



## **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>

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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 : 174

	Fall 2015		Fall 2019		Fall 2020	
<b>All Students</b>	<b>100.0%</b>	<b>1,520</b>	<b>100.0%</b>	<b>1,494</b>	<b>100.0%</b>	<b>1,178</b>

Black	6.8%	103	8.3%	124	9.0%	106
Am. Indian / Alaskan	1.1%	17	1.2%	18	0.6%	7
Asian	8.6%	130	12.7%	189	13.0%	153
Hispanic	3.2%	48	2.7%	41	4.7%	55
White	52.5%	798	43.8%	654	44.0%	518
Unknown	8.2%	124	9.6%	143	7.7%	91
HI / Pac. Isl.	0.7%	10	1.2%	18	1.4%	16
2+ Races	19.1%	290	20.5%	307	19.7%	232

< 20 Yrs.	51.1%	777	52.6%	786	55.6%	655
20-24 Yrs.	21.4%	325	23.6%	353	20.9%	246
25-29 Yrs.	9.9%	151	9.2%	137	8.1%	95
30-39 Yrs.	9.4%	143	9.2%	138	9.9%	117
40-49 Yrs.	4.4%	67	3.7%	55	3.7%	44
50 or Older	3.8%	57	1.7%	25	1.8%	21

Full-time	64.5%	981	58.4%	872	62.1%	732
Part-time	35.5%	539	41.6%	622	37.9%	446

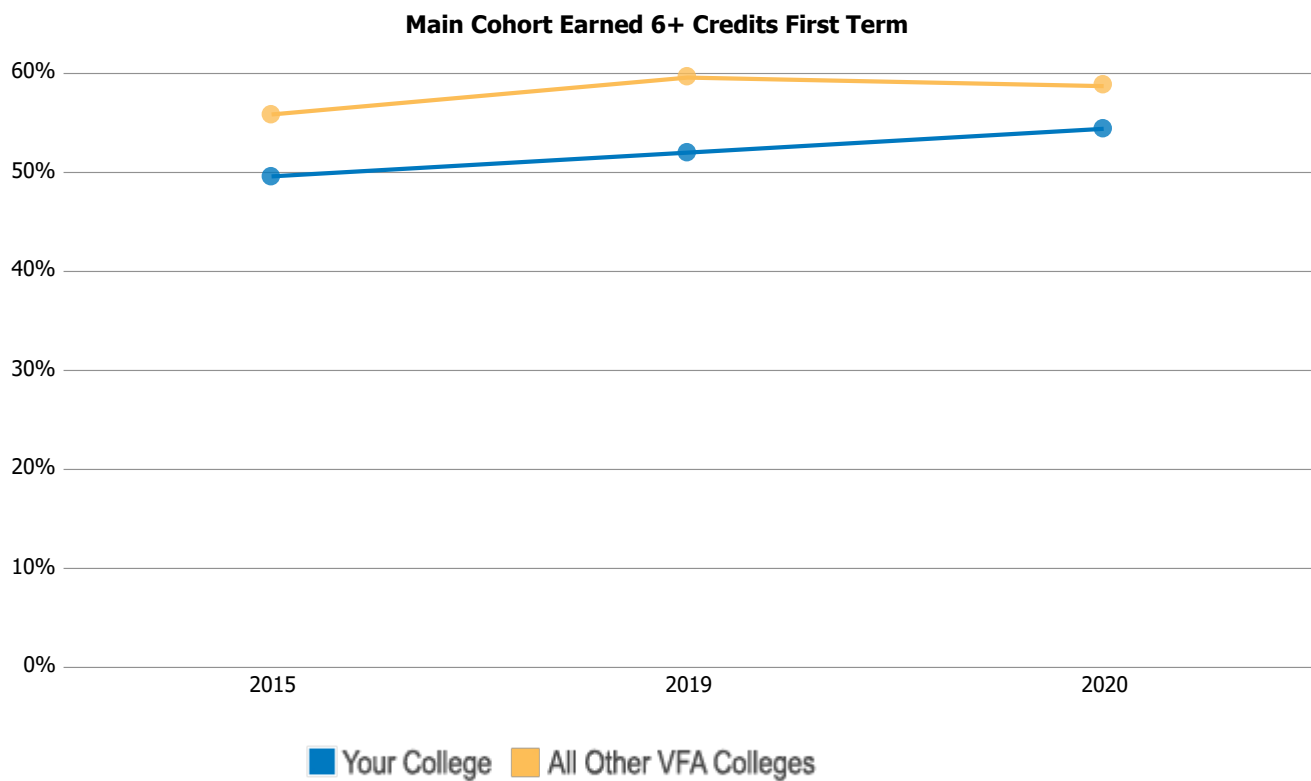
College-ready	41.8%	636	63.5%	949	64.8%	763
Developmental need in 1	40.5%	616	32.3%	483	31.2%	367
Developmental need in 2	6.8%	104	3.0%	45	3.1%	36
Developmental need in 3	10.8%	164	1.1%	17	1.0%	12

Male	50.9%	773	48.3%	721	48.2%	568
Female	49.1%	747	51.7%	772	51.7%	609
Unknown / Other	N/A	N/A	0.1%	1	0.1%	1

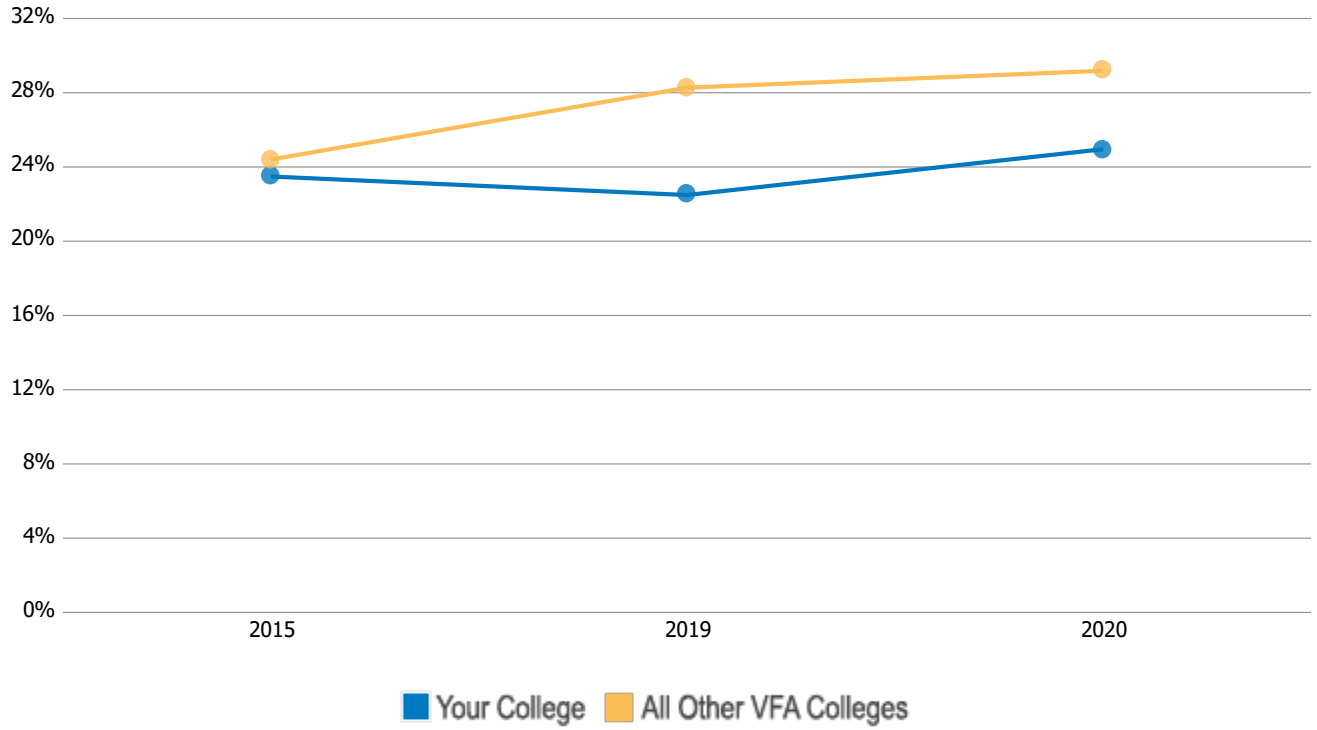
Awarded Pell	37.1%	564	37.1%	555	34.3%	404
Not Awarded Pell	62.9%	956	62.9%	939	65.7%	774

