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.

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*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

Institution Count : 233

	Fall 2012		Fall 2016		Fall 2017	
All Students	100.0%	1,601	100.0%	1,566	100.0%	1,497

	Fall 2012		Fall 2016		Fall 2017	
Black	7.0%	112	7.5%	118	6.5%	97
Am. Indian / Alaskan	0.8%	13	0.4%	6	1.0%	15
Asian	7.0%	112	13.5%	212	13.9%	208
Hispanic	2.4%	39	2.7%	43	1.1%	16
White	58.0%	928	48.4%	758	48.9%	732
Unknown	7.9%	127	7.1%	111	9.8%	146
HI / Pac. Isl.	1.1%	18	1.0%	16	0.7%	10
2+ Races	15.7%	252	19.3%	302	18.2%	273

	Fall 2012		Fall 2016		Fall 2017	
< 20 Yrs.	50.8%	813	50.5%	791	51.8%	775
20-24 Yrs.	23.5%	377	25.6%	401	24.6%	369
25-29 Yrs.	10.6%	169	10.2%	159	10.0%	150
30-39 Yrs.	8.1%	129	8.7%	136	8.8%	132
40-49 Yrs.	4.4%	71	3.3%	52	3.7%	55
50 or Older	2.6%	42	1.7%	27	1.1%	16

	Fall 2012		Fall 2016		Fall 2017	
Full-time	64.3%	1,030	66.3%	1,038	63.4%	949
Part-time	35.7%	571	33.7%	528	36.6%	548

	Fall 2012		Fall 2016		Fall 2017	
College-ready	37.6%	602	45.1%	706	57.4%	859
Developmental need in 1	42.3%	678	38.2%	598	32.5%	486
Developmental need in 2	14.4%	231	8.2%	129	5.9%	89
Developmental need in 3	5.6%	90	8.5%	133	4.2%	63

	Fall 2012		Fall 2016		Fall 2017	
Male	51.0%	816	51.4%	805	52.8%	790
Female	49.0%	784	48.6%	761	47.0%	704
Unknown / Other	0.1%	1	N/A	N/A	0.2%	3

	Fall 2012		Fall 2016		Fall 2017	
Awarded Pell	36.4%	583	33.5%	524	30.9%	463
Not Awarded Pell	63.6%	1,018	66.5%	1,042	69.1%	1,034

KPI Baseline Report for Green River College

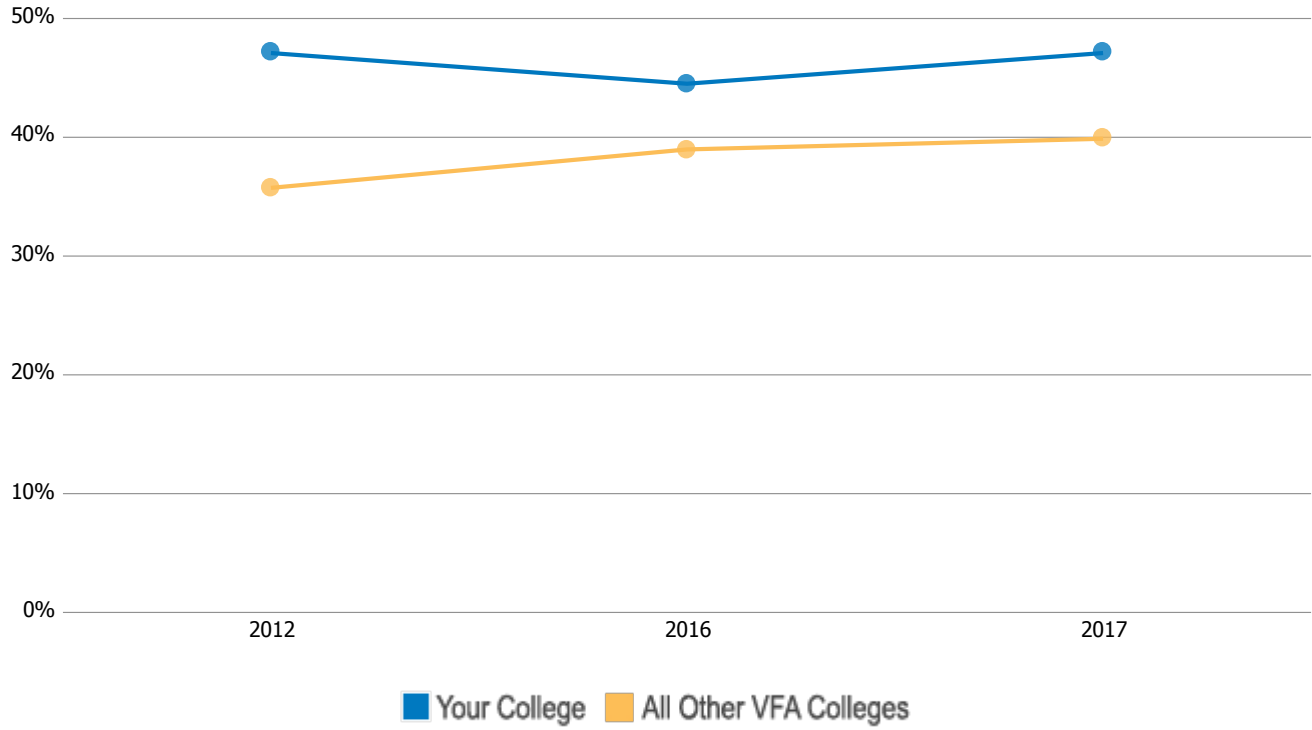| Credit Momentum KPIs for Green River College										
Cohort Year	Earned 6+ credits first term		Earned 12+ credits first term		Earned 15+ credits first year		Earned 24+ credits first year		Earned 30+ credits first year		Total main cohort students
2012	48.6%	778	20.9%	334	42.4%	679	20.7%	331	10.8%	173	1,601
2016	52.2%	818	25.6%	401	43.5%	681	22.6%	354	12.6%	197	1,566
2017	53.3%	798	27.6%	413	46.8%	701	25.1%	376	13.8%	207	1,497

Main Cohort Earned 6+ Credits First Term

Your College   All Other VFA Colleges
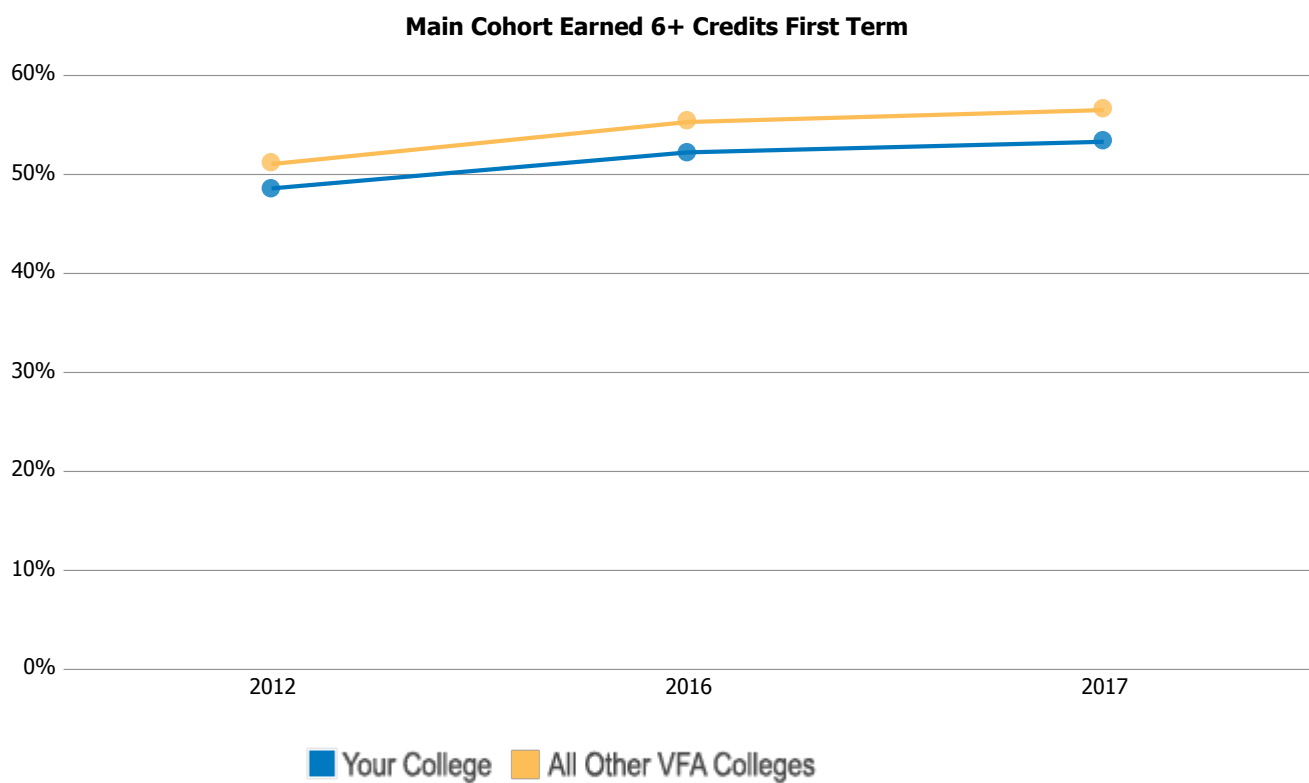
Main Cohort Earned 12+ Credits First Term

