate by College Readiness



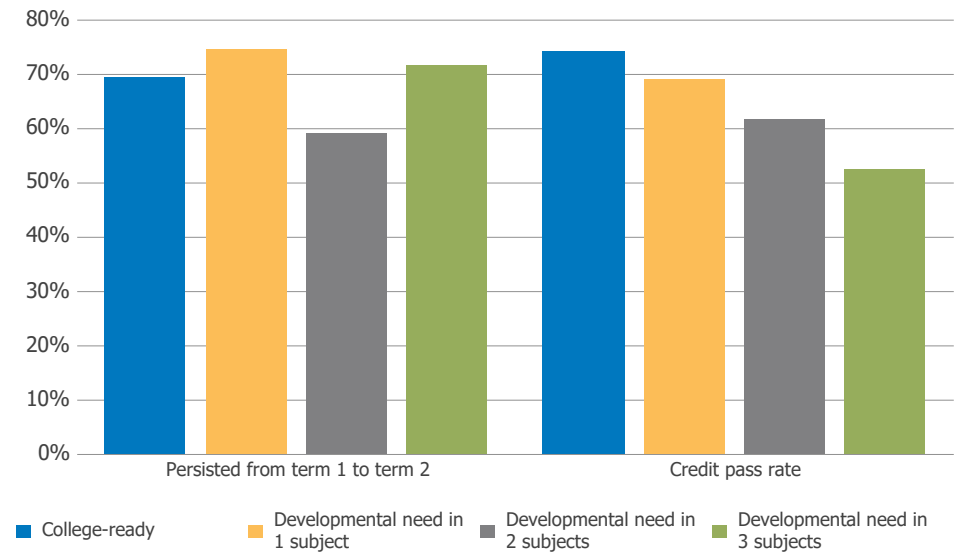
College Course Success Rate by College Readiness Status