# KPI Baseline Report for Green River College

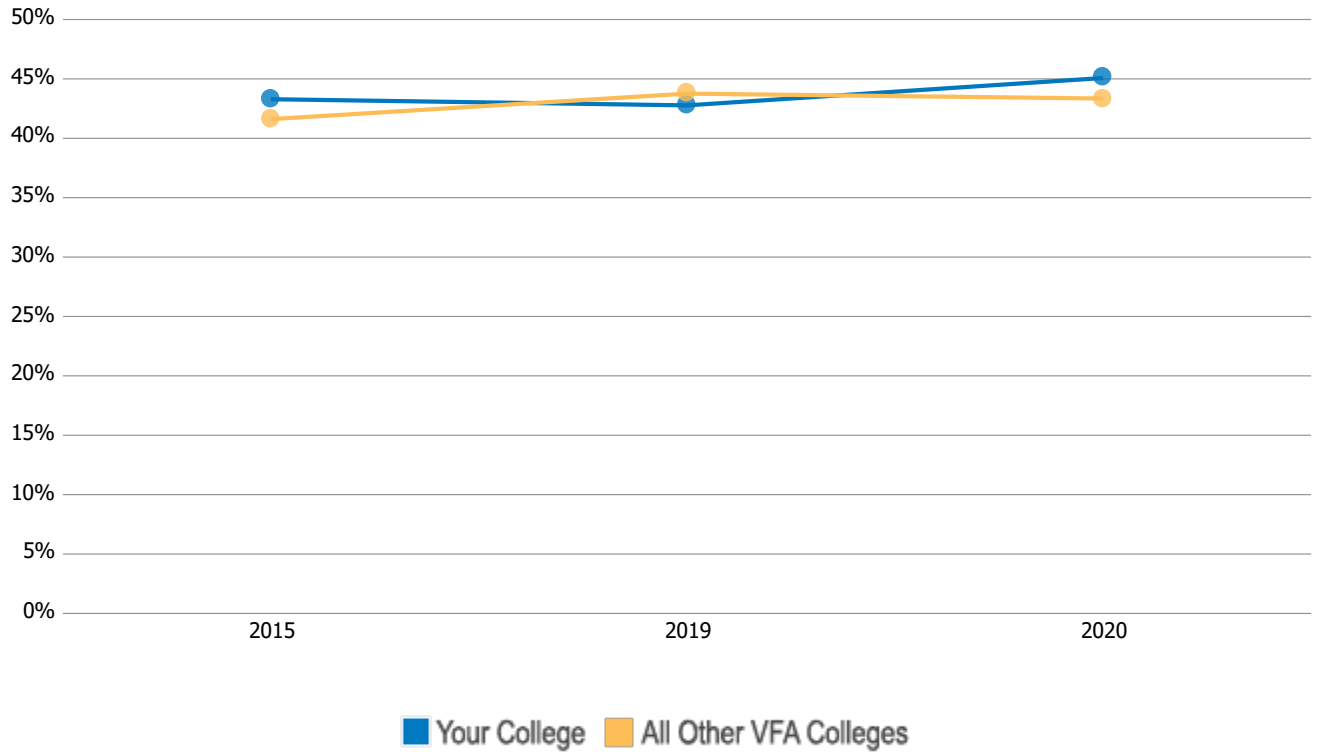
Credit Momentum KPIs for Green River College											
Cohort Year	Earned 6+ credits first term		Earned 12+ credits first term		Earned 15+ credits first year		Earned 24+ credits first year		Earned 30+ credits first year		Total main cohort students
2015	49.6%	754	23.5%	357	43.3%	658	21.8%	332	11.6%	176	1,520
2019	52.0%	777	22.5%	336	42.8%	639	23.8%	355	15.3%	228	1,494
2020	54.4%	641	25.0%	294	45.1%	531	23.5%	277	15.7%	185	1,178



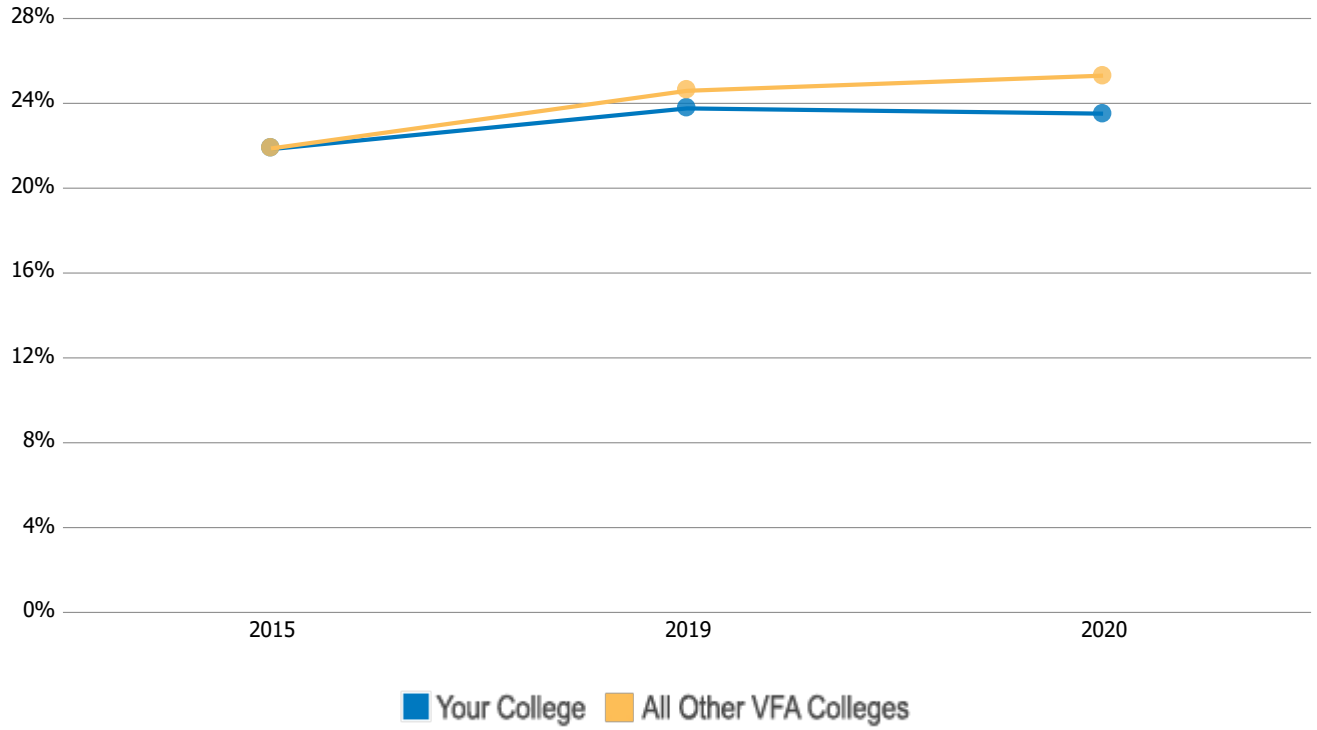
### Main Cohort Earned 12+ Credits First Term



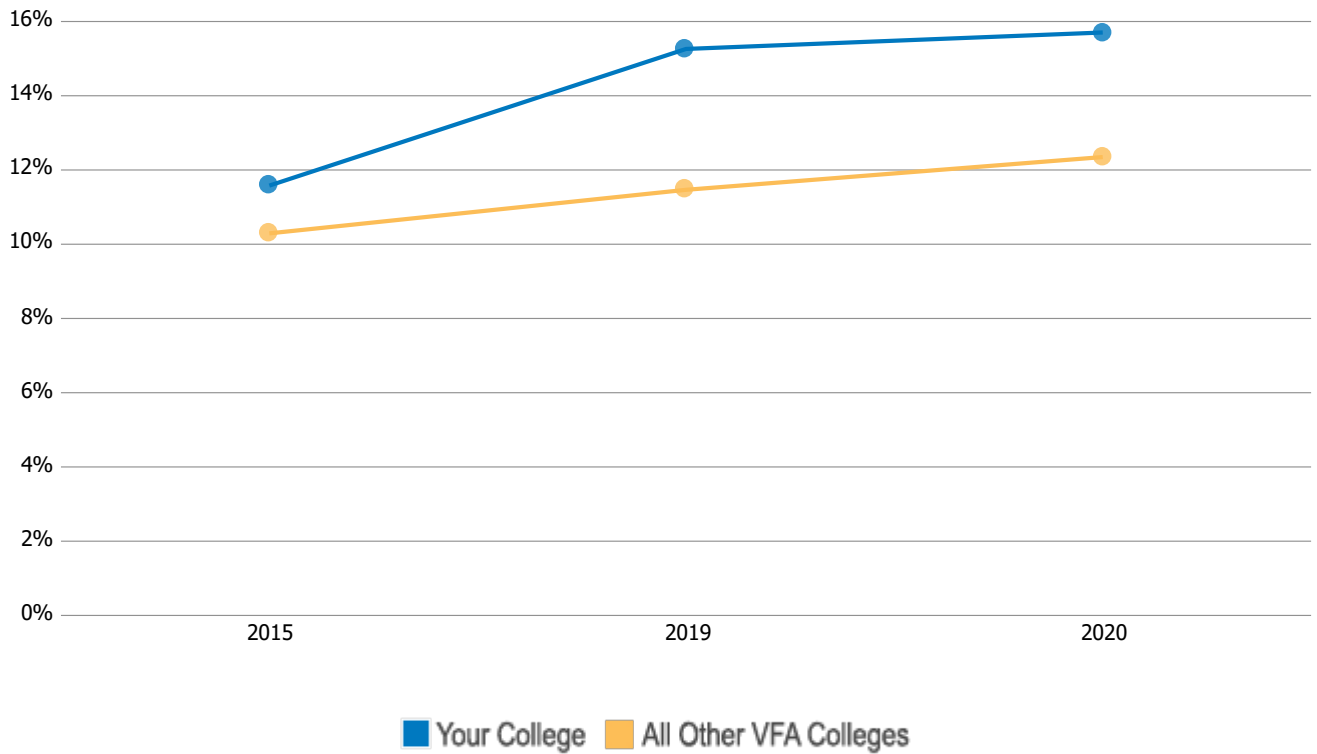
### Main Cohort Earned 15+ Credits First Year