Legend: Your College, All Other VFA Colleges
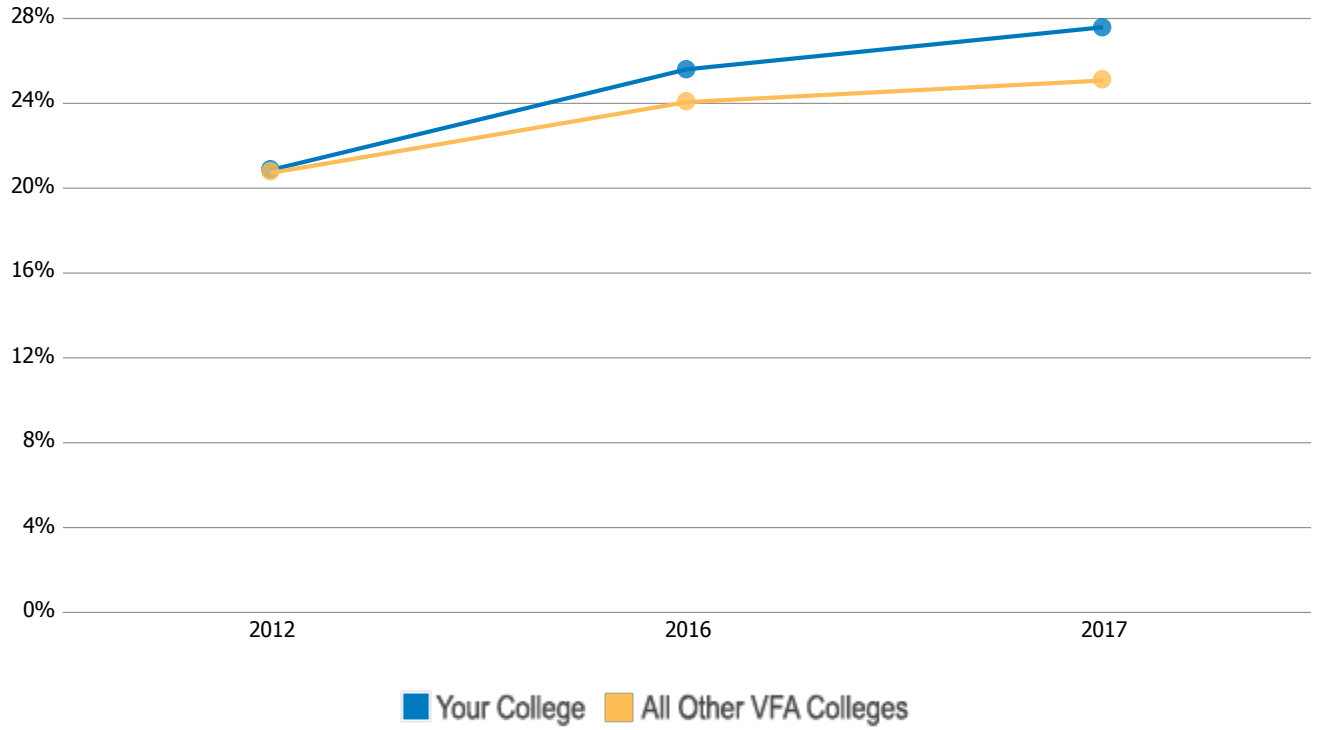
Main Cohort Earned 15+ Credits First Year

Legend: Your College, All Other VFA Colleges
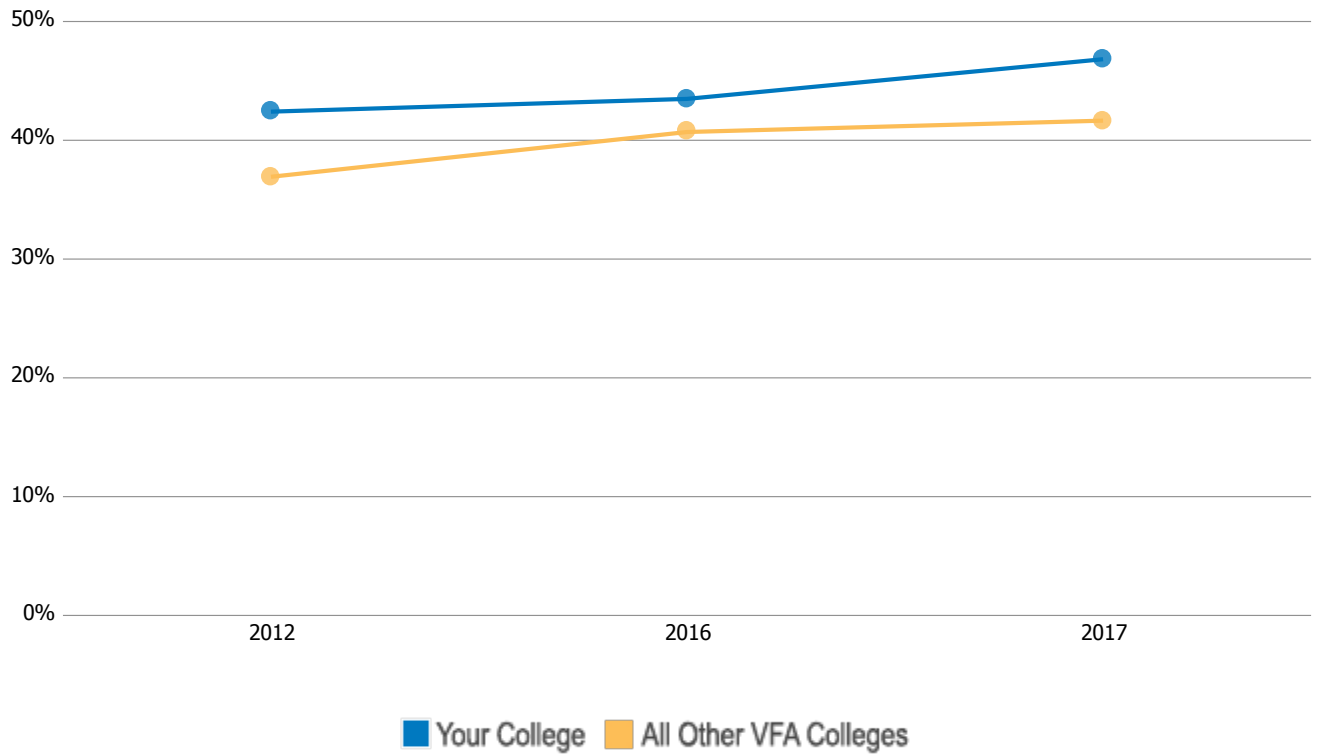
Main Cohort Earned 24+ Credits First Year

