



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

Green River 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 Green River College

Demographics for Main Cohort in College Students

Institution Count : 170

All Students	Fall 2011		Fall 2015	
	100.0%	1,561	100.0%	1,333

Black	6.9%	108	7.0%	93
Am. Indian / Alaskan	0.8%	13	1.2%	16
Asian	7.1%	111	8.5%	113
Hispanic	3.1%	48	2.9%	38
White	63.5%	991	50.7%	676
Unknown	9.1%	142	8.7%	116
HI / Pac. Isl.	0.8%	13	0.6%	8
2+ Races	8.6%	135	20.5%	273

< 20 Yrs.	58.0%	906	63.0%	840
20-24 Yrs.	17.0%	266	16.0%	213
25-29 Yrs.	8.5%	133	8.3%	111
30-39 Yrs.	9.5%	148	7.1%	95
40-49 Yrs.	4.9%	77	2.9%	39
50 or Older	2.0%	31	2.6%	35

Full-time	80.3%	1,254	81.9%	1,092
Part-time	19.7%	307	18.1%	241

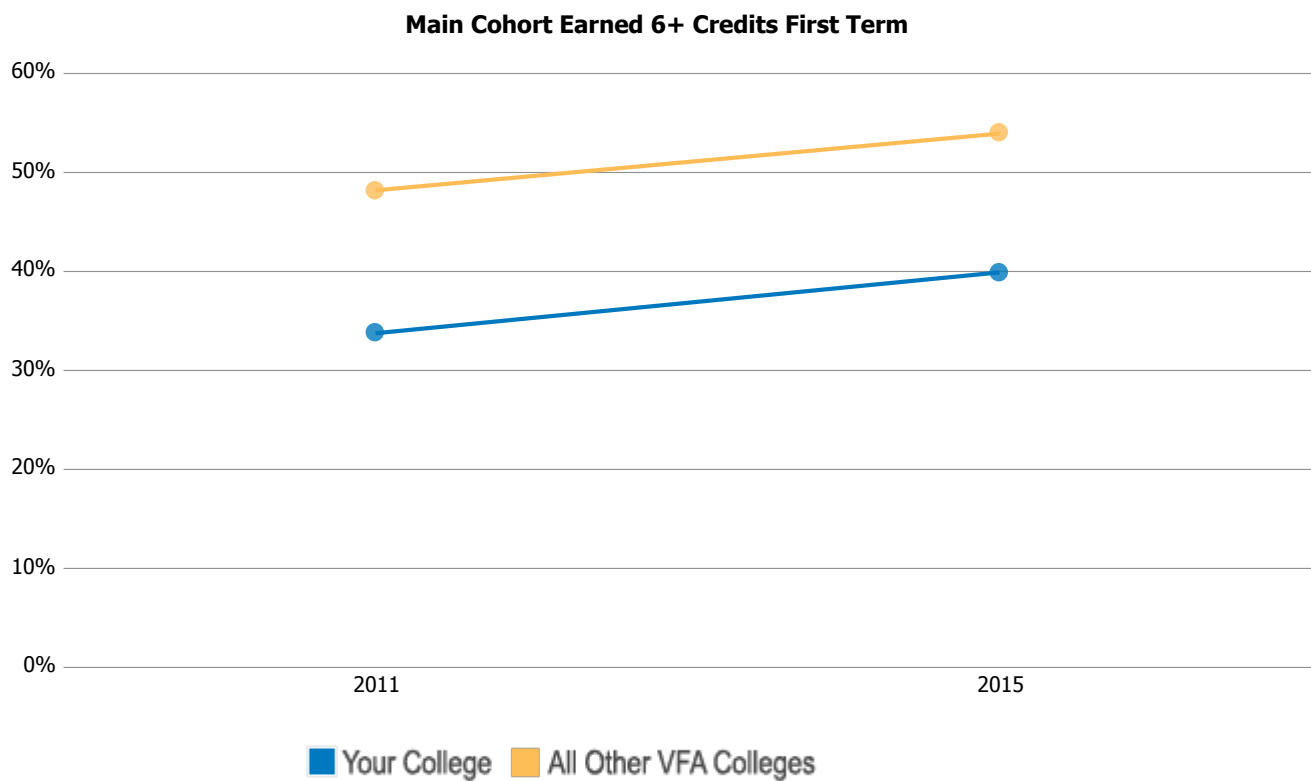
College-ready	41.2%	643	44.0%	586
Developmental need in 1	40.6%	633	39.2%	523
Developmental need in 2	14.2%	222	7.0%	93
Developmental need in 3	4.0%	63	9.8%	131