### Main Cohort Earned 24+ Credits First Year



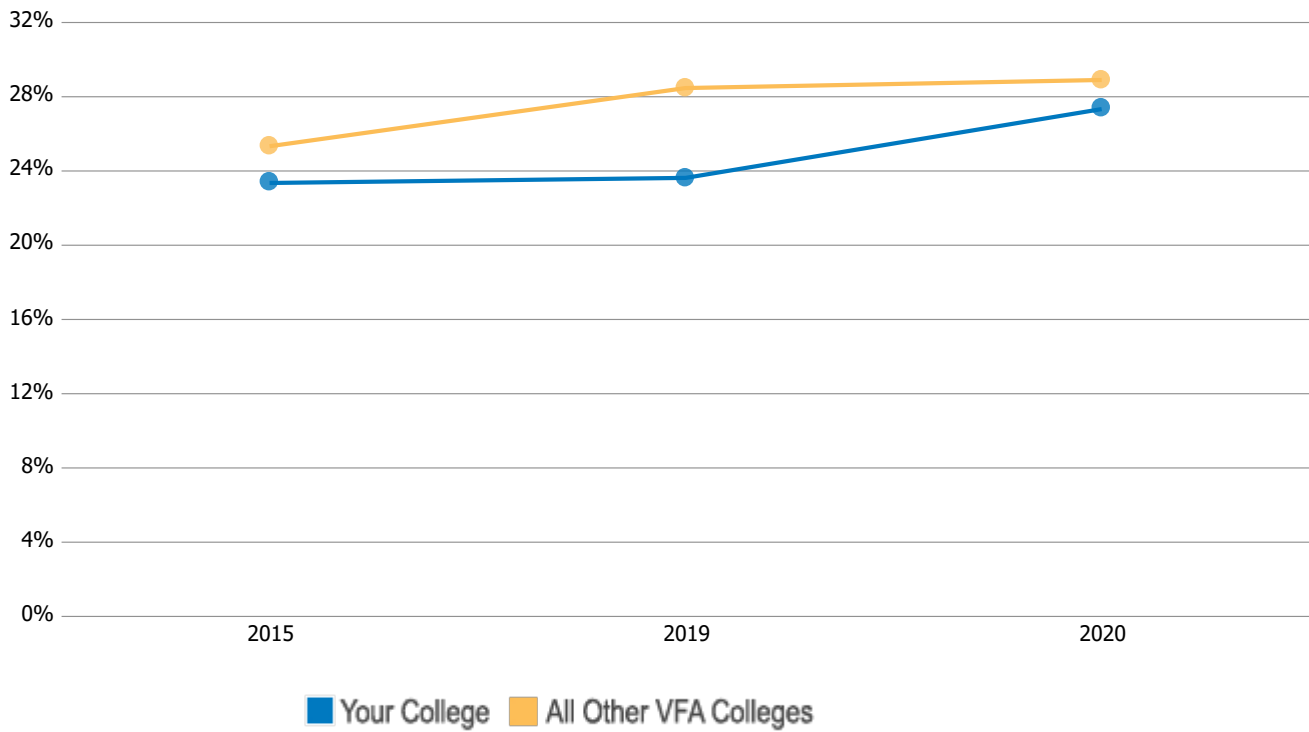
### Main Cohort Earned 30+ Credits First Year



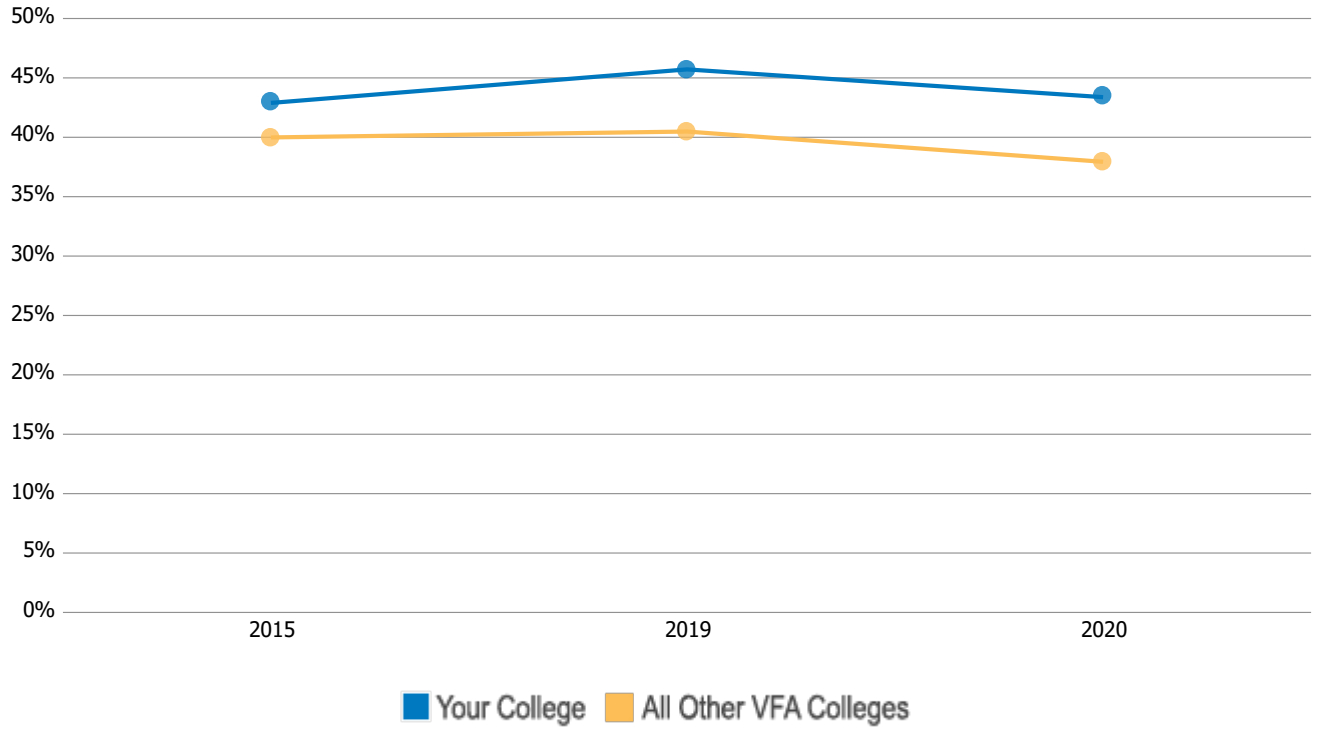
# KPI Baseline Report for Green River College

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
2015	23.4%	355	42.9%	652	14.3%	217	78.2%	1,188	27,728	21,183	76.4%
2019	23.6%	353	45.7%	683	14.2%	212	79.2%	1,183	29,080	21,179	72.8%
2020	27.3%	322	43.4%	511	16.4%	193	76.4%	900	23,263	17,264	74.2%

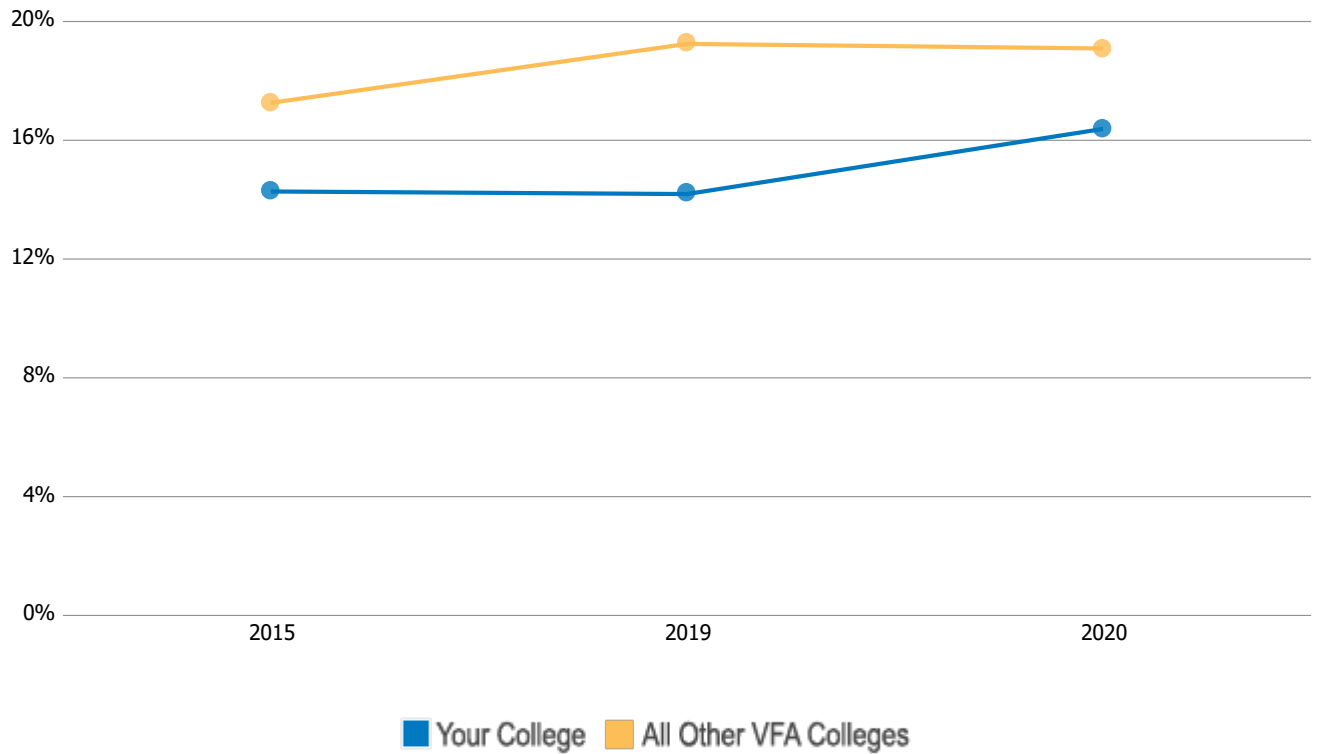
**Main Cohort Passed College Math in Year 1**