Legend: Your College · All Other VFA Colleges
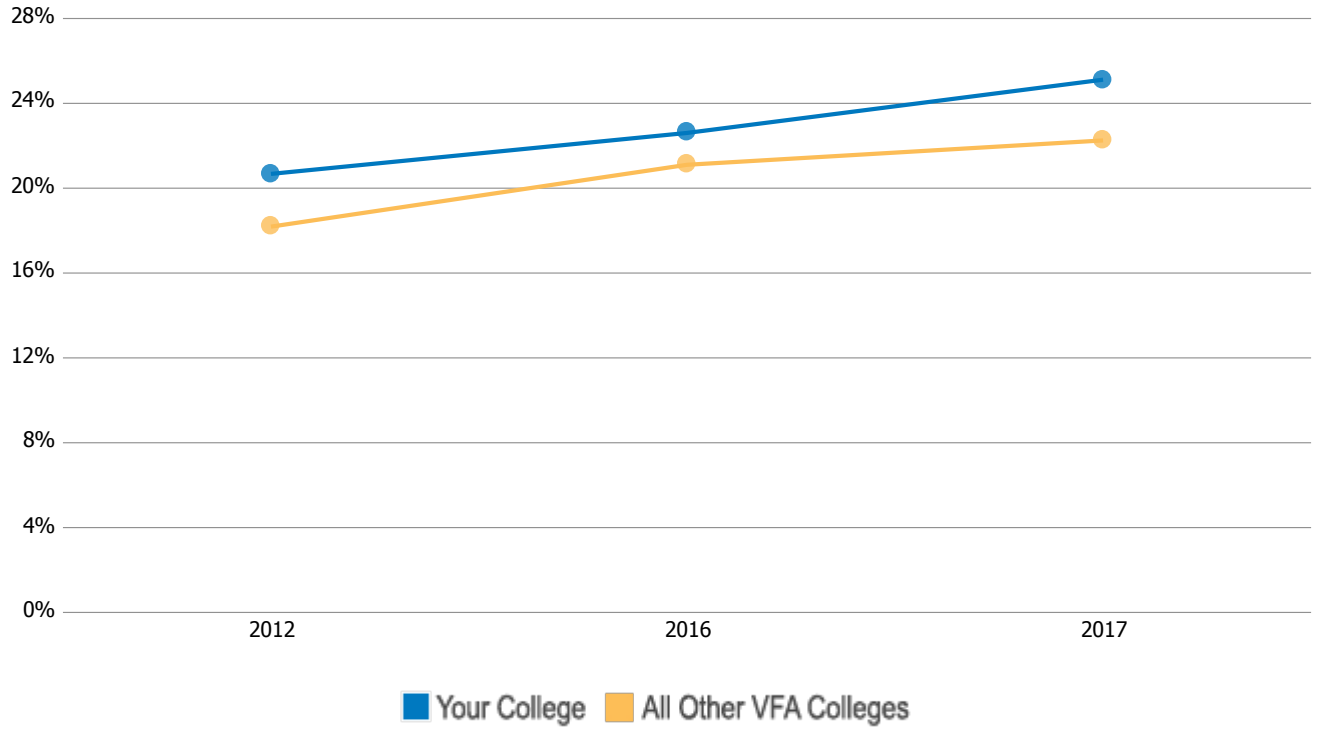
Main Cohort Earned 30+ Credits First Year

Legend: Your College · All Other VFA Colleges
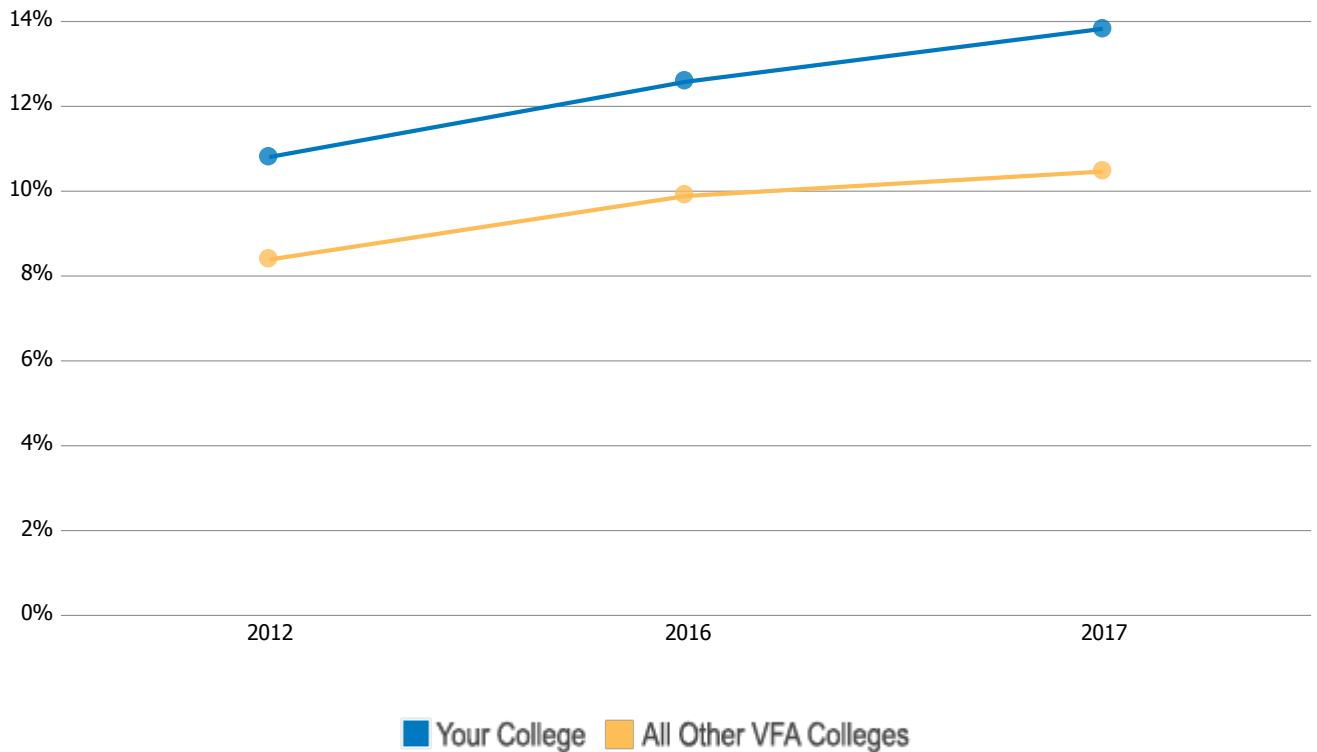
KPI Baseline Report for Green River College

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	21.7%	348	47.1%	754	13.7%	219	77.0%	1,232	29,441	22,272	75.7%
2016	25.6%	401	44.5%	697	16.0%	250	78.5%	1,230	29,850	22,366	74.9%
2017	26.5%	396	47.1%	705	17.0%	254	80.3%	1,202	30,074	22,221	73.9%

Main Cohort Passed College Math in Year 1
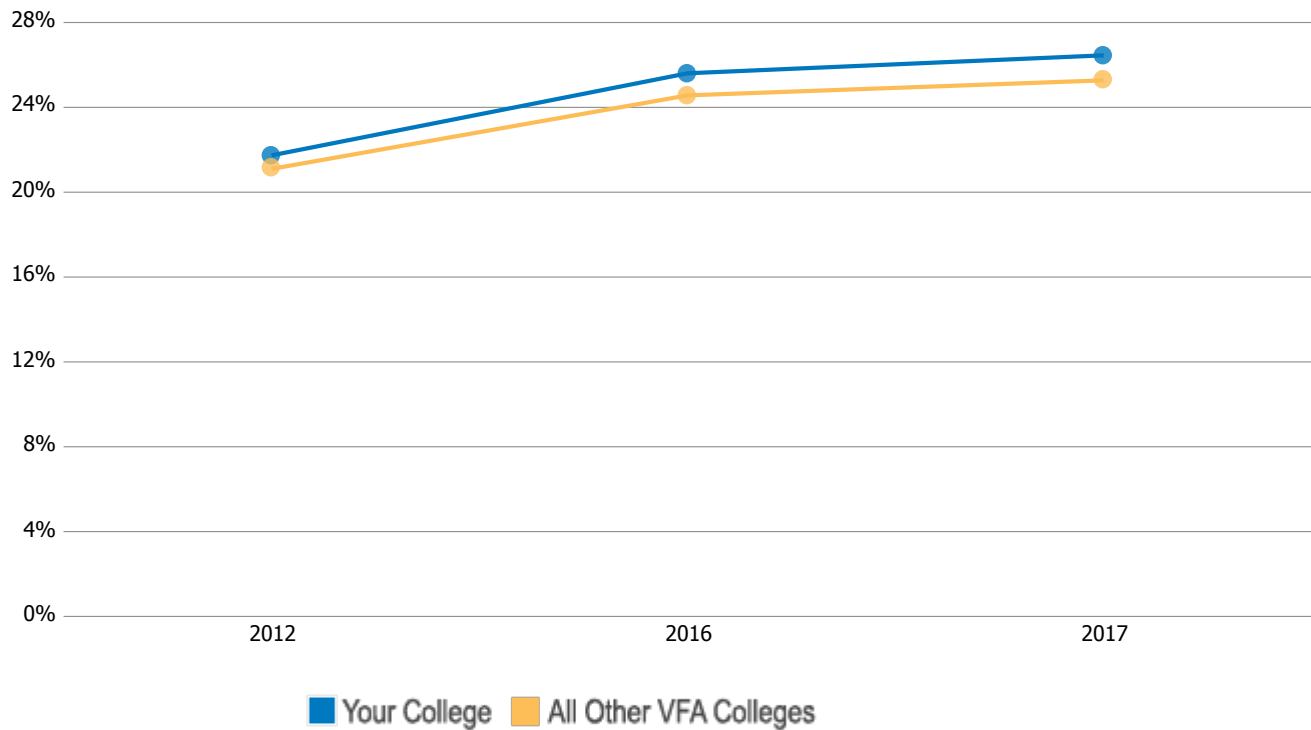
Legend: Your College — All Other VFA Colleges