Year 1 Credit Success Rate by College Readiness Status

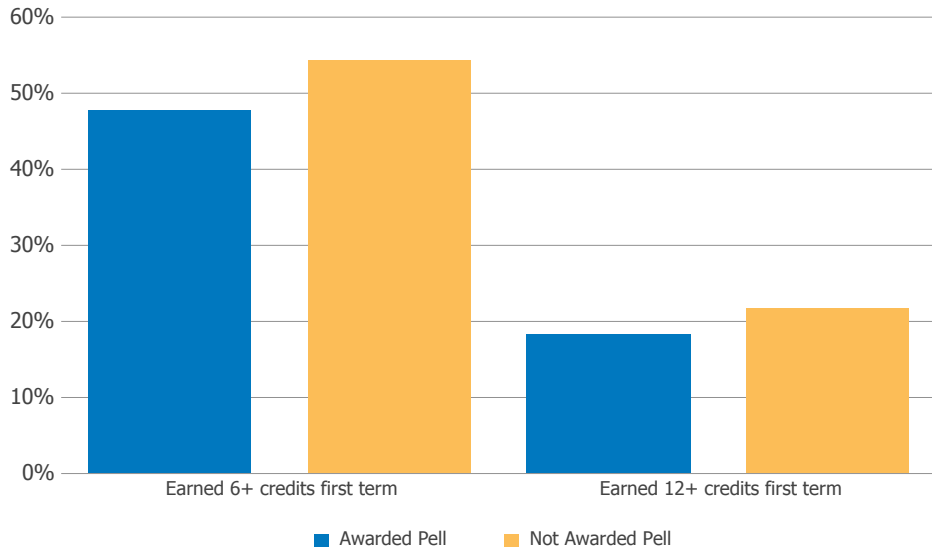


Retention and Credit Success Rate by College Readiness Status

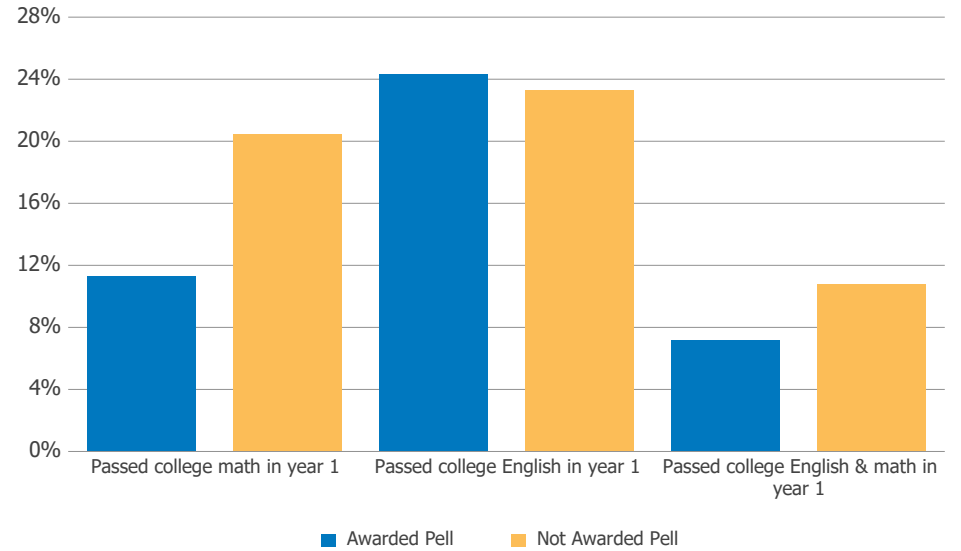