**Main Cohort Passed College English in Year 1**

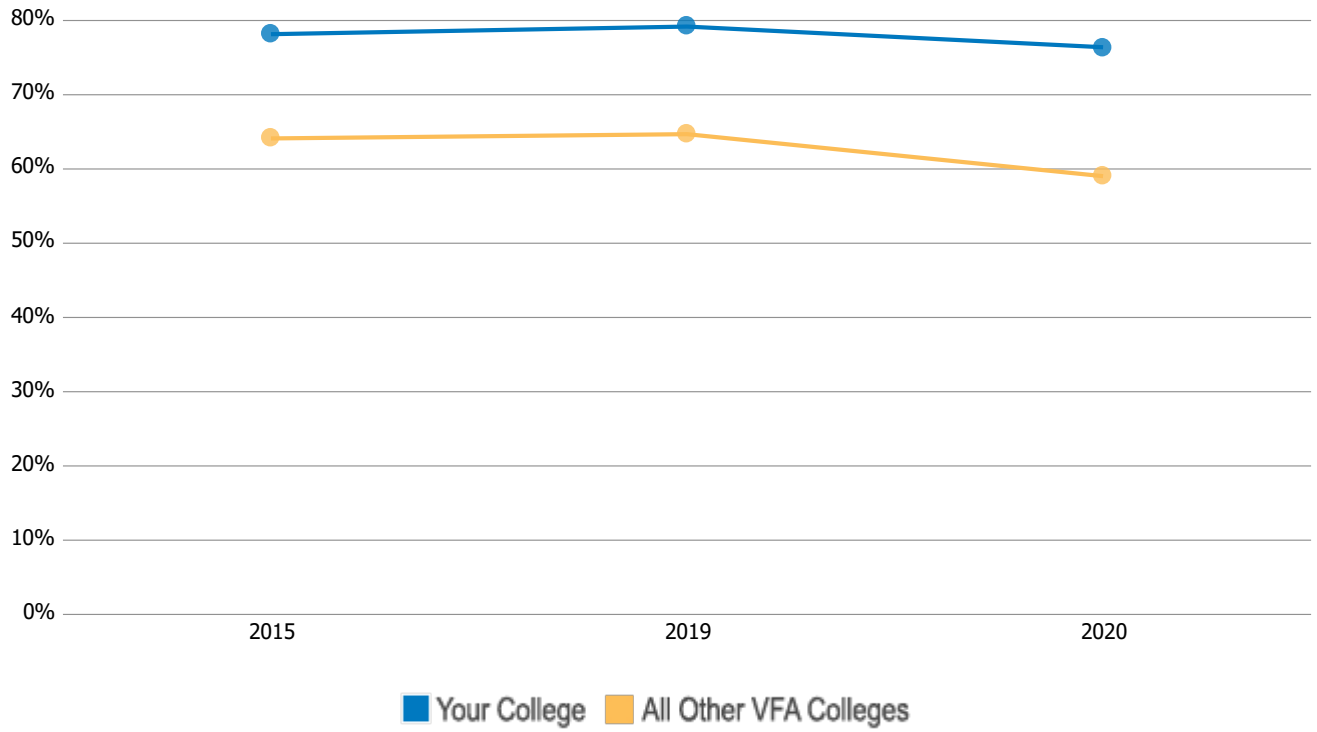


**Main Cohort Passed College Math and English in Year 1**

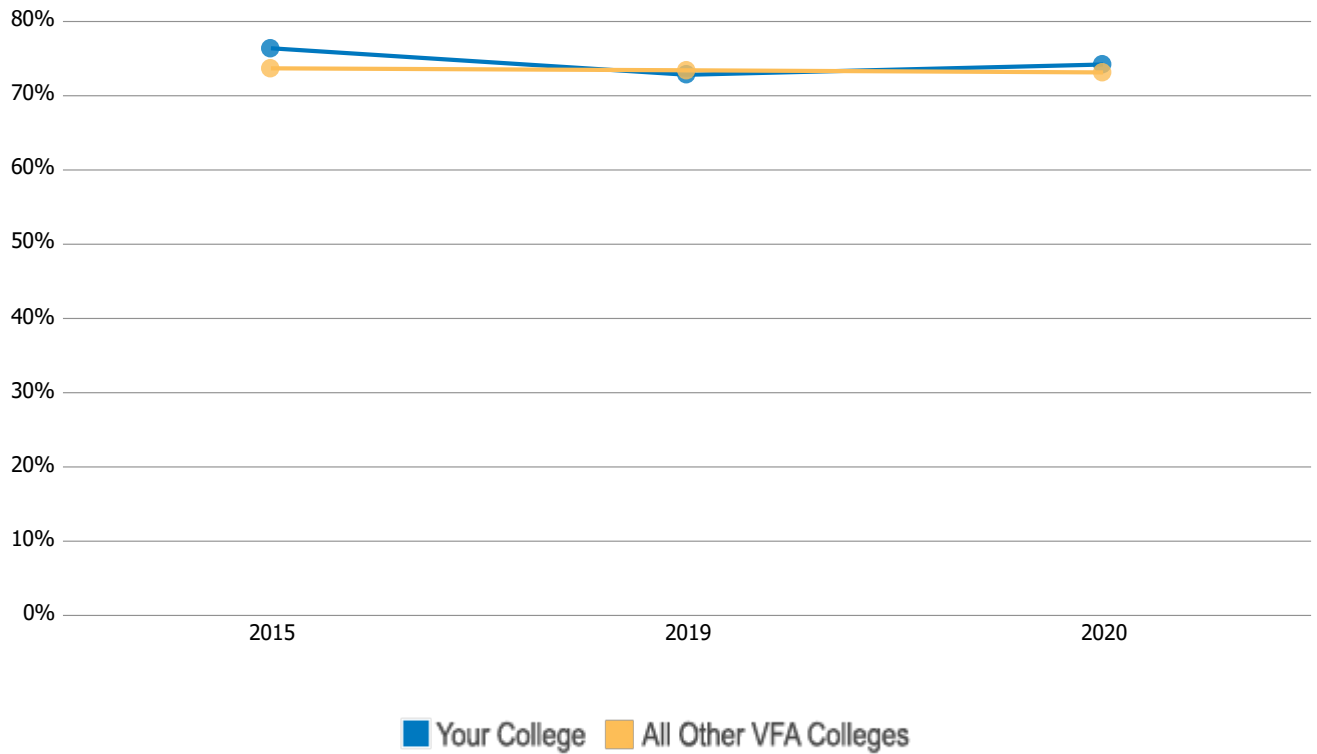




### Main Cohort Fall to Next Term Retention



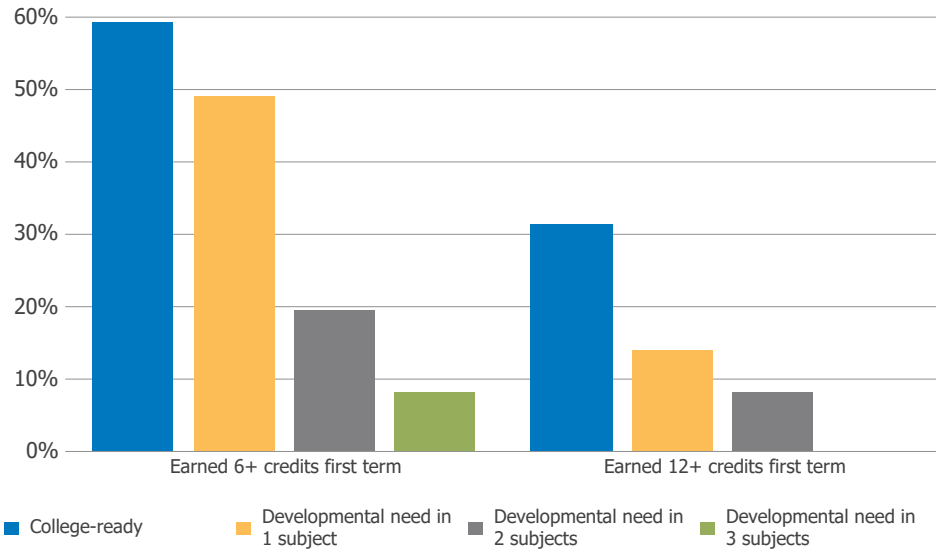
### Main Cohort Credit Success Rate



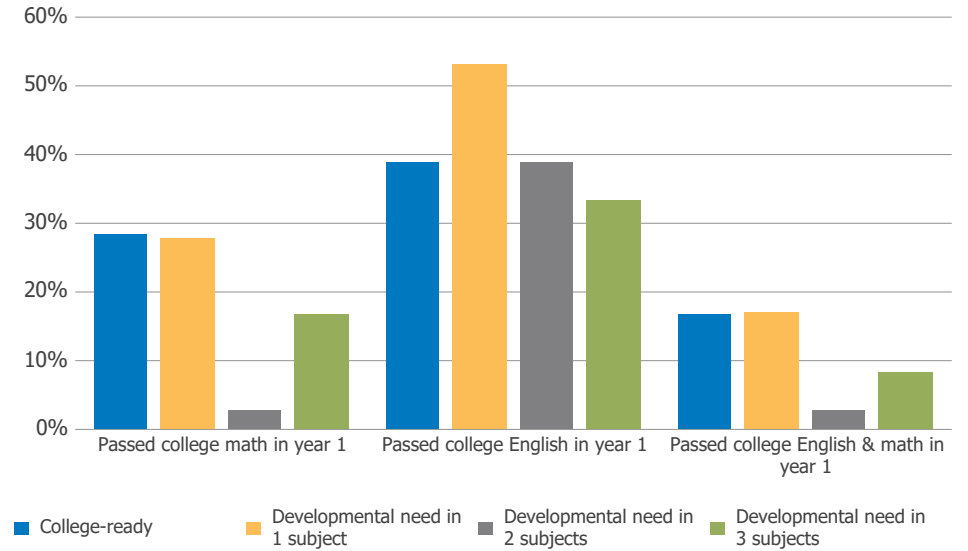