Male	52.2%	815	50.6%	675
Female	47.8%	746	49.1%	655
Unknown / Other	N/A	N/A	0.2%	3

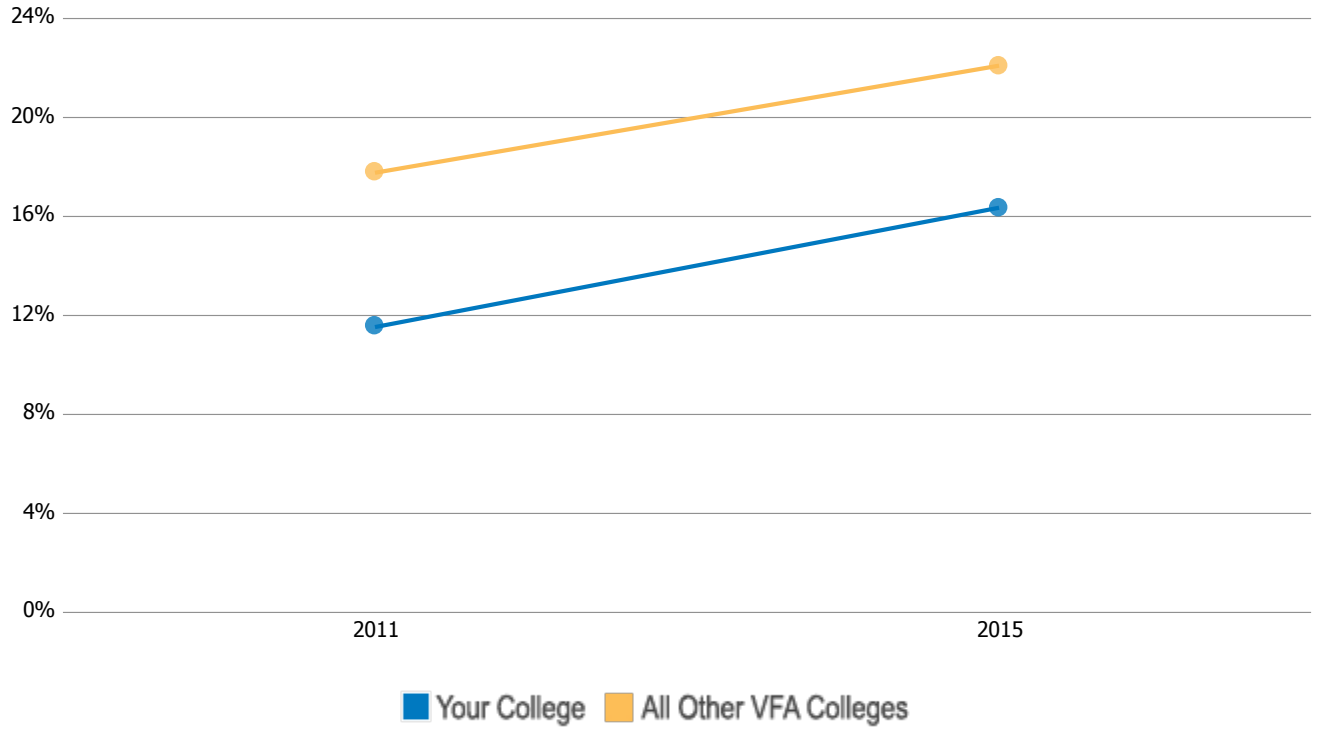
Awarded Pell	38.6%	602	34.1%	455
Not Awarded Pell	61.4%	959	65.9%	878