Pell Status Disaggregation - Fall 2017 Main Cohort

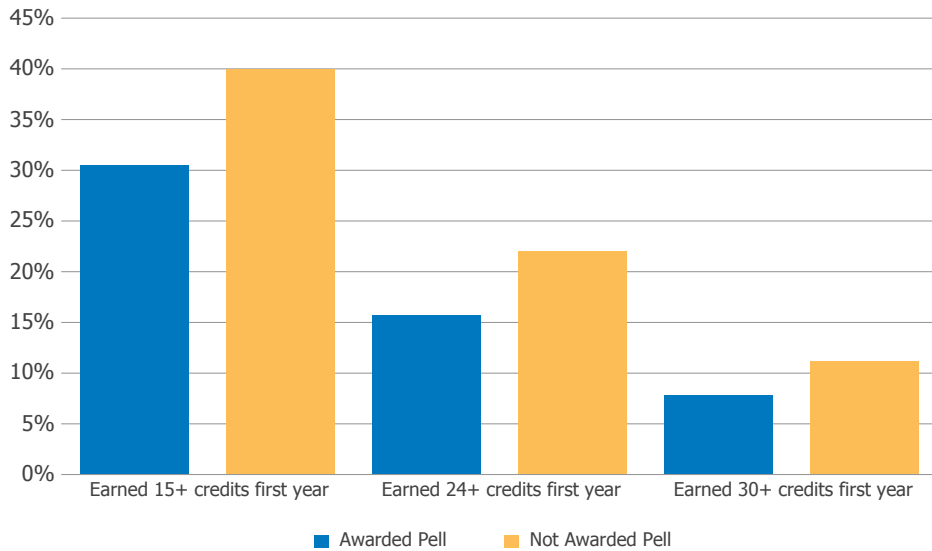
First Term Credit Success Rate by Pell Status



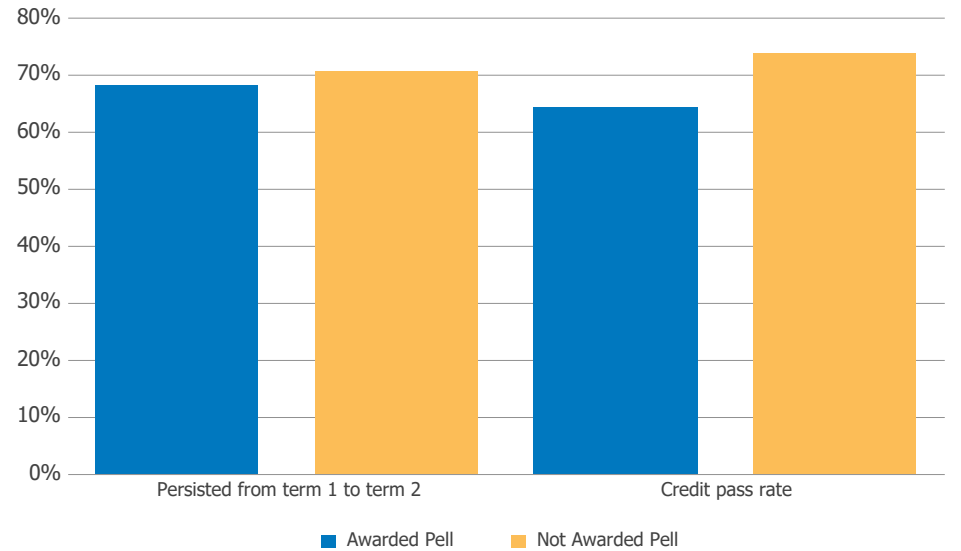
College Course Success Rate by Pell Status