Main Cohort Passed College English in Year 1

50% · 40% · 30% · 20% · 10% · 0%
2012 · 2016 · 2017

Legend: ■ Your College ■ All Other VFA Colleges

Main Cohort Passed College Math and English in Year 1

18% · 16% · 14% · 12% · 10% · 8% · 6% · 4% · 2% · 0%
2012 · 2016 · 2017

Legend: ■ Your College ■ All Other VFA Colleges
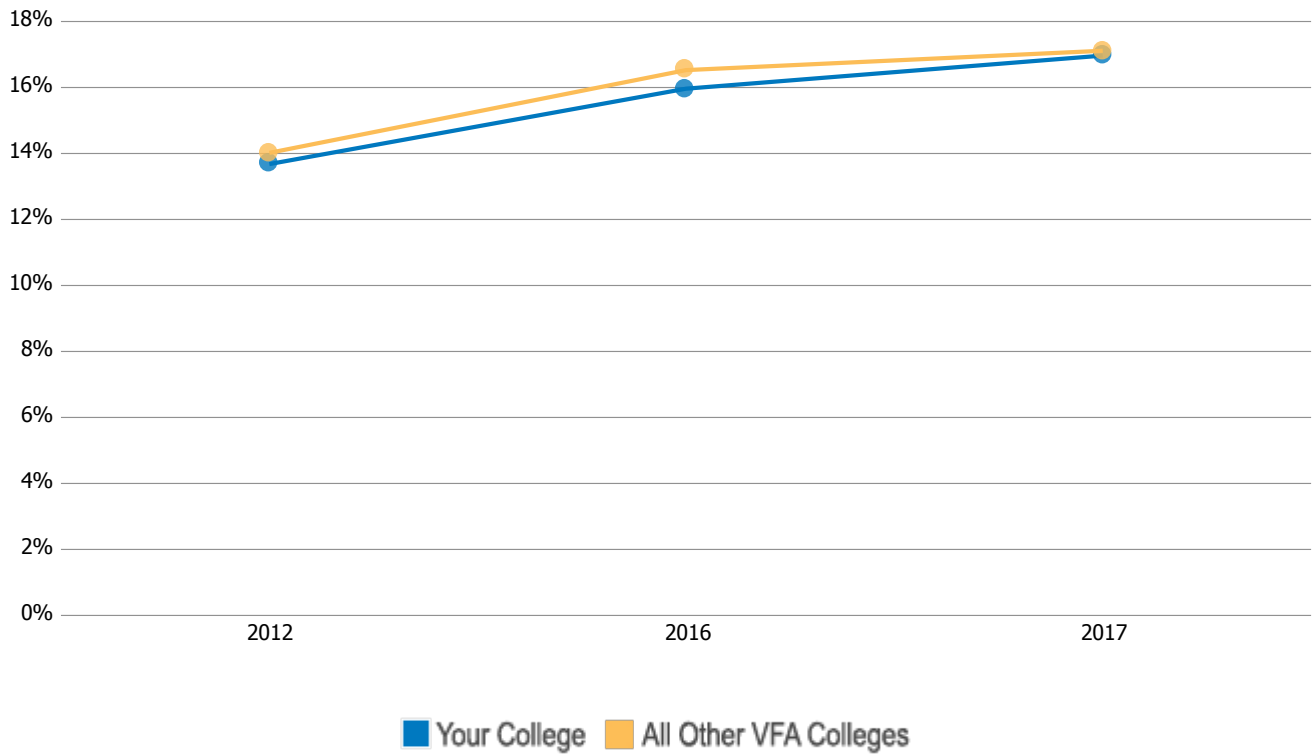
Main Cohort Fall to Next Term Retention

Legend: Your College | All Other VFA Colleges
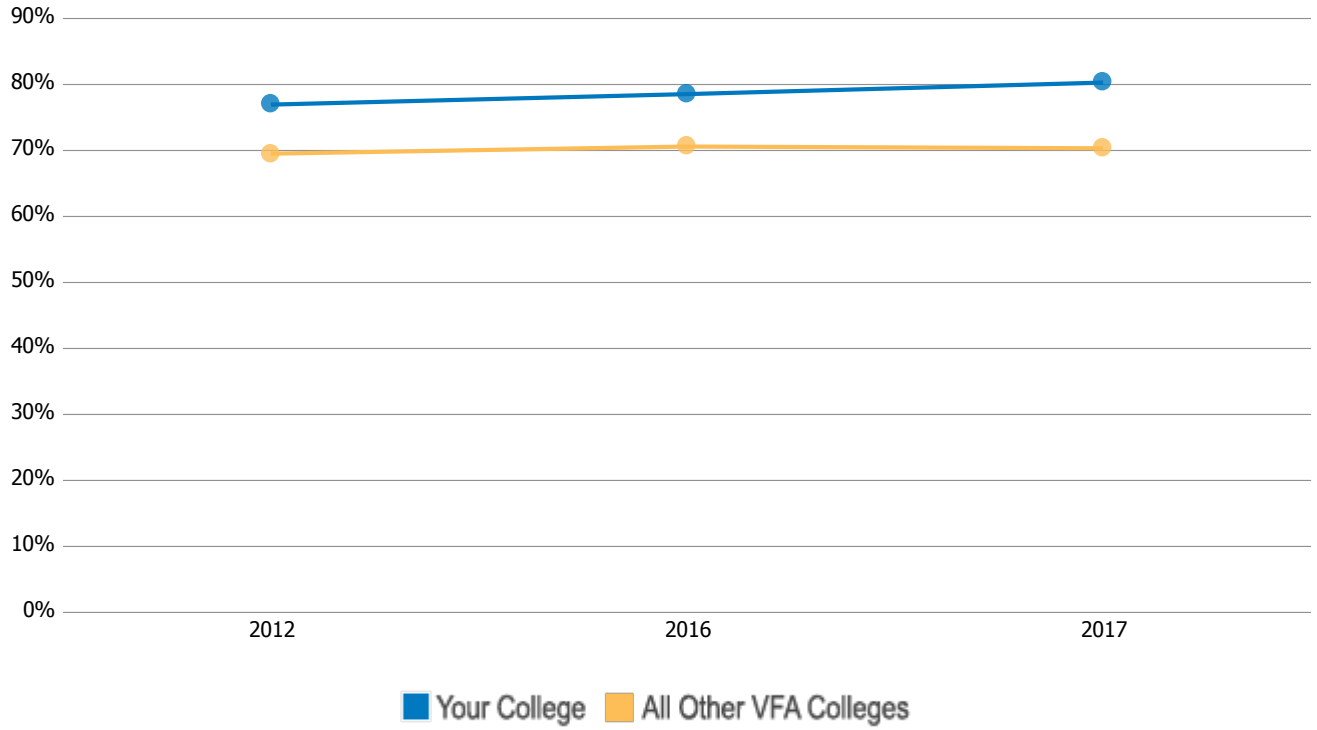
Main Cohort Credit Success Rate