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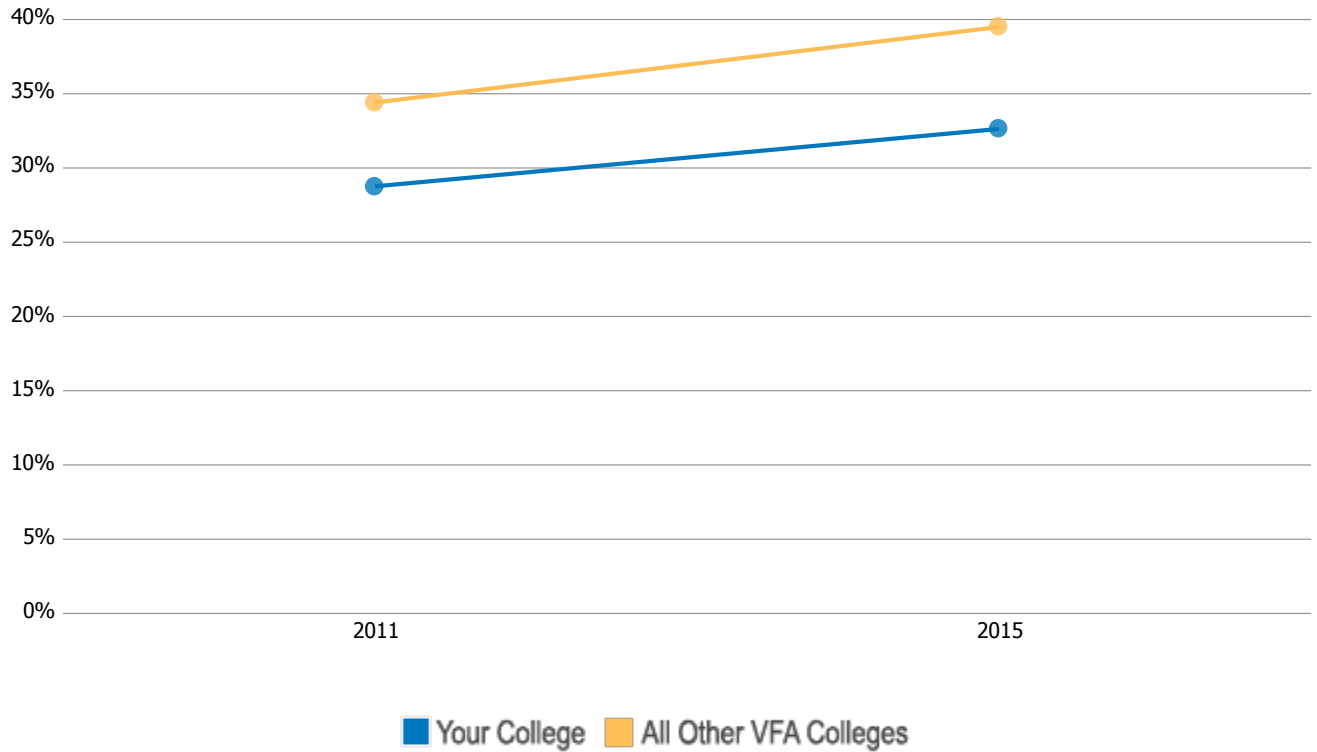
Credit Momentum KPIs for Green River College											
Cohort Year	Earned 6+ credits first term		Earned 12+ credits first term		Earned 15+ credits first year		Earned 24+ credits first year		Earned 30+ credits first year		Total main cohort students
2011	33.8%	527	11.5%	180	28.8%	449	10.8%	168	5.4%	85	1,561
2015	39.9%	532	16.4%	218	32.6%	435	13.3%	177	5.8%	77	1,333



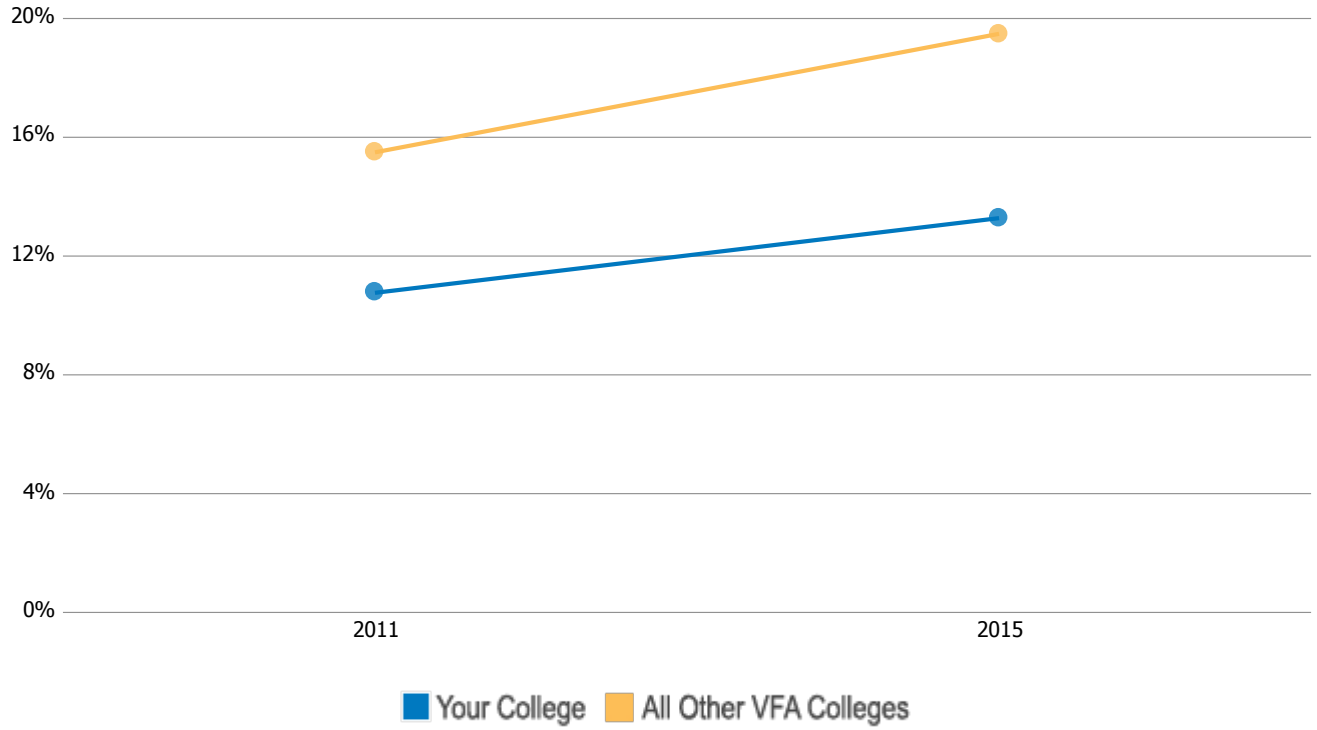
Main Cohort Earned 12+ Credits First Term