Year 1 Credit Success Rate by Pell Status

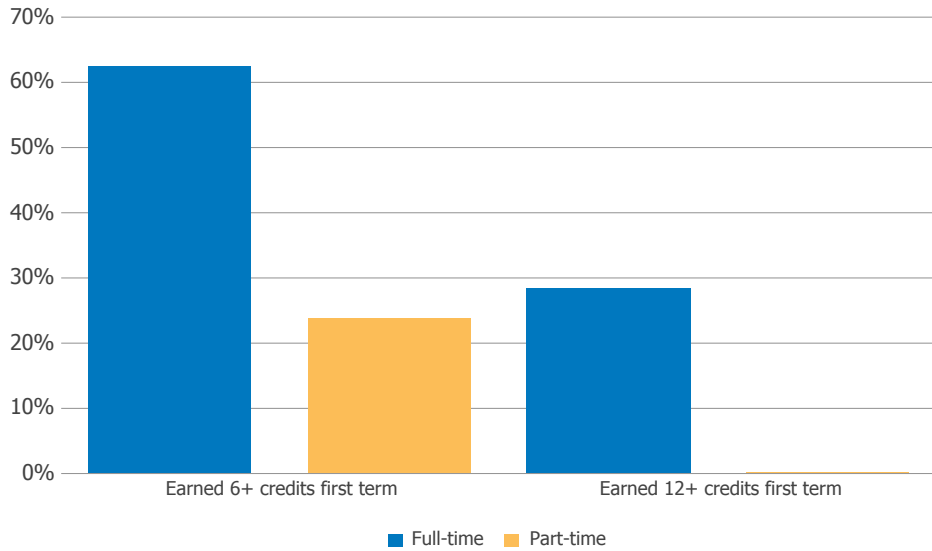


Retention and Credit Success Rate by Pell Status

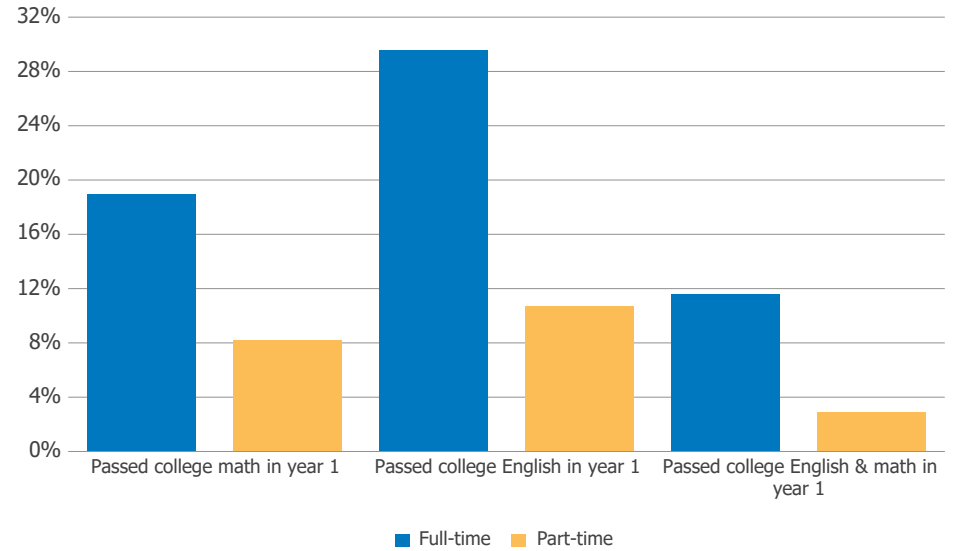


First-term Attendance Status Disaggregation - Fall 2017 Main Cohort