Legend: Your College | All Other VFA Colleges
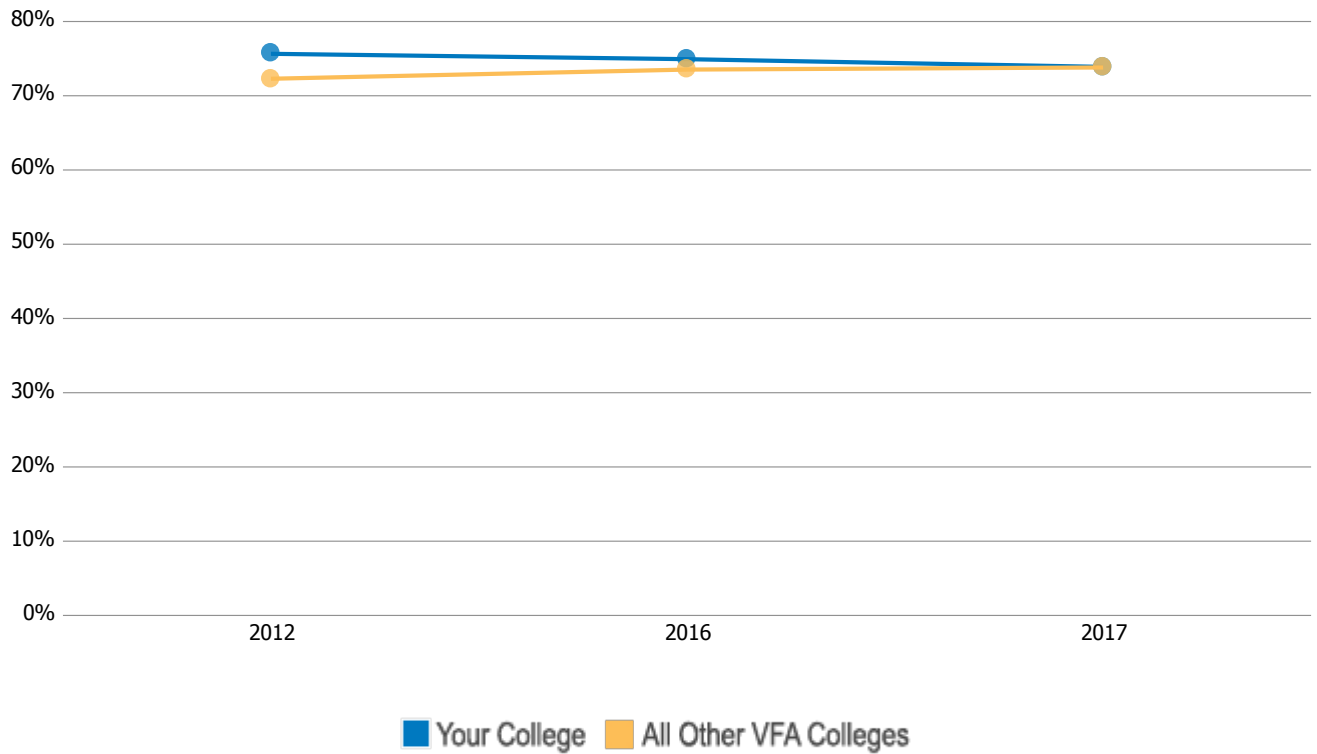
KPI Baseline Report for Green River College

College Readiness Status Disaggregation - Fall 2017 Main Cohort
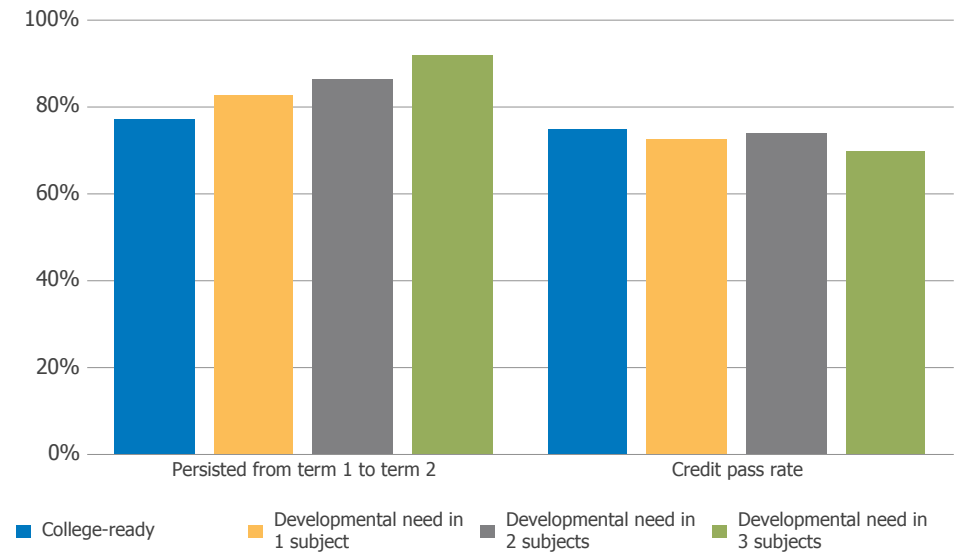
First Term Credit Success Rate by College Readiness

Legend: College-ready | Developmental need in 1 subject | Developmental need in 2 subjects | Developmental need in 3 subjects

College Course Success Rate by College Readiness Status

Legend: College-ready | Developmental need in 1 subject | Developmental need in 2 subjects | Developmental need in 3 subjects

Year 1 Credit Success Rate by College Readiness Status

Legend: College-ready | Developmental need in 1 subject | Developmental need in 2 subjects | Developmental need in 3 subjects

Retention and Credit Success Rate by College Readiness Status

Legend: College-ready | Developmental need in 1 subject | Developmental need in 2 subjects | Developmental need in 3 subjects

Pell Status Disaggregation - Fall 2017 Main Cohort

First Term Credit Success Rate by Pell Status

Legend: Awarded Pell, Not Awarded Pell

College Course Success Rate by Pell Status

Legend: Awarded Pell, Not Awarded Pell

Year 1 Credit Success Rate by Pell Status

Legend: Awarded Pell, Not Awarded Pell

Retention and Credit Success Rate by Pell Status
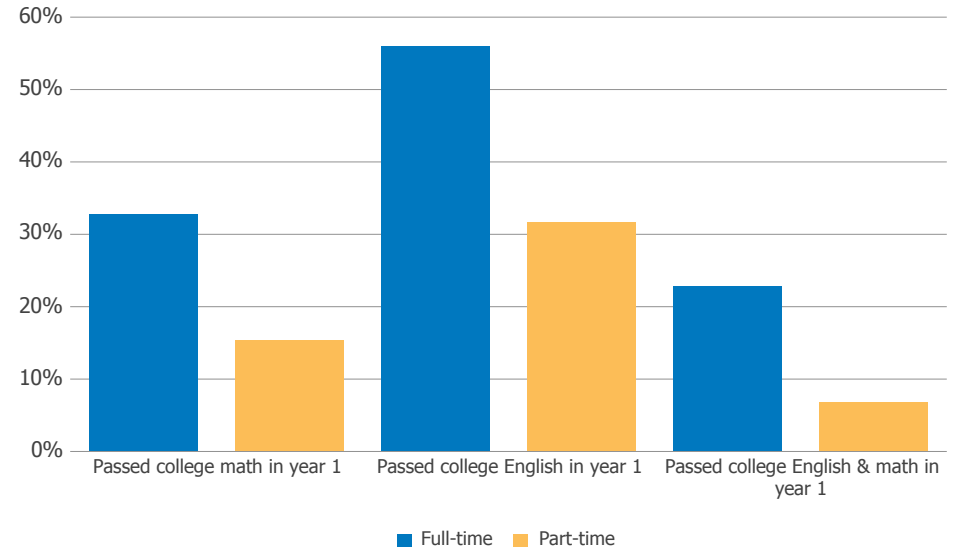