# KPI Baseline Report for Green River College

## College Readiness Status Disaggregation - Fall 2020 Main Cohort

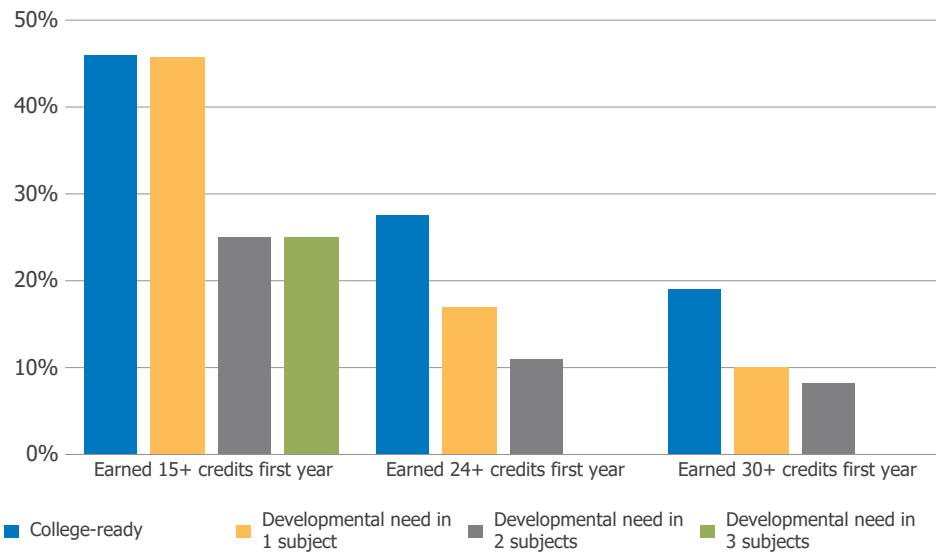
### First Term Credit Success Rate by College Readiness



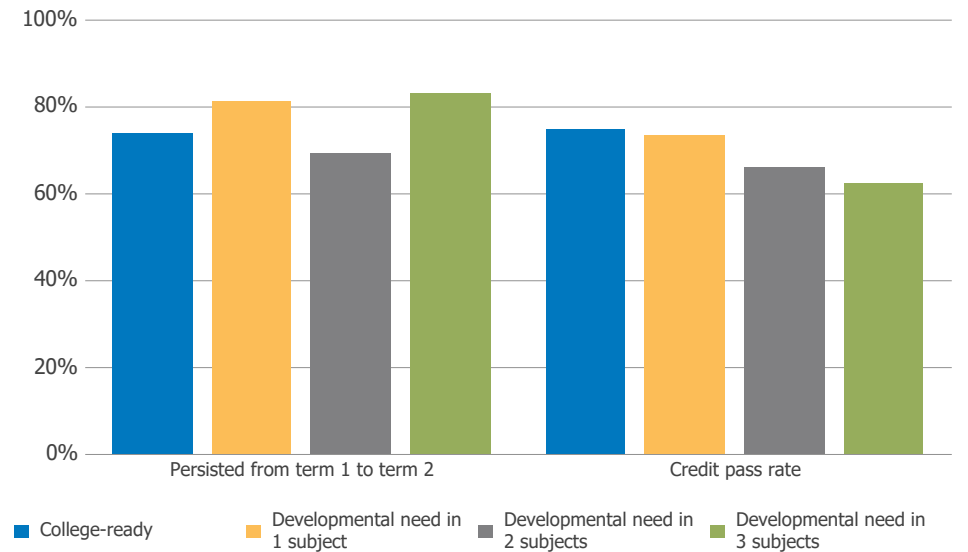
### College Course Success Rate by College Readiness Status