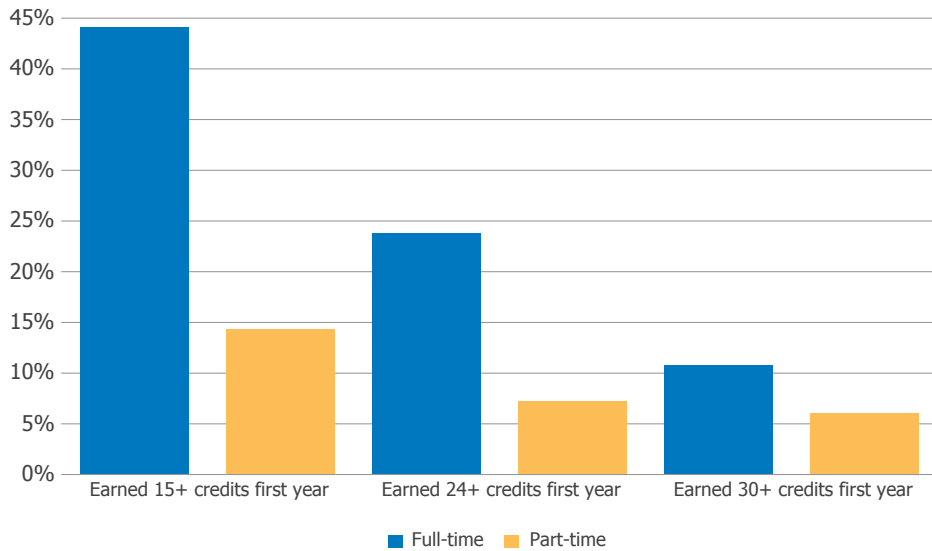
First Term Credit Success Rate by First-term Attendance Status



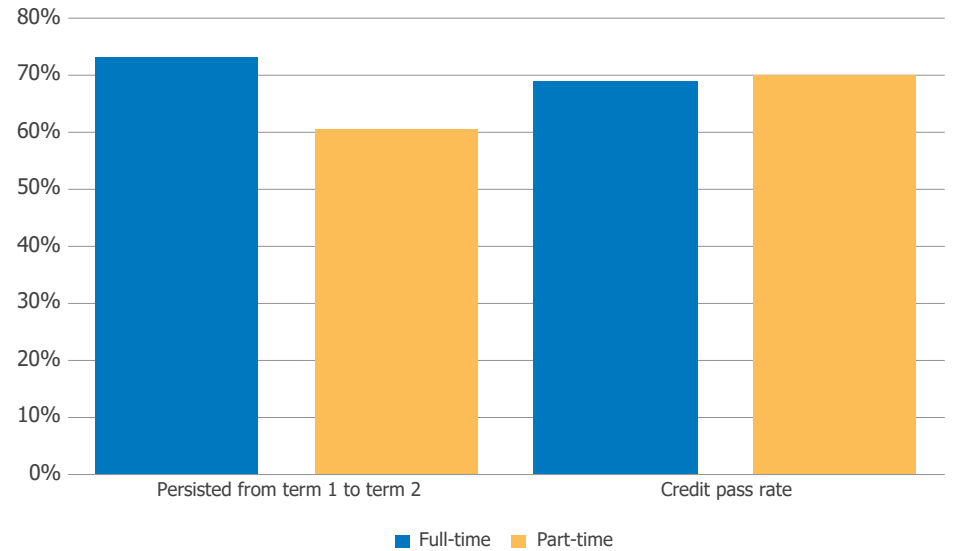
College Course Success Rate by First-term Attendance Status