Legend: Awarded Pell, Not Awarded Pell
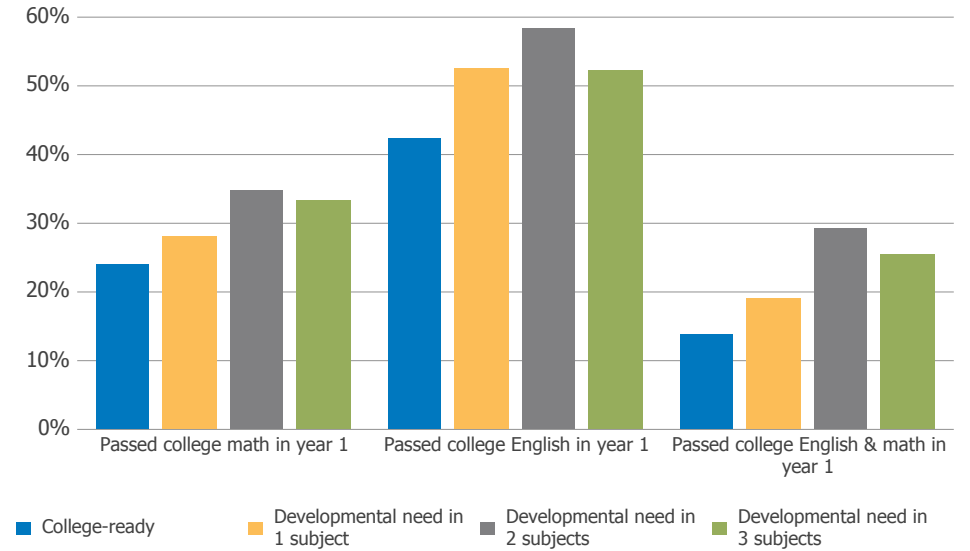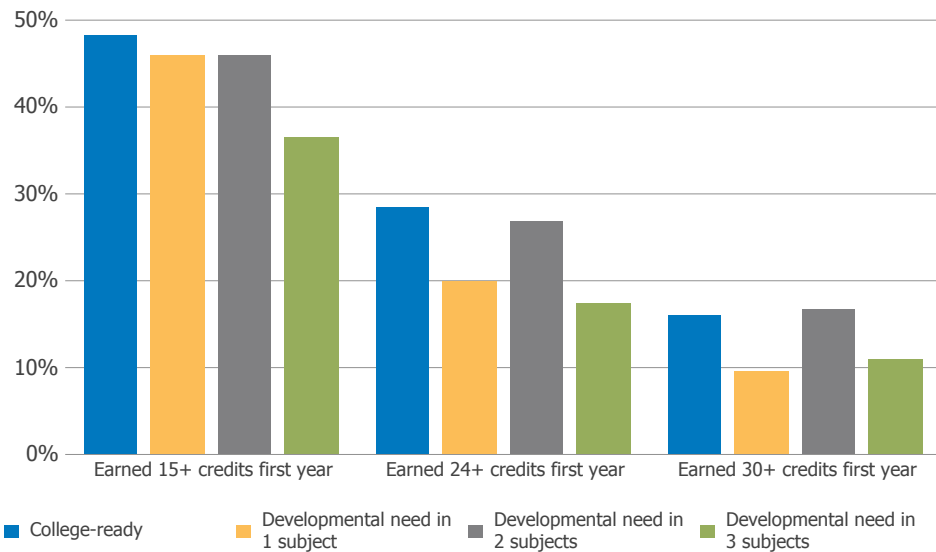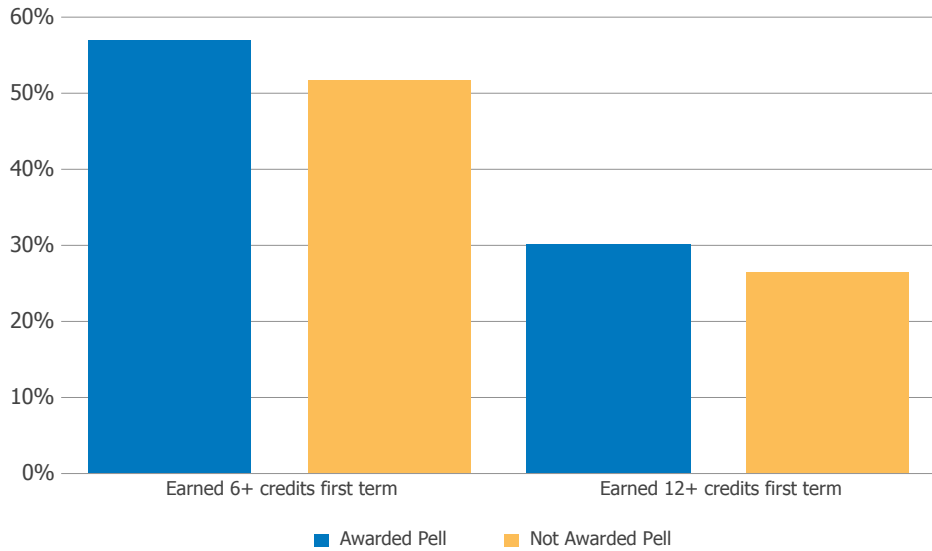
First-term Attendance Status Disaggregation - Fall 2017 Main Cohort

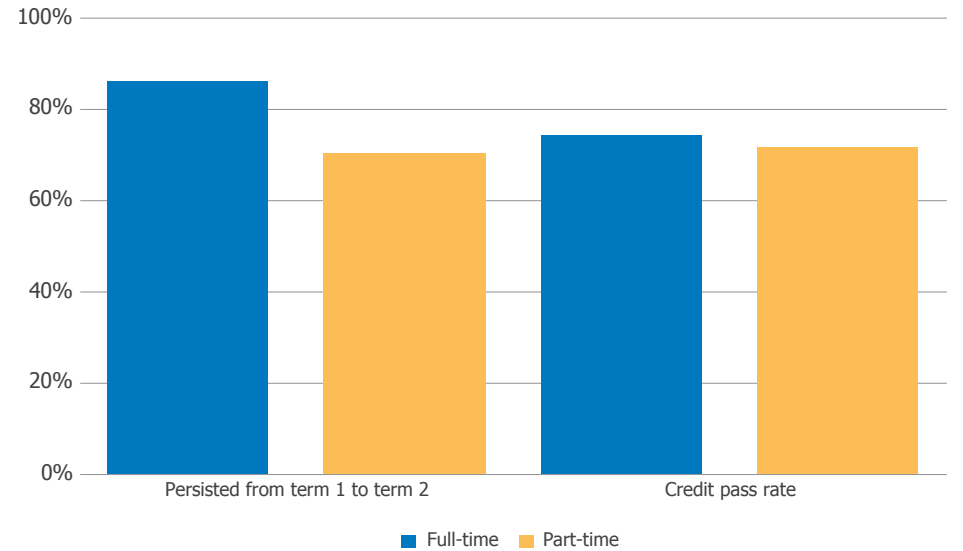### First Term Credit Success Rate by First-term Attendance Status

Full-time   Part-time

College Course Success Rate by First-term Attendance Status

Full-time   Part-time

Year 1 Credit Success Rate by First-term Attendance Status

Full-time   Part-time

Retention and Credit Success Rate by First-term Attendance Status
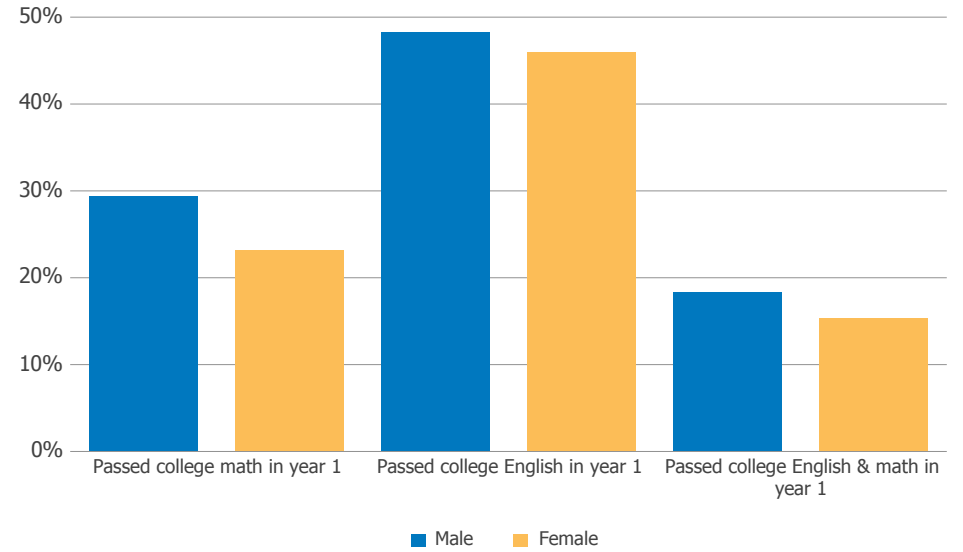