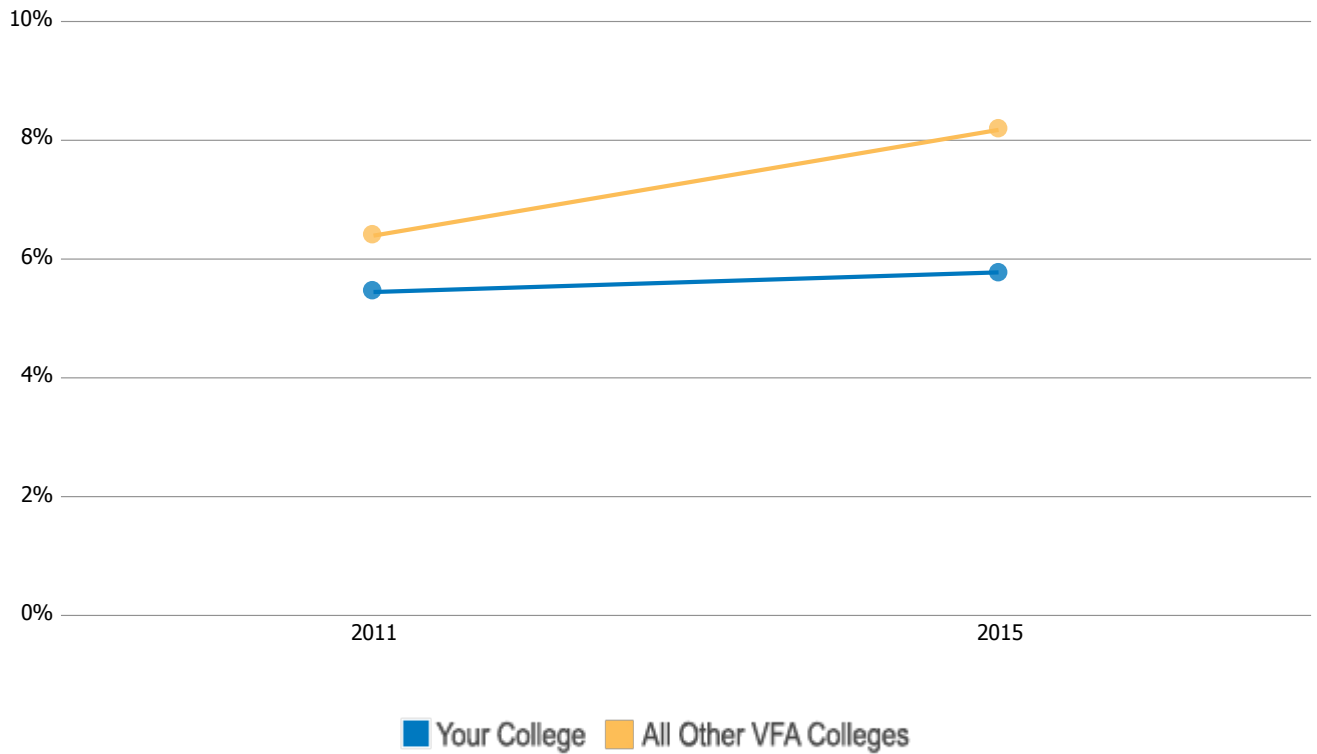
Main Cohort Earned 15+ Credits First Year