Year 1 Credit Success Rate by First-term Attendance Status

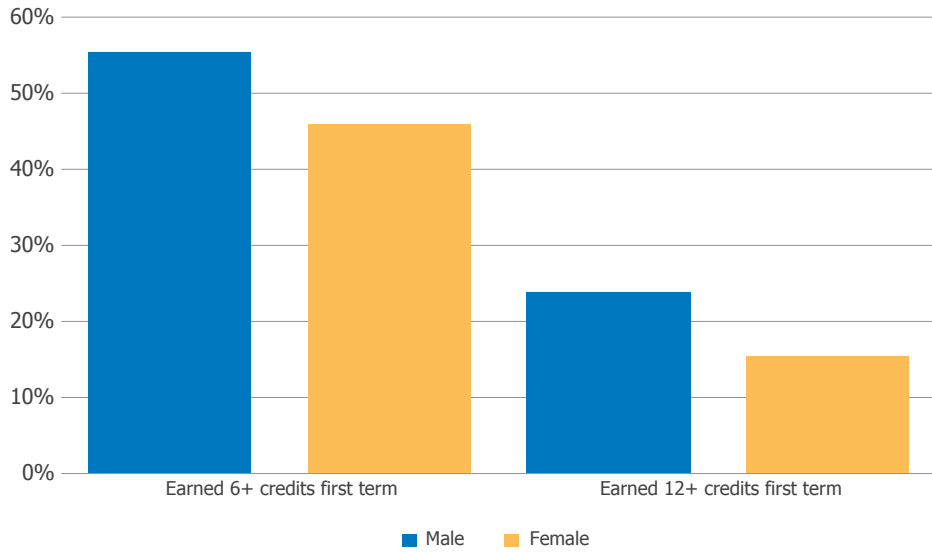


Retention and Credit Success Rate by First-term Attendance Status

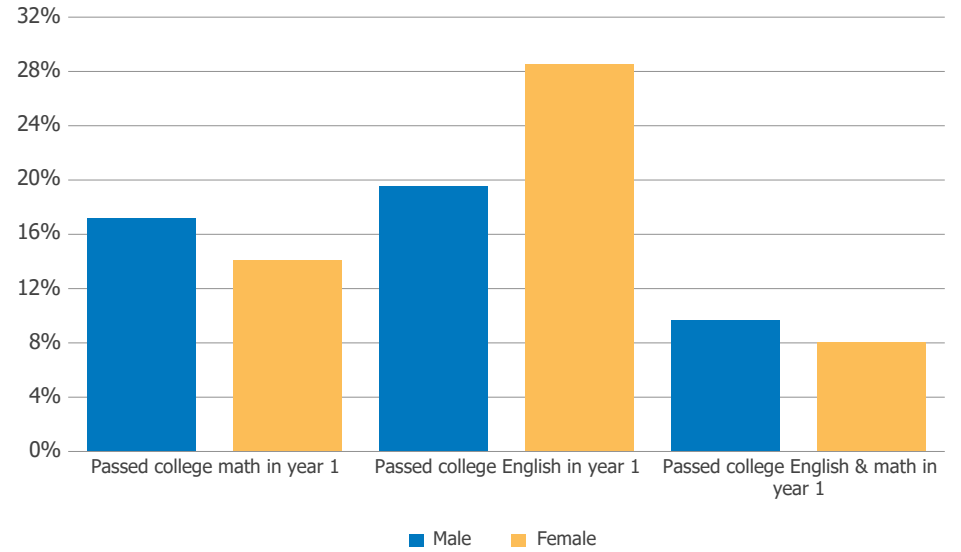


Gender Disaggregation - Fall 2017 Main Cohort

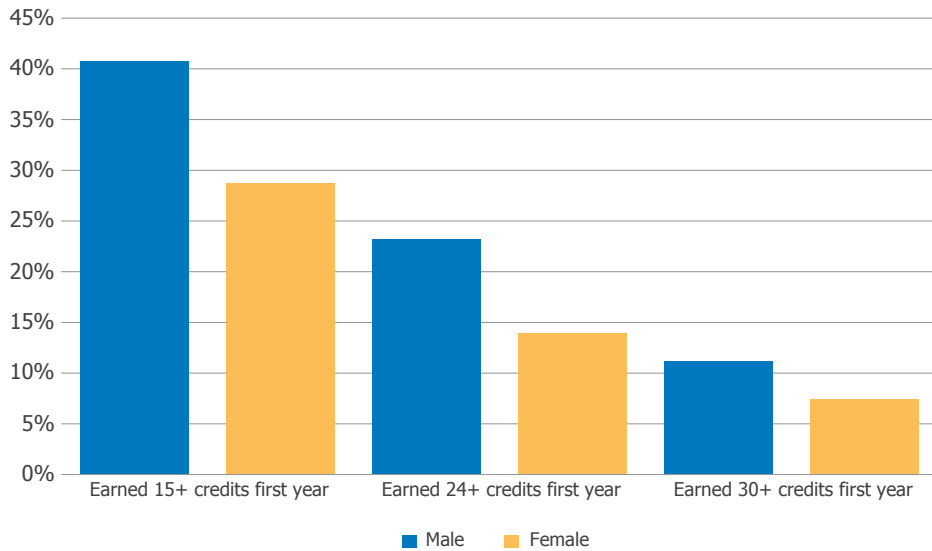
First Term Credit Success Rate by Gender



