



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

Wayne 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 Wayne Community College

Demographics for Main Cohort in College Students

Institution Count : 170

	Fall 2013		Fall 2017		Fall 2018	
All Students	100.0%	988	100.0%	745	100.0%	766

NR Alien	1.4%	14	2.7%	20	2.0%	15
Black	27.0%	267	23.9%	178	20.6%	158
Am. Indian / Alaskan	0.7%	7	0.8%	6	0.3%	2
Asian	1.3%	13	1.2%	9	1.0%	8
Hispanic	8.1%	80	12.3%	92	13.2%	101
White	58.8%	581	56.1%	418	57.7%	442
Unknown	1.2%	12	0.4%	3	1.4%	11
HI / Pac. Isl.	0.4%	4	0.3%	2	0.4%	3
2+ Races	1.0%	10	2.3%	17	3.4%	26

< 20 Yrs.	54.6%	539	64.6%	481	55.4%	424
20-24 Yrs.	17.9%	177	16.9%	126	21.3%	163
25-29 Yrs.	11.3%	112	6.4%	48	9.4%	72
30-39 Yrs.	10.0%	99	7.4%	55	8.4%	64
40-49 Yrs.	4.3%	42	2.7%	20	4.2%	32
50 or Older	1.9%	19	2.0%	15	1.4%	11

Full-time	47.3%	467	51.1%	381	51.6%	395
Part-time	52.7%	521	48.9%	364	48.4%	371

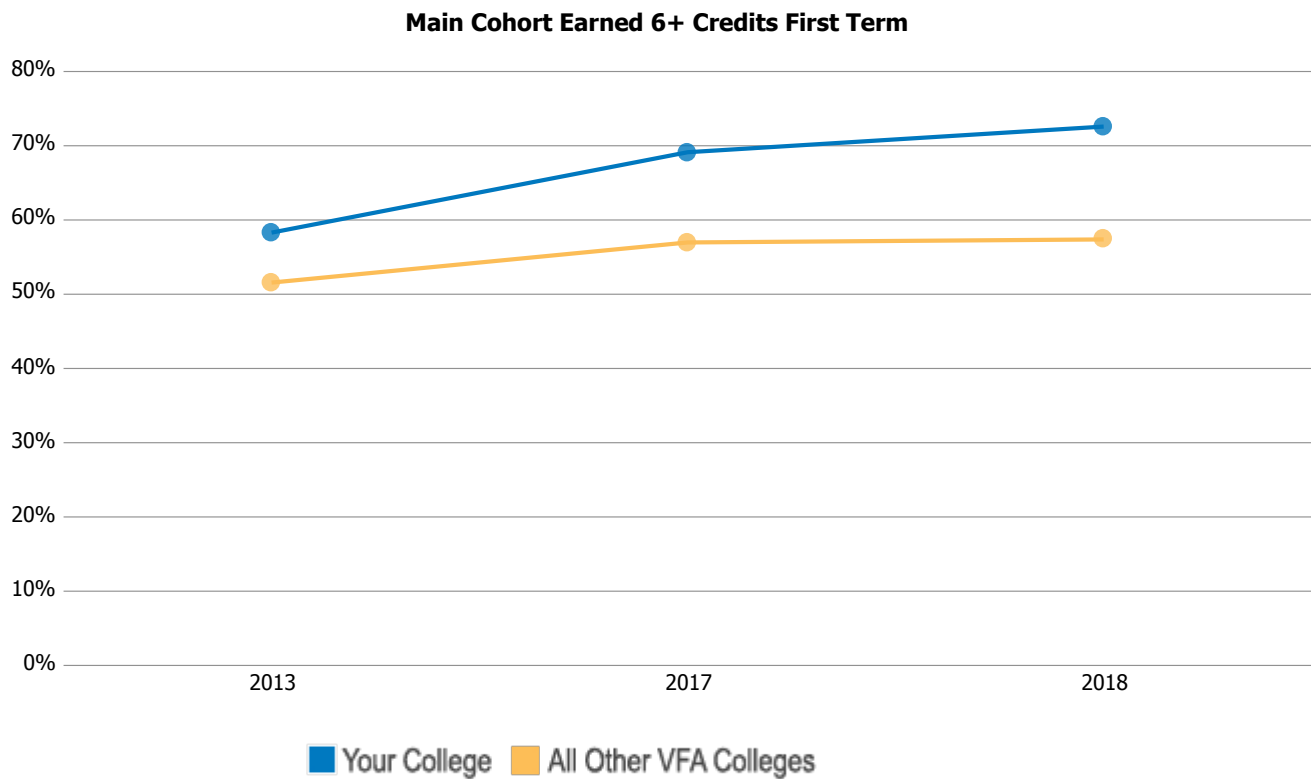
College-ready	59.1%	584	71.3%	531	65.7%	503
Developmental need in 1	18.9%	187	17.2%	128	19.6%	150
Developmental need in 2	2.0%	20	11.5%	86	14.8%	113
Developmental need in 3	19.9%	197	N/A	N/A	N/A	N/A