Main Cohort Earned 24+ Credits First Year

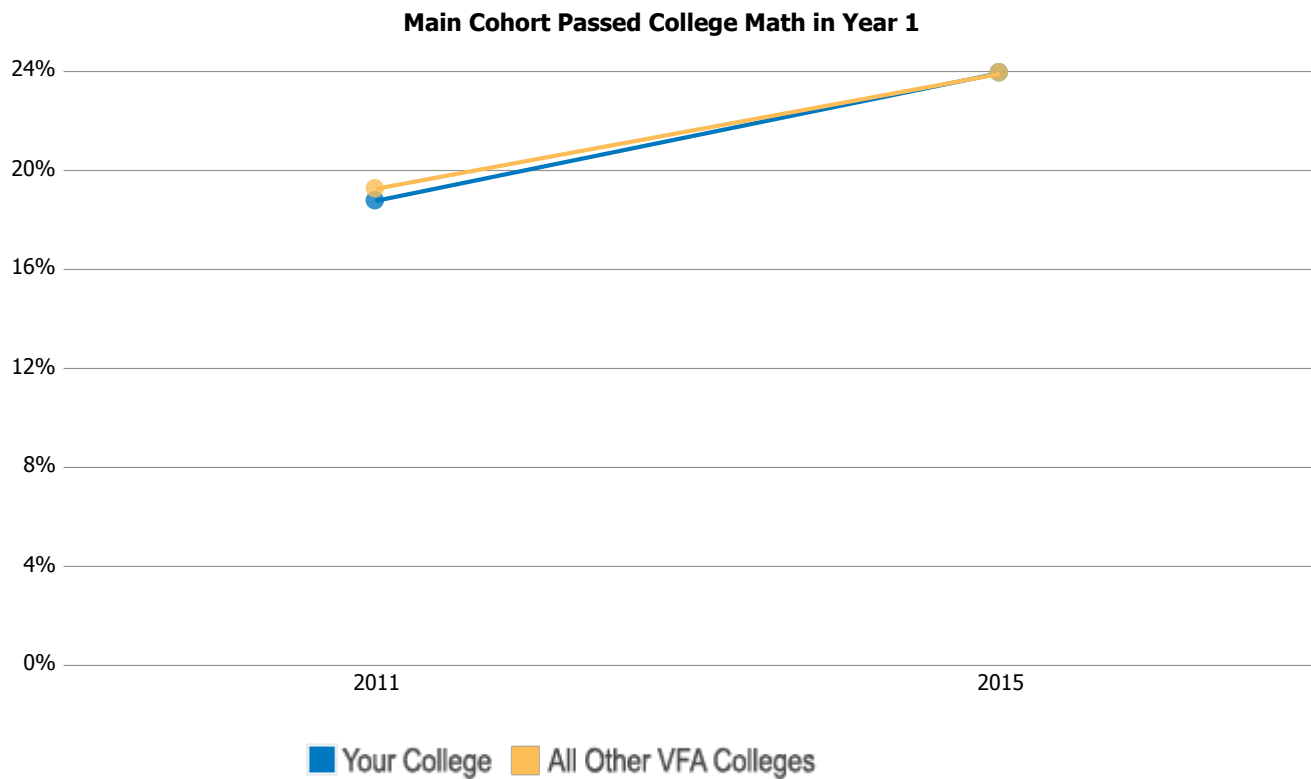


Main Cohort Earned 30+ Credits First Year

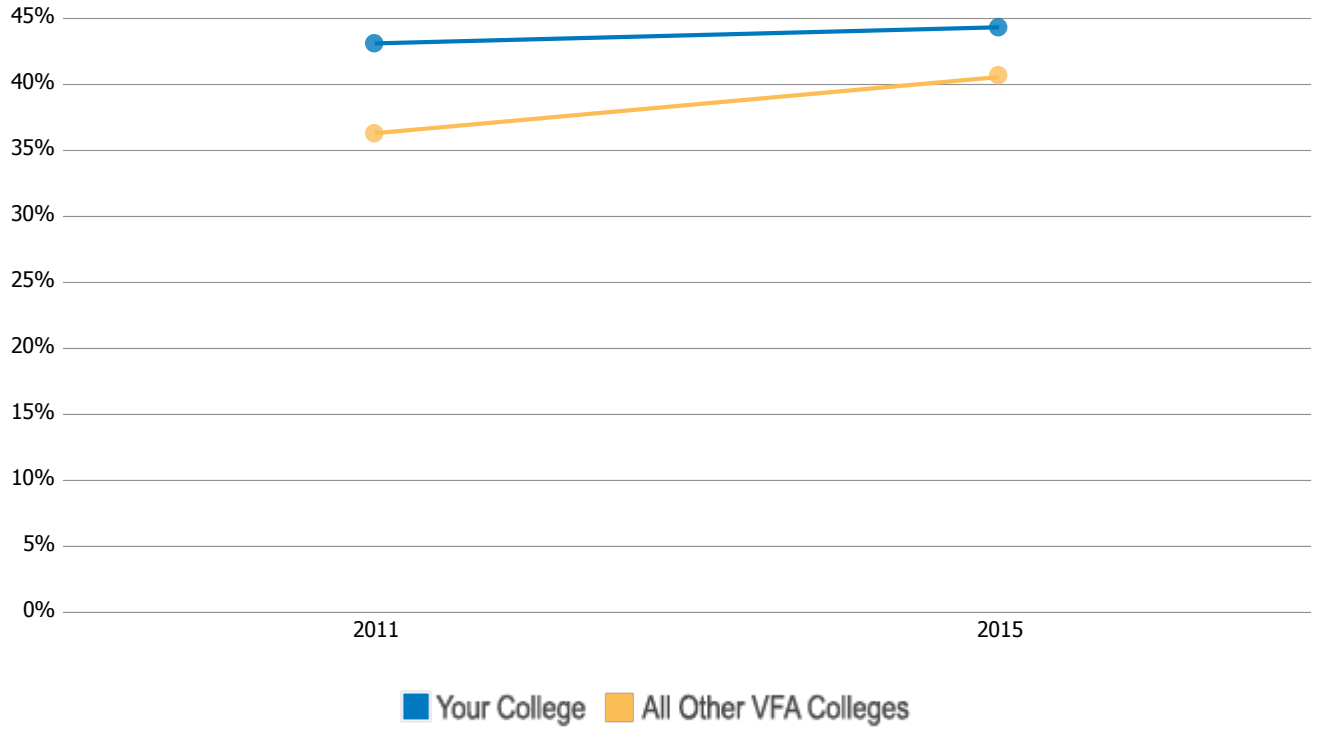


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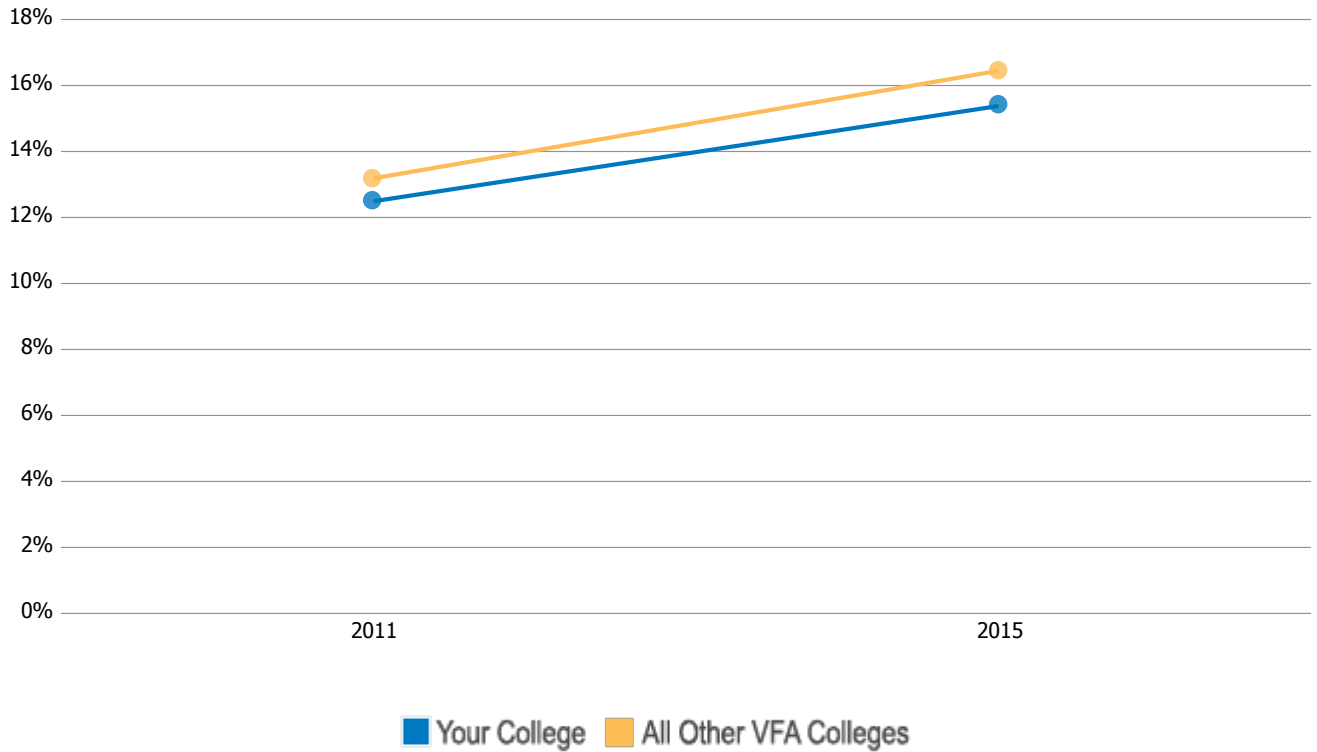
Gateway Completion, Persistence, and College Course Completion KPIs											
Cohort Year	Passed college math in year 1		Passed college English in year 1		Passed college English & math in year 1		Fall to next term retention	Total college credits attempted	Total college credits successfully completed	Credit success rate	
2011	18.8%	293	43.1%	673	12.5%	195	69.4%	1,084	28,514	20,716	72.7%
2015	23.9%	319	44.3%	591	15.4%	205	71.9%	958	24,804	18,601	75.0%