Full-time   Part-time
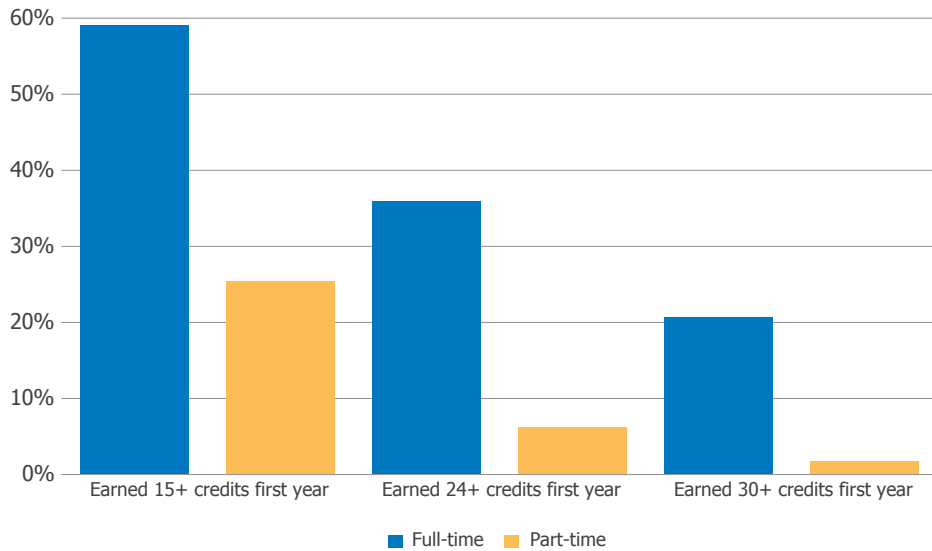
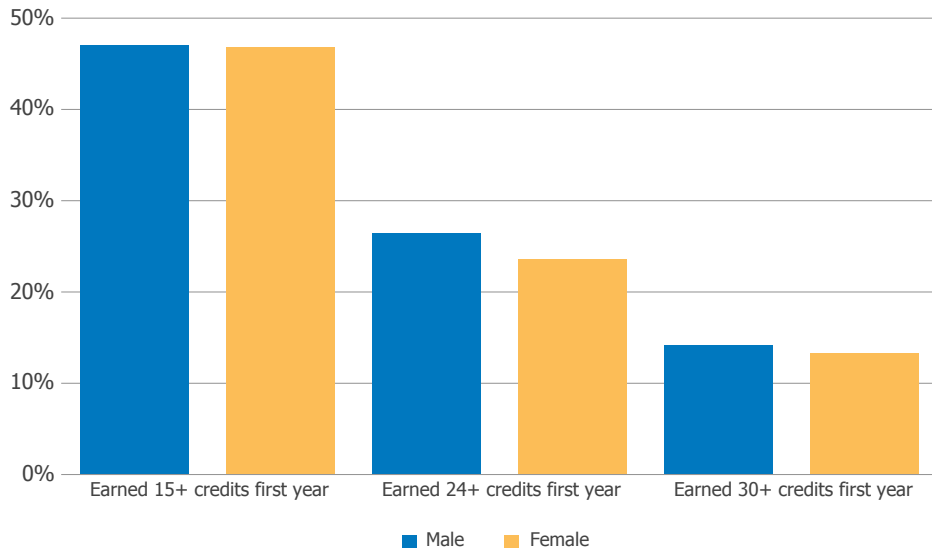## Gender Disaggregation - Fall 2017 Main Cohort

First Term Credit Success Rate by Gender
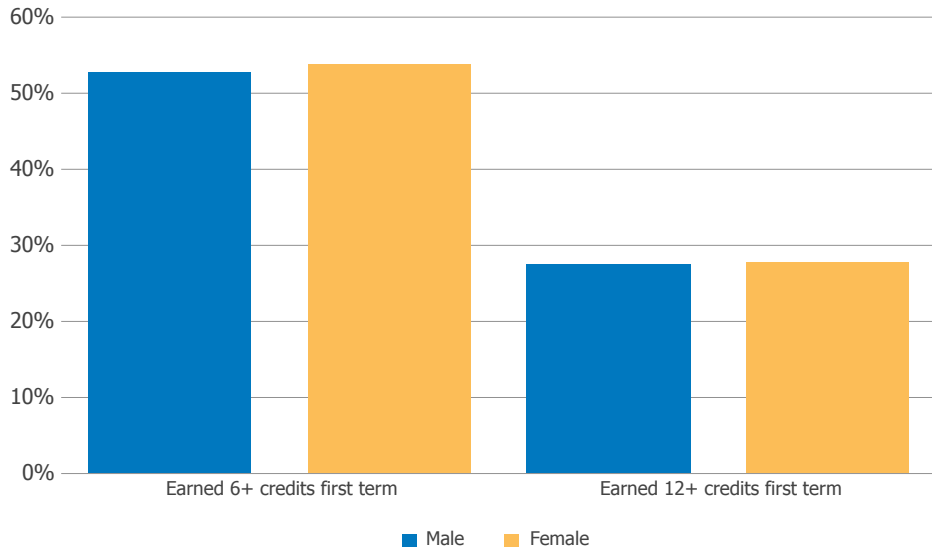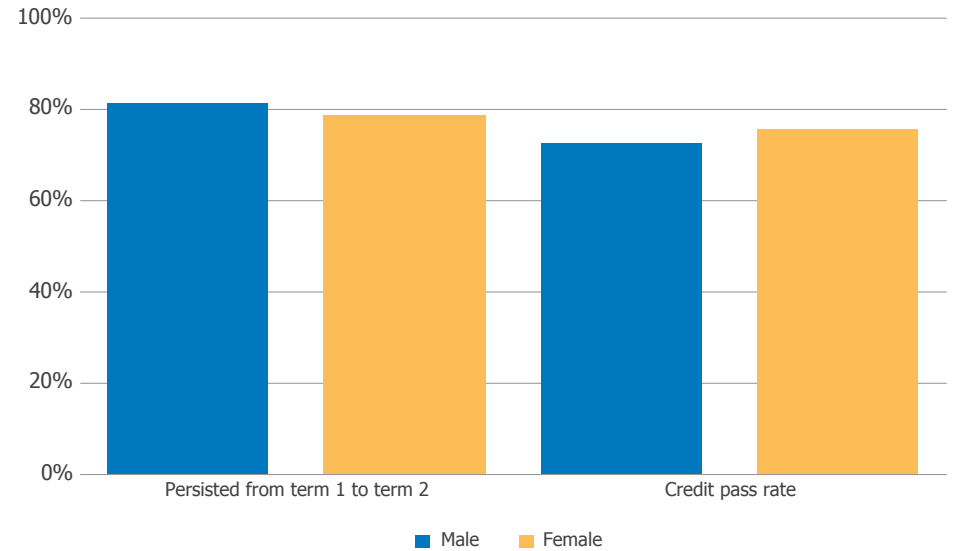

College Course Success Rate by Gender
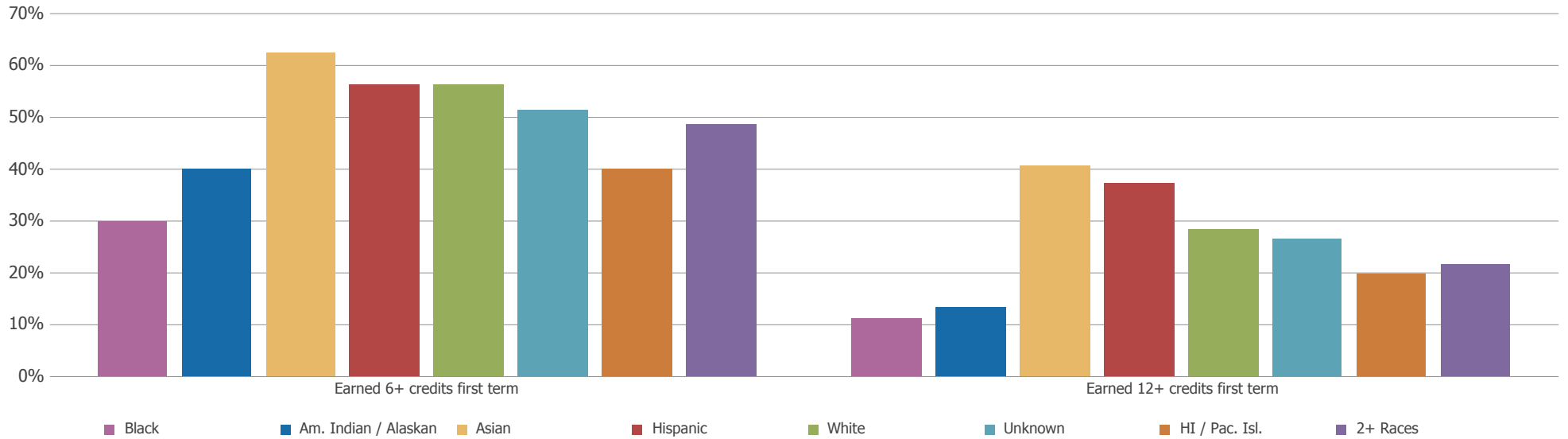

Year 1 Credit Success Rate by Gender

Retention and Credit Success Rate by Gender

Race/Ethnicity Disaggregation - Fall 2017 Main Cohort

First Term Credit Success Rate by Race/Ethnicity

Legend: Black, Am. Indian / Alaskan, Asian, Hispanic, White, Unknown, HI / Pac. Isl., 2+ Races