Male	42.4%	419	44.3%	330	39.2%	300
Female	57.6%	569	55.7%	415	60.8%	466

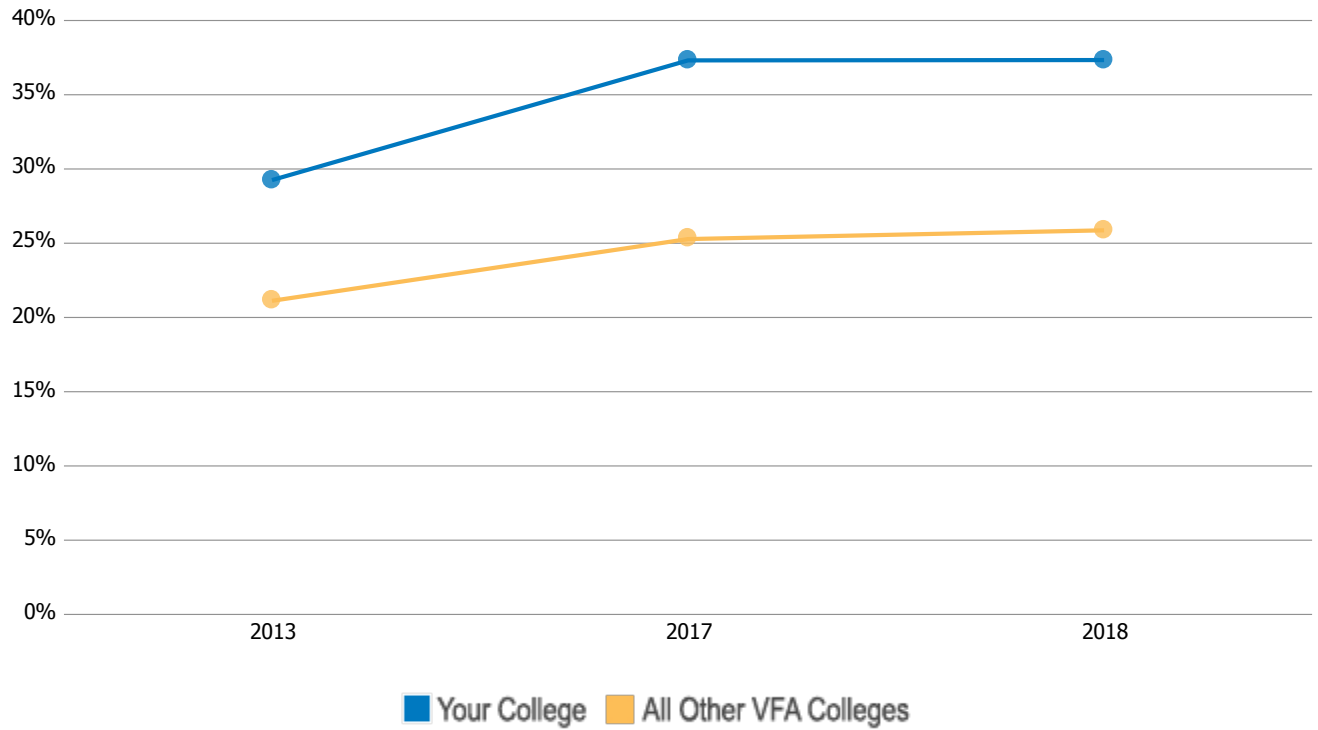
Awarded Pell	64.6%	638	51.7%	385	49.3%	378
Not Awarded Pell	35.4%	350	48.3%	360	50.7%	388