### Year 1 Credit Success Rate by College Readiness Status

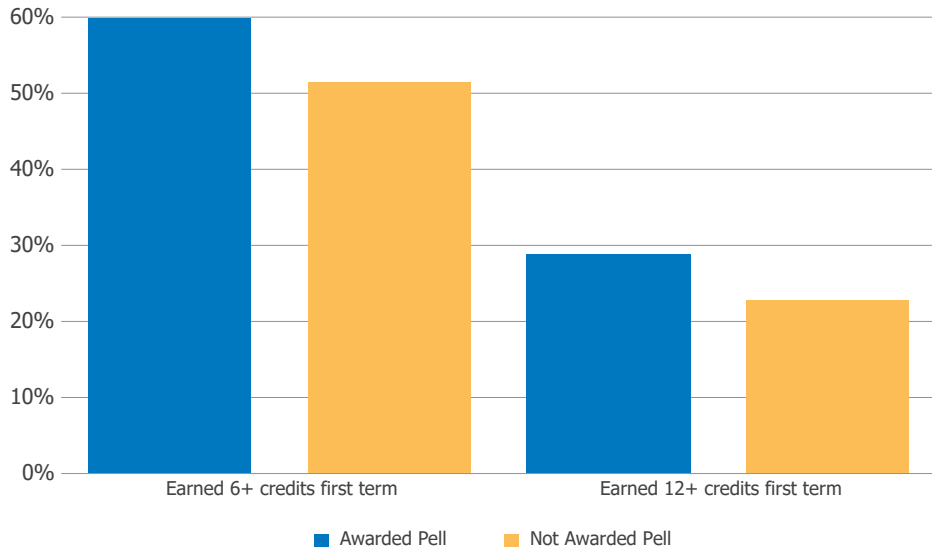


### Retention and Credit Success Rate by College Readiness Status

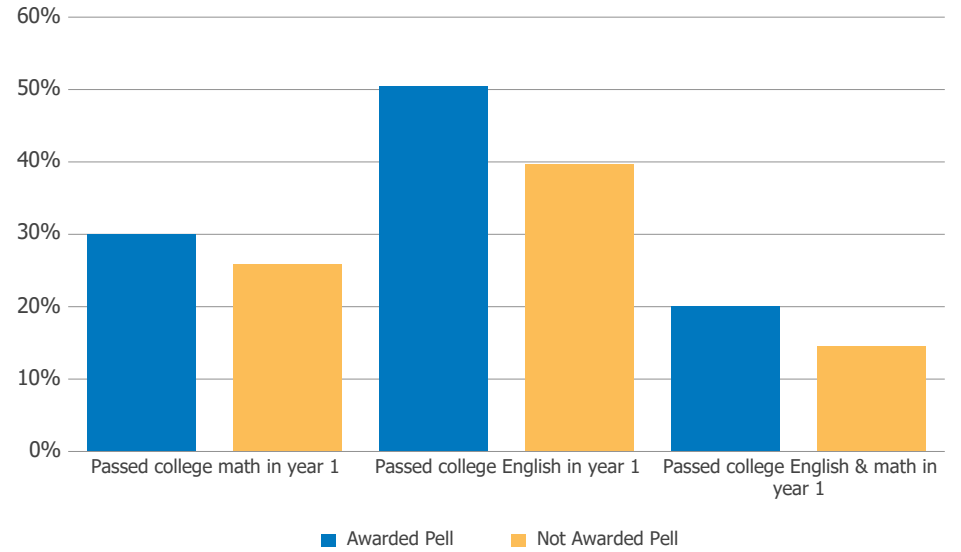


## Pell Status Disaggregation - Fall 2020 Main Cohort

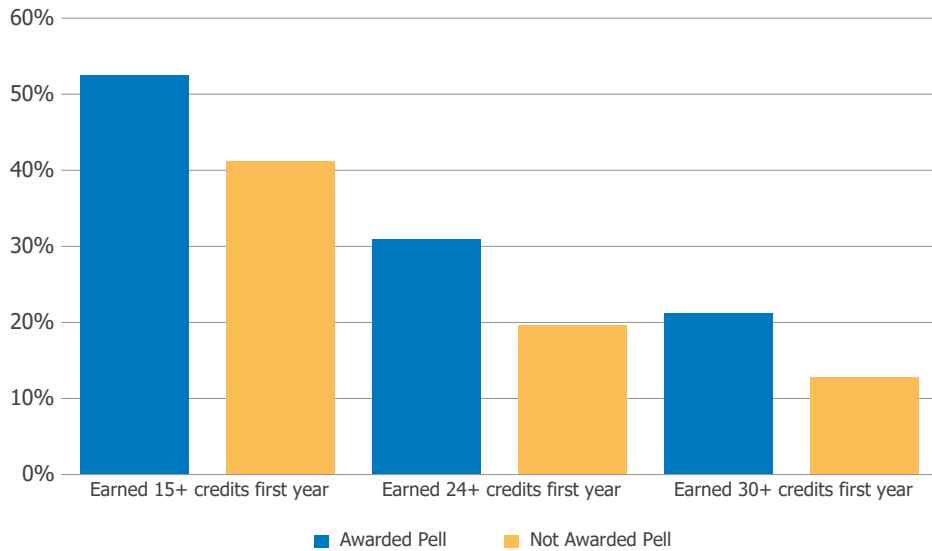
### First Term Credit Success Rate by Pell Status



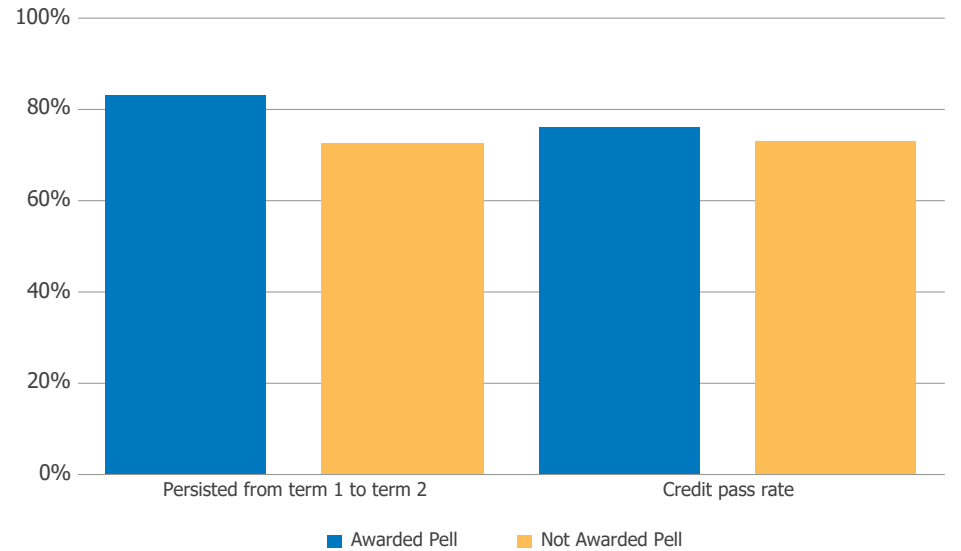
### College Course Success Rate by Pell Status



### Year 1 Credit Success Rate by Pell Status

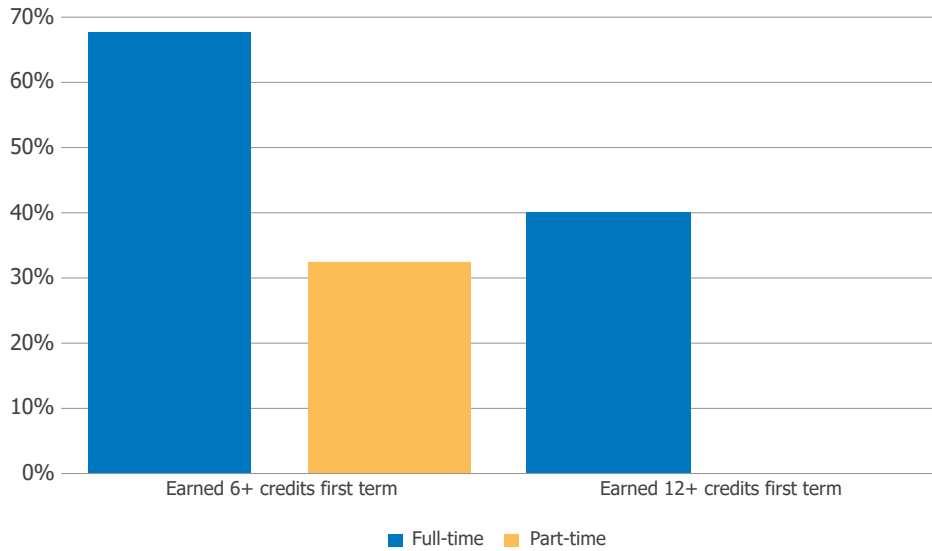


### Retention and Credit Success Rate by Pell Status

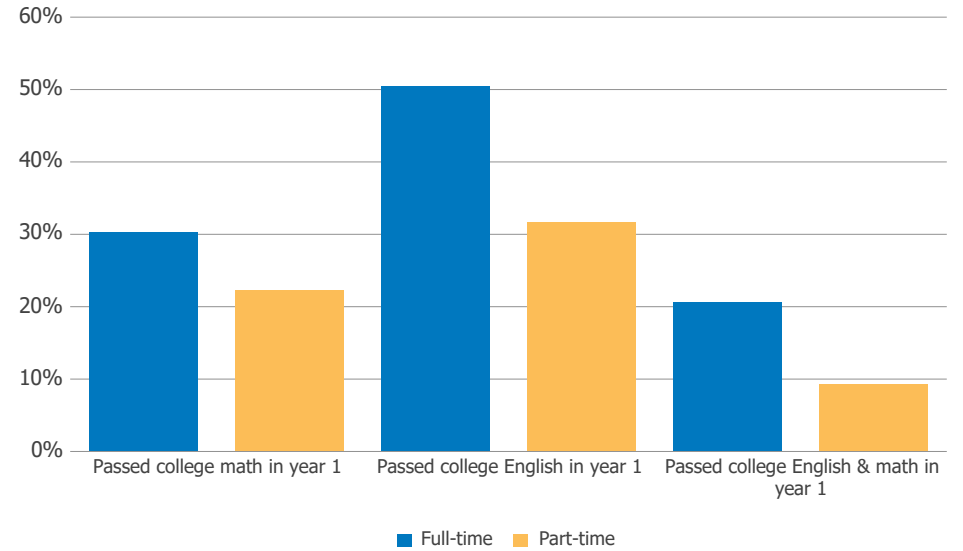


## First-term Attendance Status Disaggregation - Fall 2020 Main Cohort

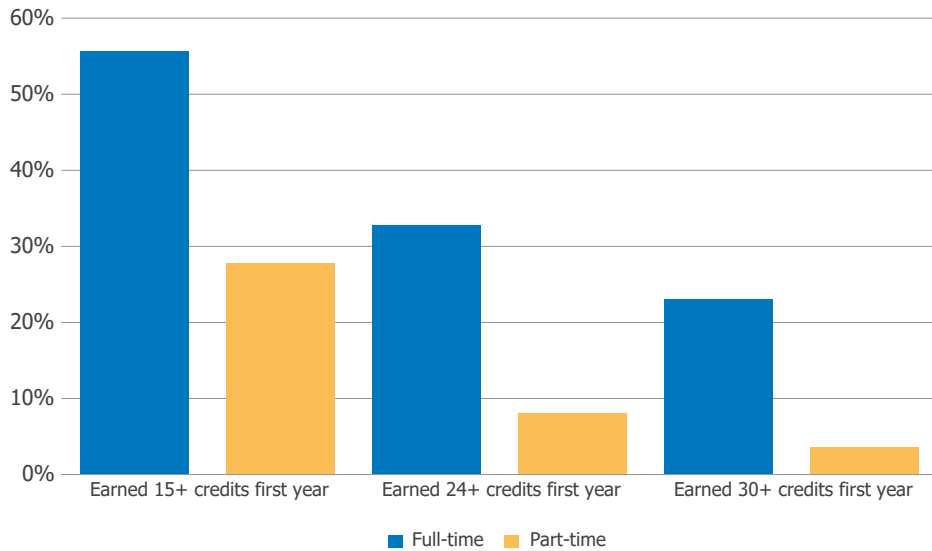
### First Term Credit Success Rate by First-term Attendance Status