Categories: Earned 6+ credits first term, Earned 12+ credits first term

College Course Success Rate by Race/Ethnicity

Legend: Black, Am. Indian / Alaskan, Asian, Hispanic, White, Unknown, HI / Pac. Isl., 2+ Races

Categories: Passed college math in year 1, Passed college English in year 1, Passed college English & math in year 1
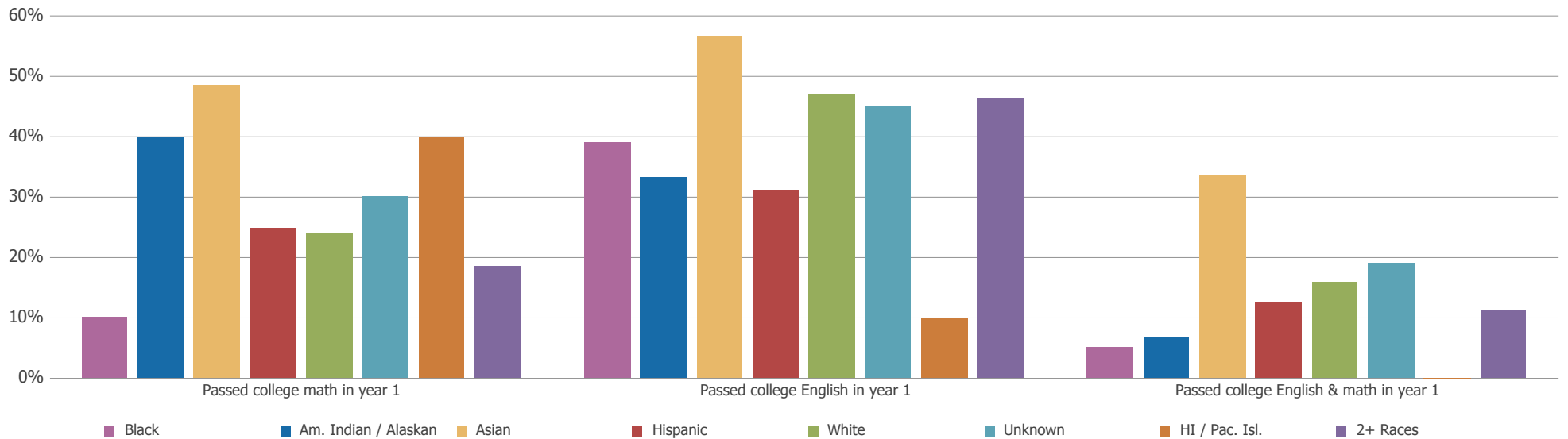
Race/Ethnicity Disaggregation - Fall 2017 Main Cohort

Year 1 Credit Success Rate by Race/Ethnicity
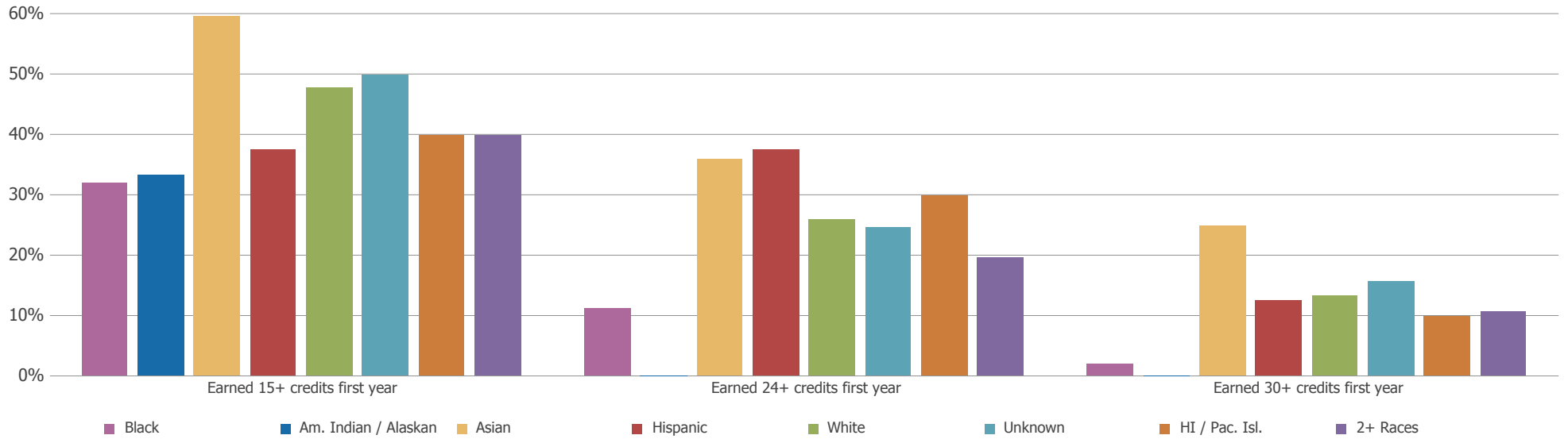
Legend: Black, Am. Indian / Alaskan, Asian, Hispanic, White, Unknown, HI / Pac. Isl., 2+ Races

Retention and Credit Success Rate by Race/Ethnicity

Legend: Black, Am. Indian / Alaskan, Asian, Hispanic, White, Unknown, HI / Pac. Isl., 2+ Races
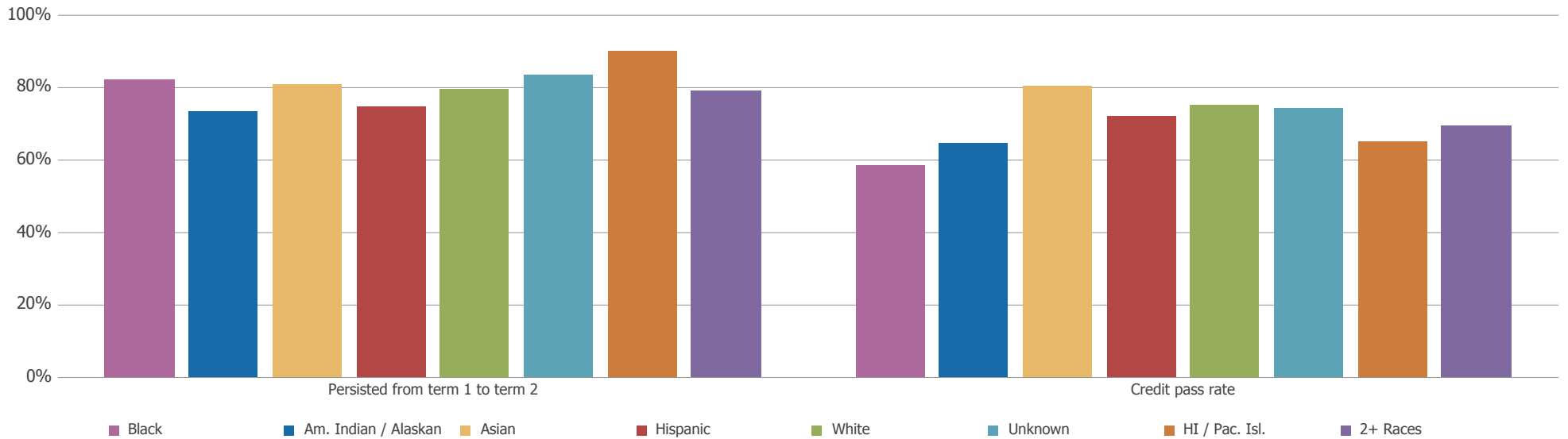
KPI Baseline Report for Green River College

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.