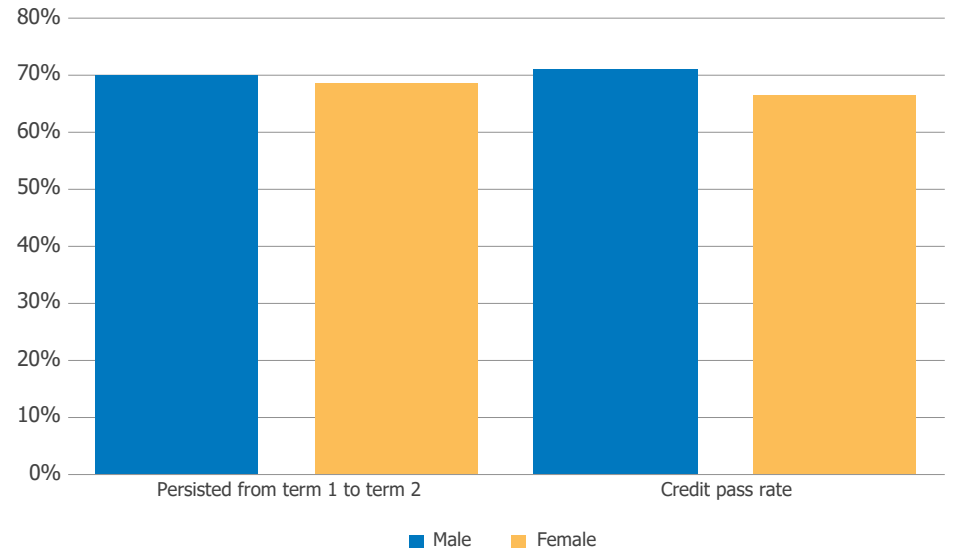
College Course Success Rate by Gender



Year 1 Credit Success Rate by Gender

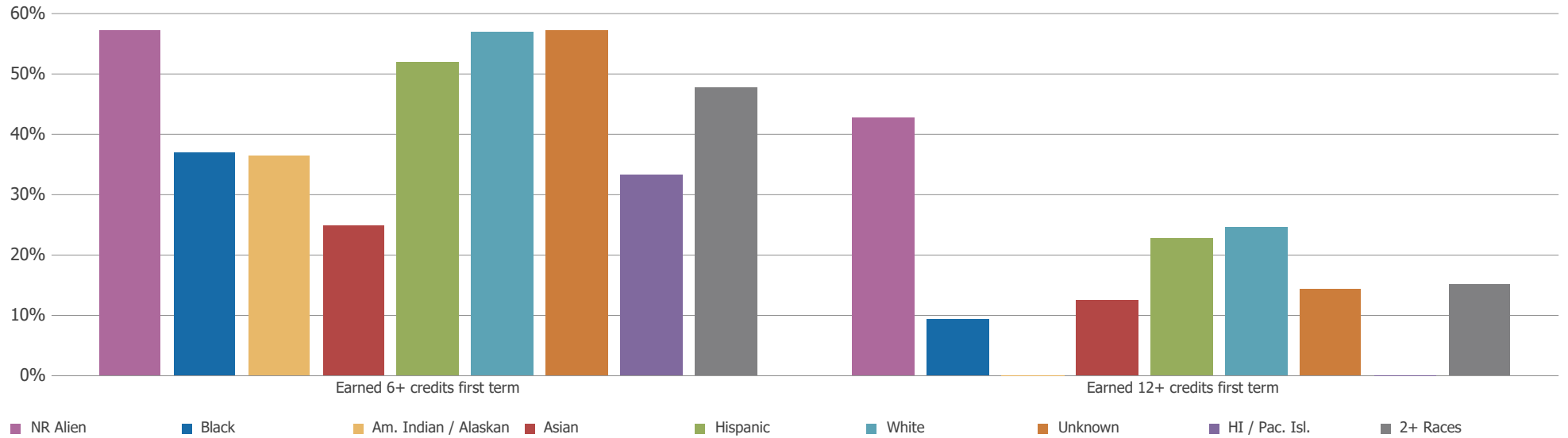


Retention and Credit Success Rate by Gender

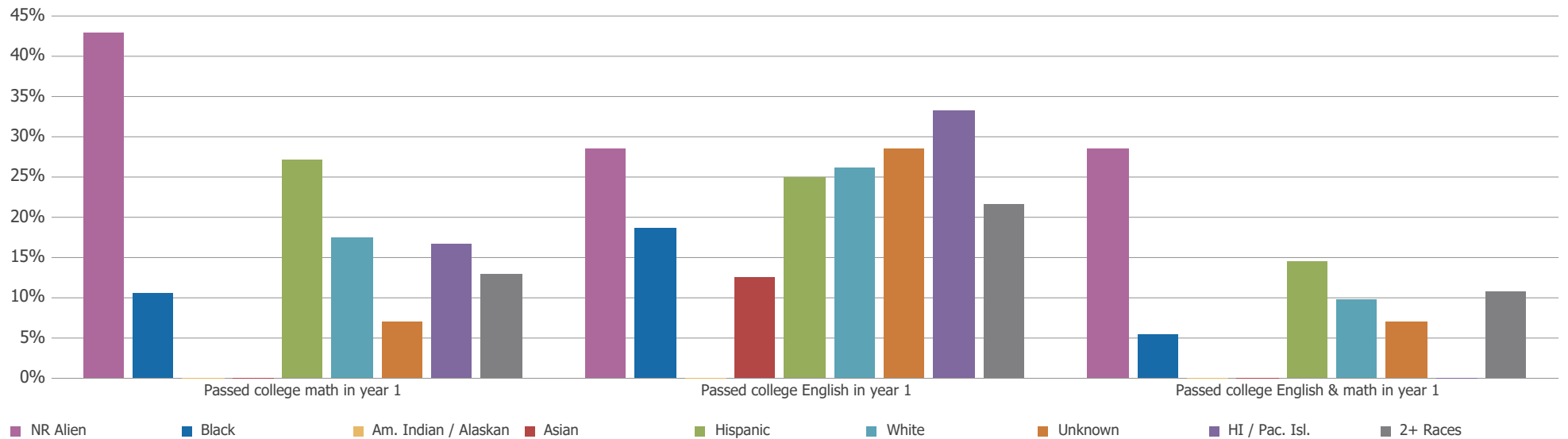


Race/Ethnicity Disaggregation - Fall 2017 Main Cohort

First Term Credit Success Rate by Race/Ethnicity