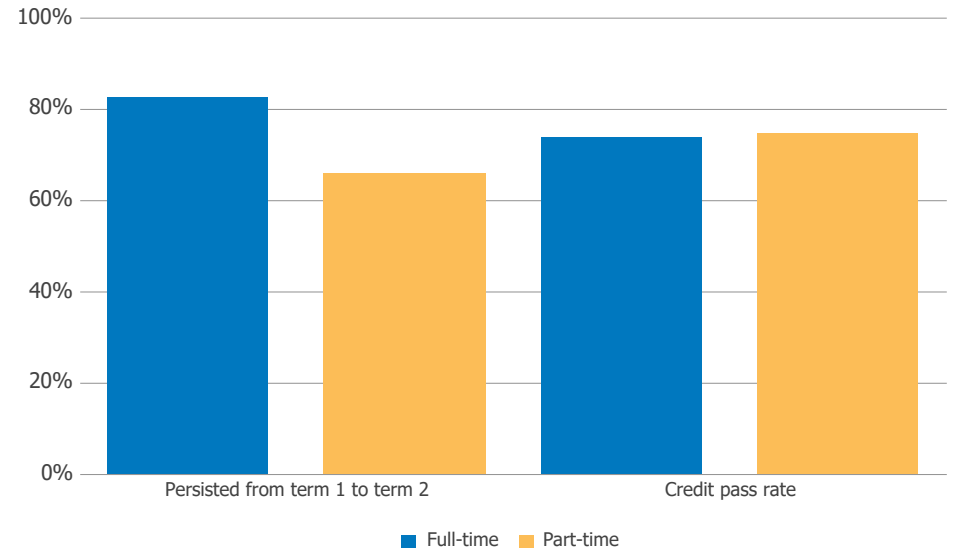
### College Course Success Rate by First-term Attendance Status



### Year 1 Credit Success Rate by First-term Attendance Status

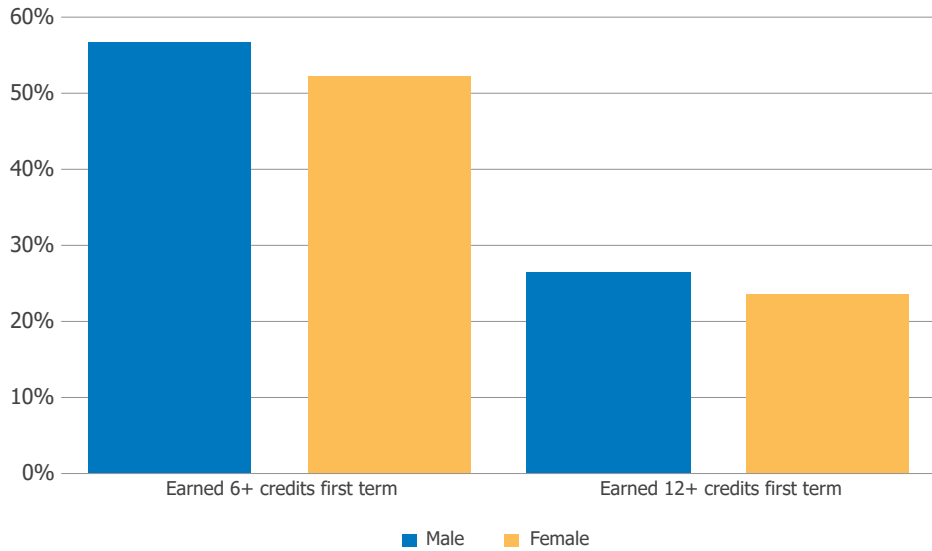


### Retention and Credit Success Rate by First-term Attendance Status

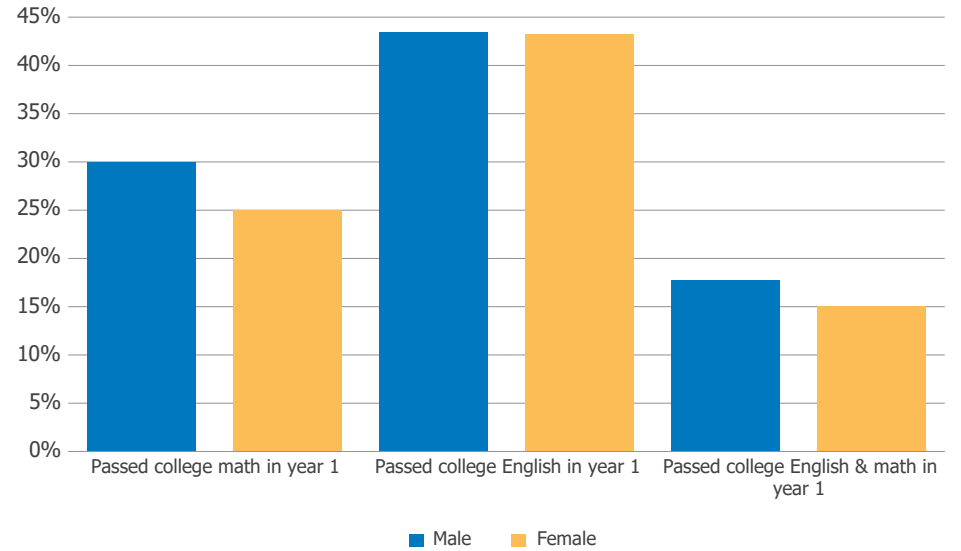


## Gender Disaggregation - Fall 2020 Main Cohort

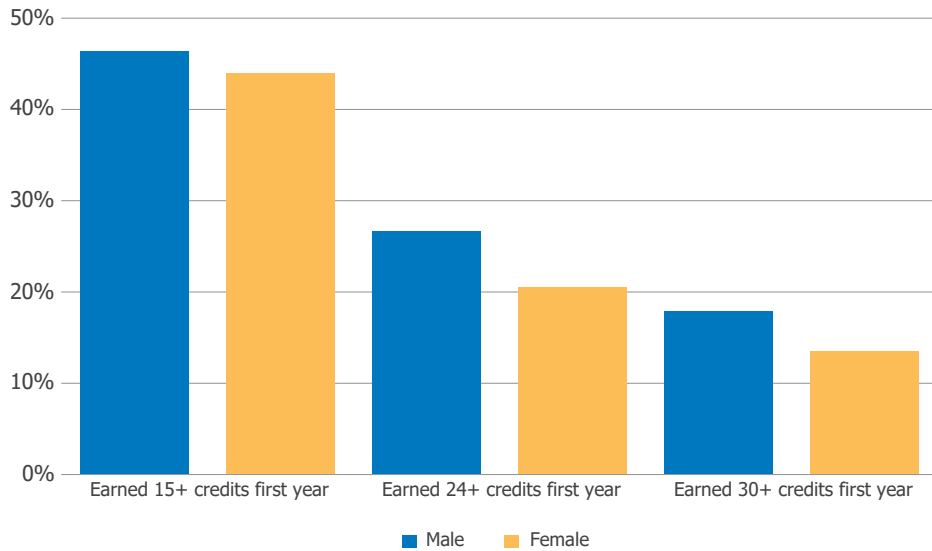
### First Term Credit Success Rate by Gender



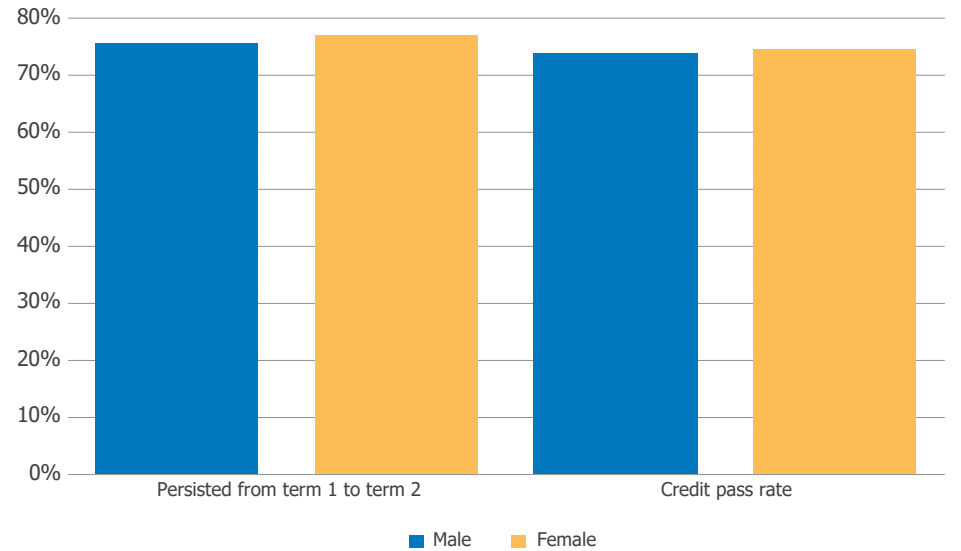
### College Course Success Rate by Gender