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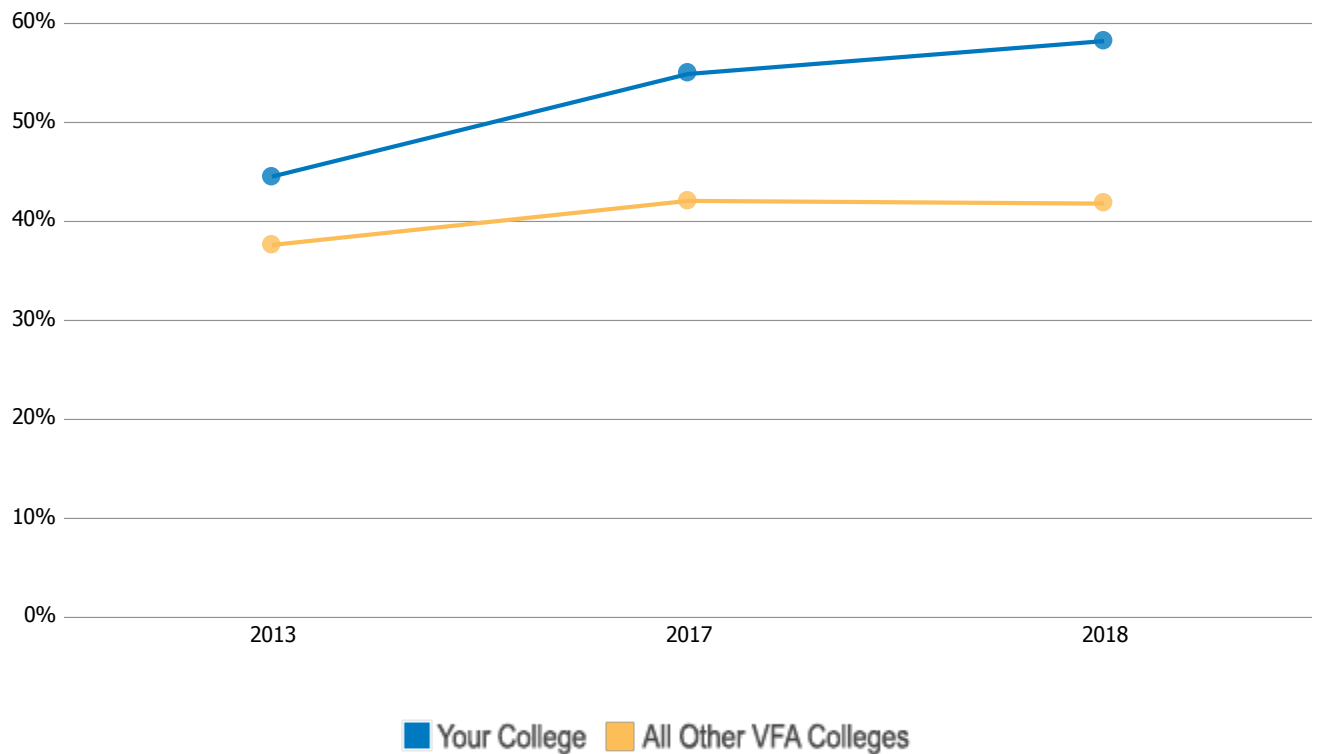
Credit Momentum KPIs for Wayne Community College											
Cohort Year	Earned 6+ credits first term		Earned 12+ credits first term		Earned 15+ credits first year		Earned 24+ credits first year		Earned 30+ credits first year		Total main cohort students
2013	58.3%	576	29.3%	289	44.5%	440	25.8%	255	14.2%	140	988
2017	69.1%	515	37.3%	278	54.9%	409	32.5%	242	20.5%	153	745
2018	72.6%	556	37.3%	286	58.2%	446	35.2%	270	21.1%	162	766