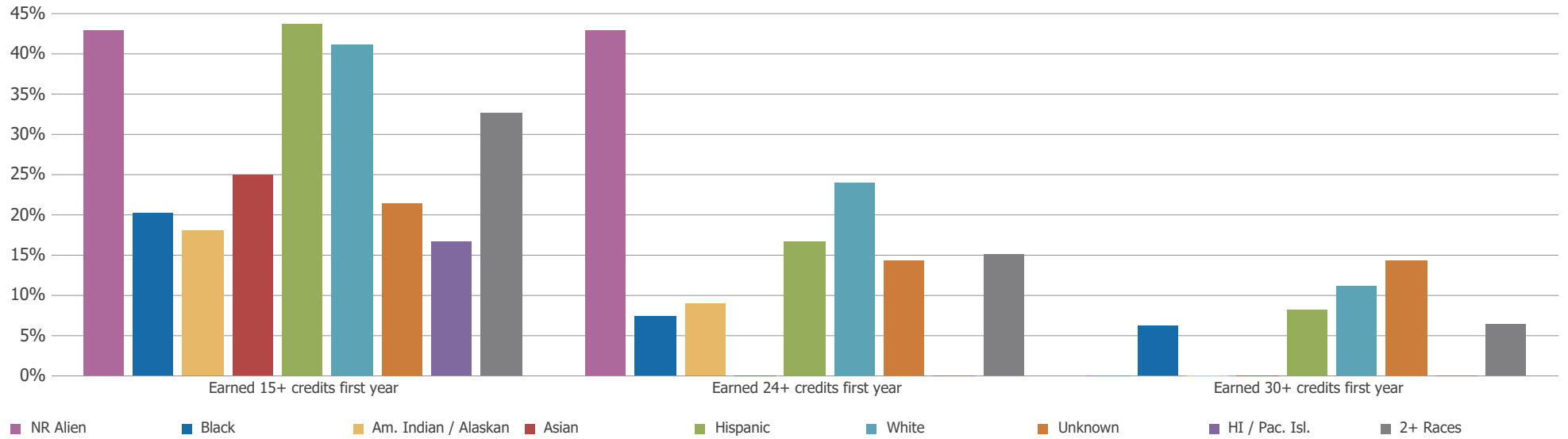


College Course Success Rate by Race/Ethnicity

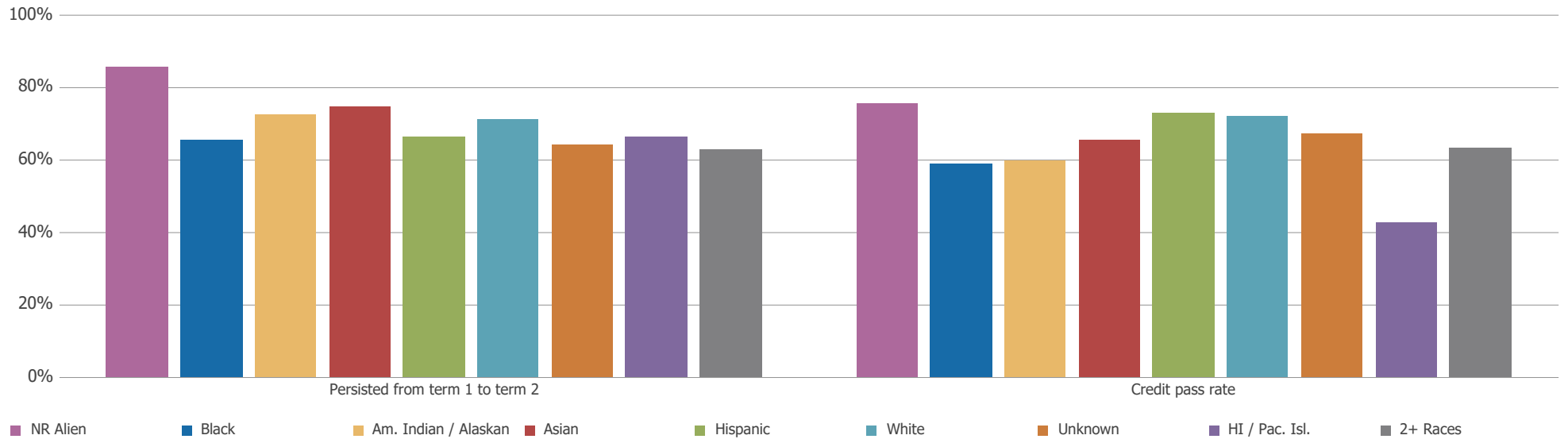


Race/Ethnicity Disaggregation - Fall 2017 Main Cohort

Year 1 Credit Success Rate by Race/Ethnicity



Retention and Credit Success Rate by Race/Ethnicity



KPI Baseline Report for Sowela Technical 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.