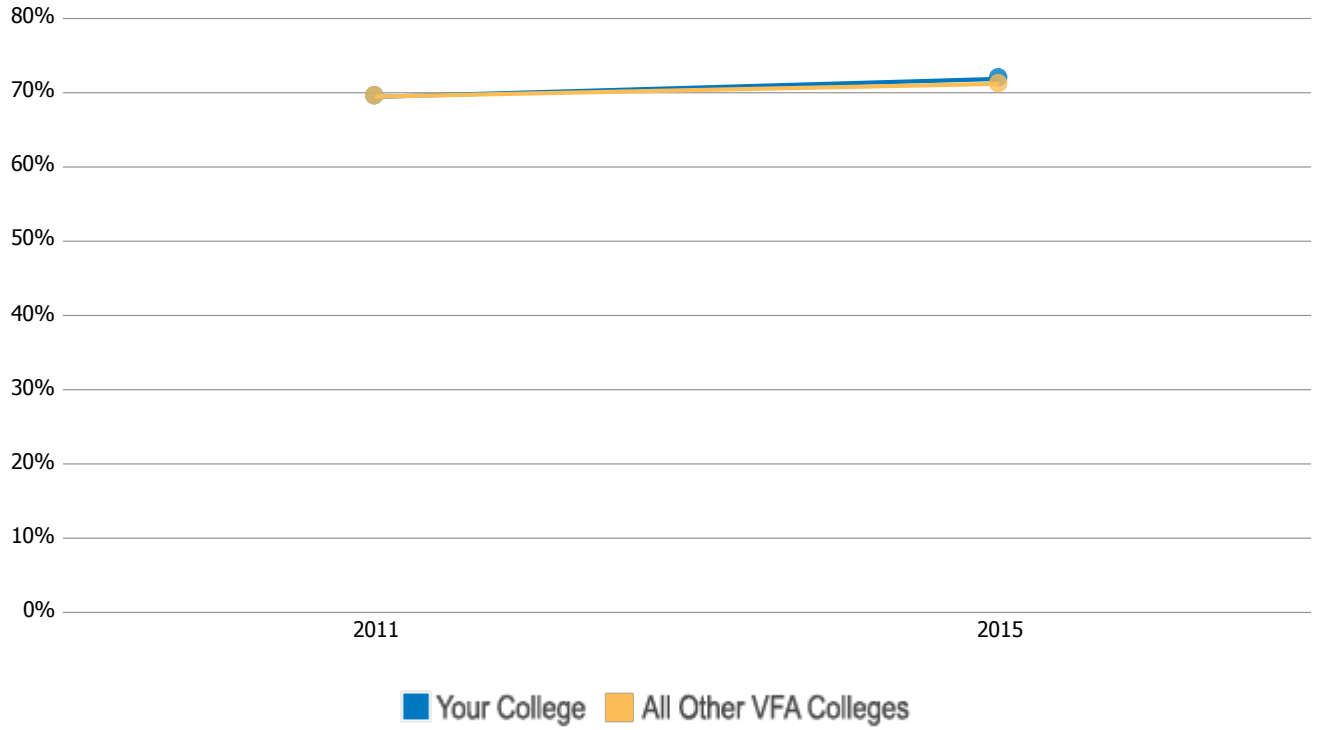
Main Cohort Passed College English in Year 1