### Year 1 Credit Success Rate by Gender

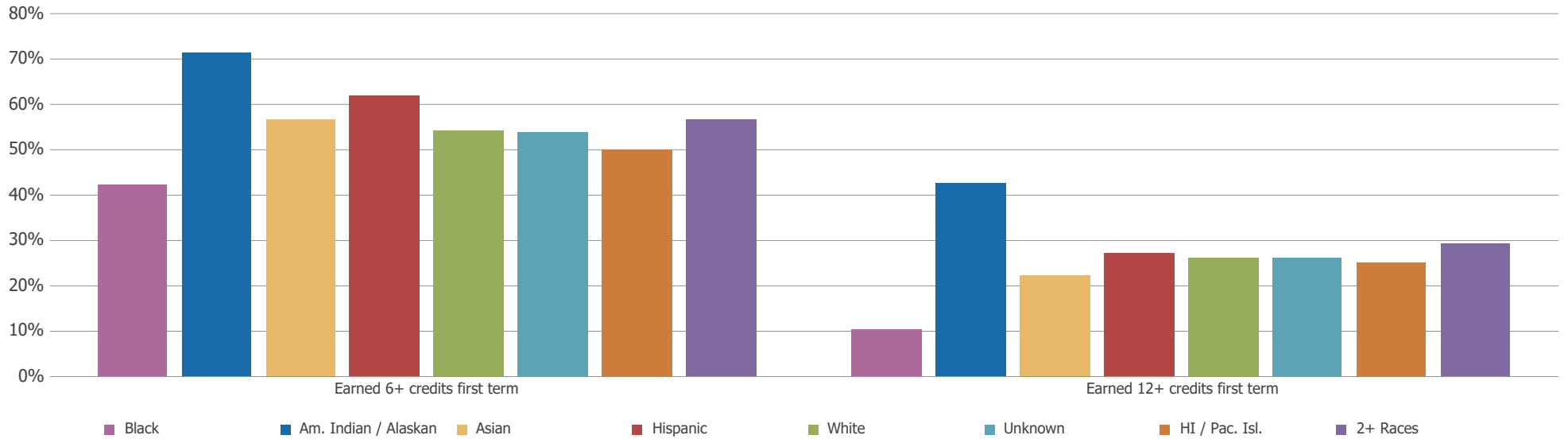


### Retention and Credit Success Rate by Gender

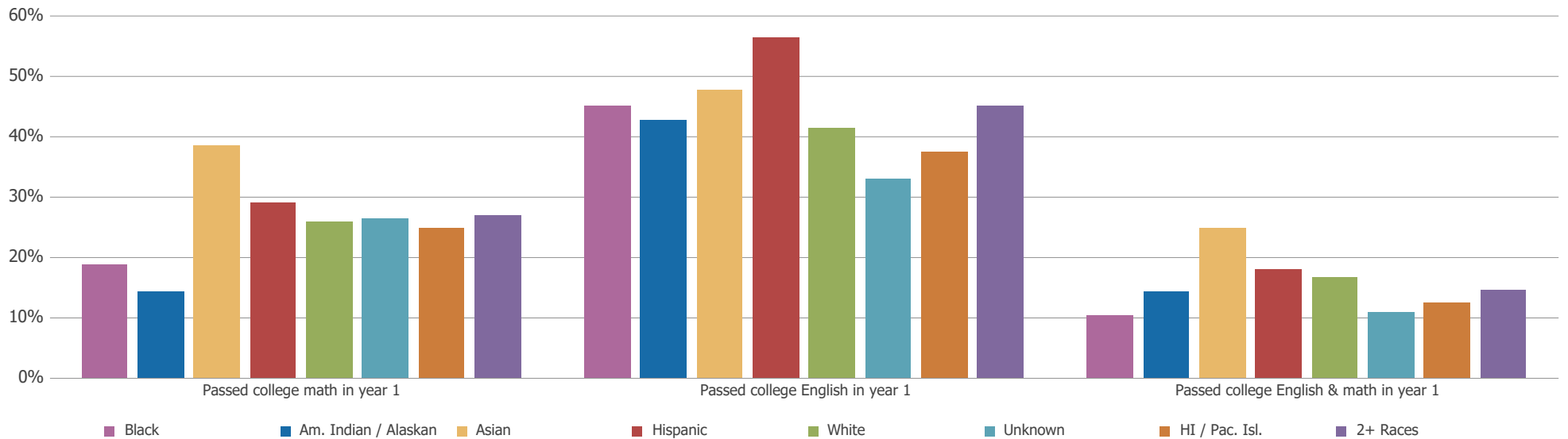


## Race/Ethnicity Disaggregation - Fall 2020 Main Cohort

First Term Credit Success Rate by Race/Ethnicity

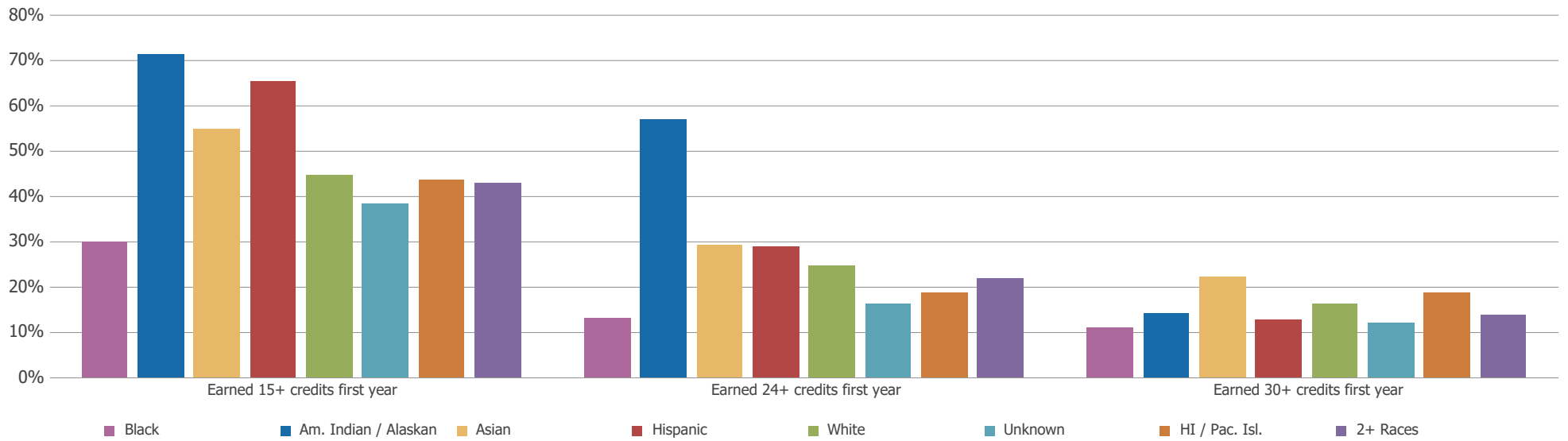


College Course Success Rate by Race/Ethnicity

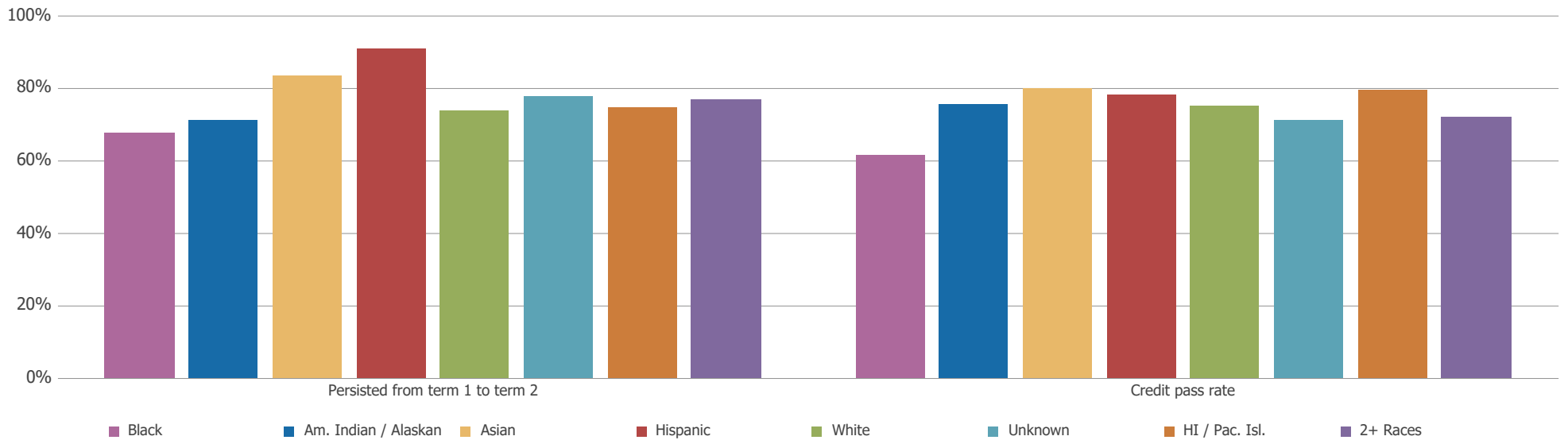


## Race/Ethnicity Disaggregation - Fall 2020 Main Cohort

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.