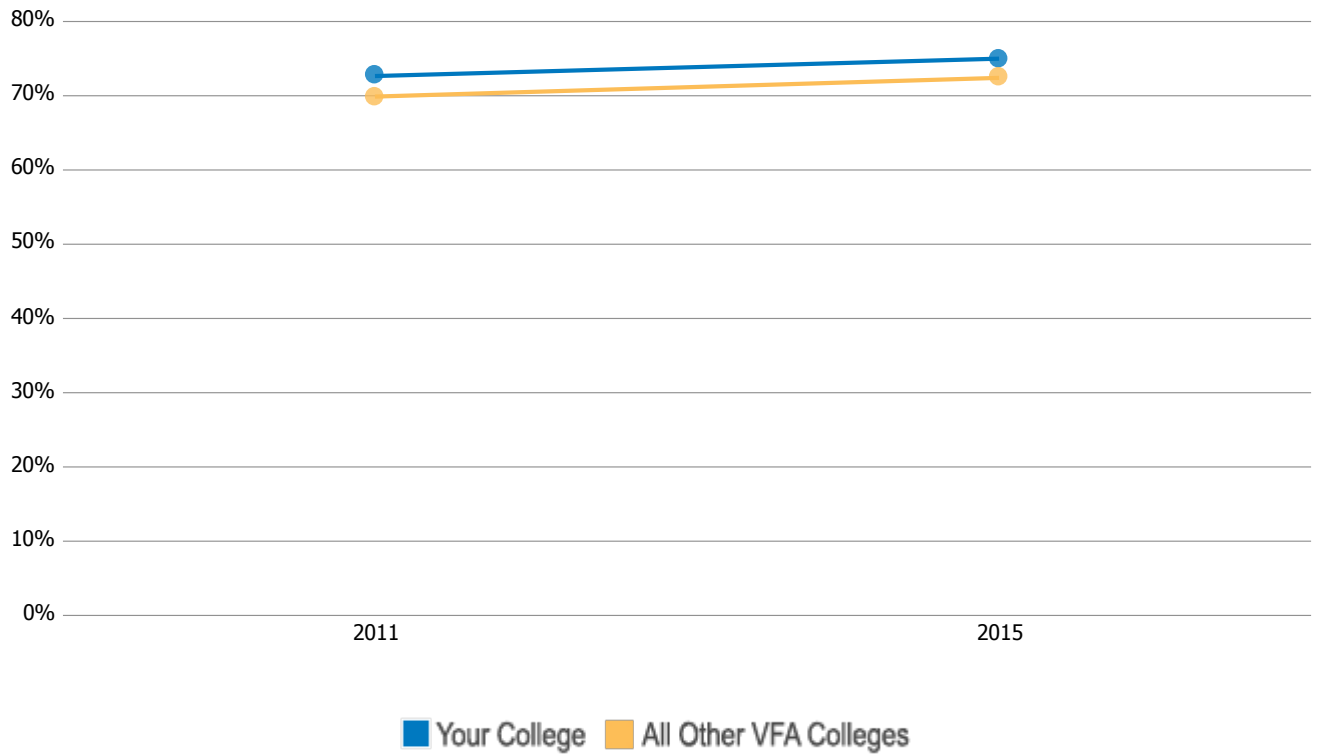
Main Cohort Passed College Math and English in Year 1



Main Cohort Fall to Next Term Retention



Main Cohort Credit Success Rate



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College Readiness Status Disaggregation - Fall 2015 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 2015 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 2015 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 2015 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 2015 Main Cohort

First Term Credit Success Rate by Race/Ethnicity

College Course Success Rate by Race/Ethnicity

Race/Ethnicity Disaggregation - Fall 2015 Main Cohort

Year 1 Credit Success Rate by Race/Ethnicity

Retention and Credit Success Rate by Race/Ethnicity

KPI Baseline Report for Green River 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.