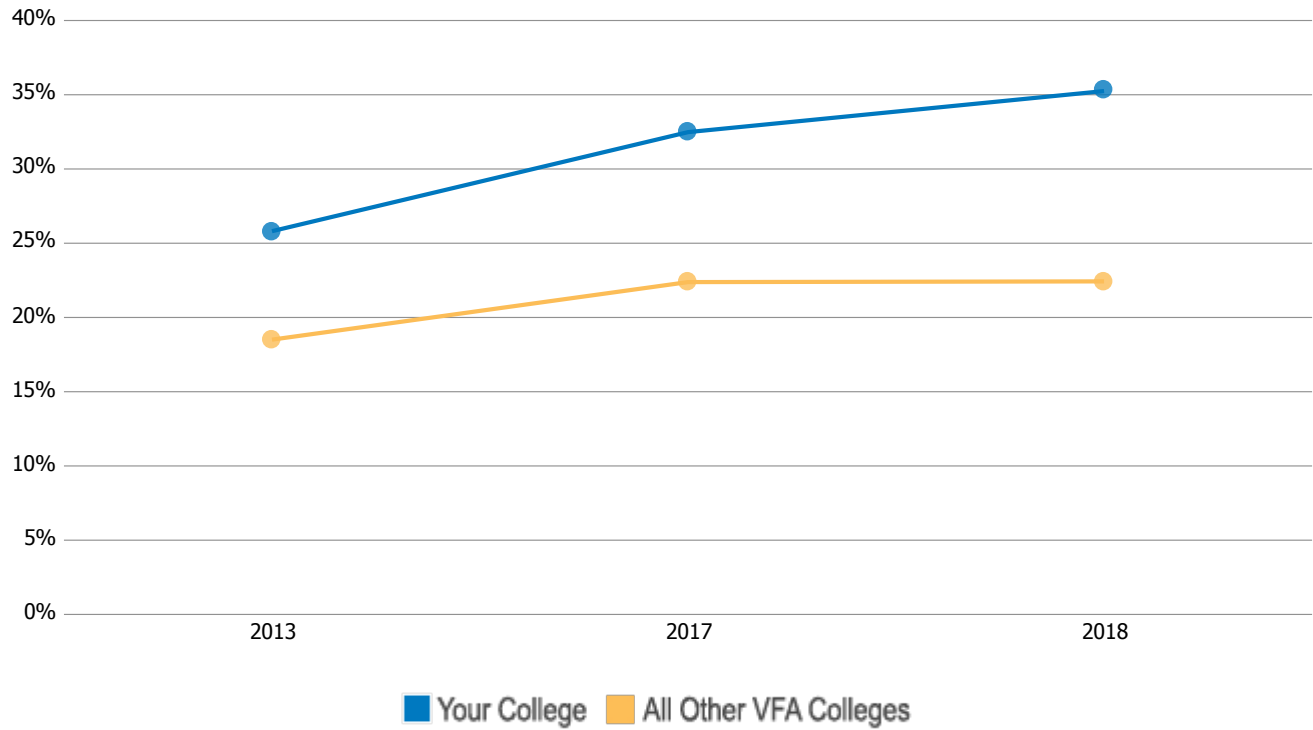
Main Cohort Earned 12+ Credits First Term



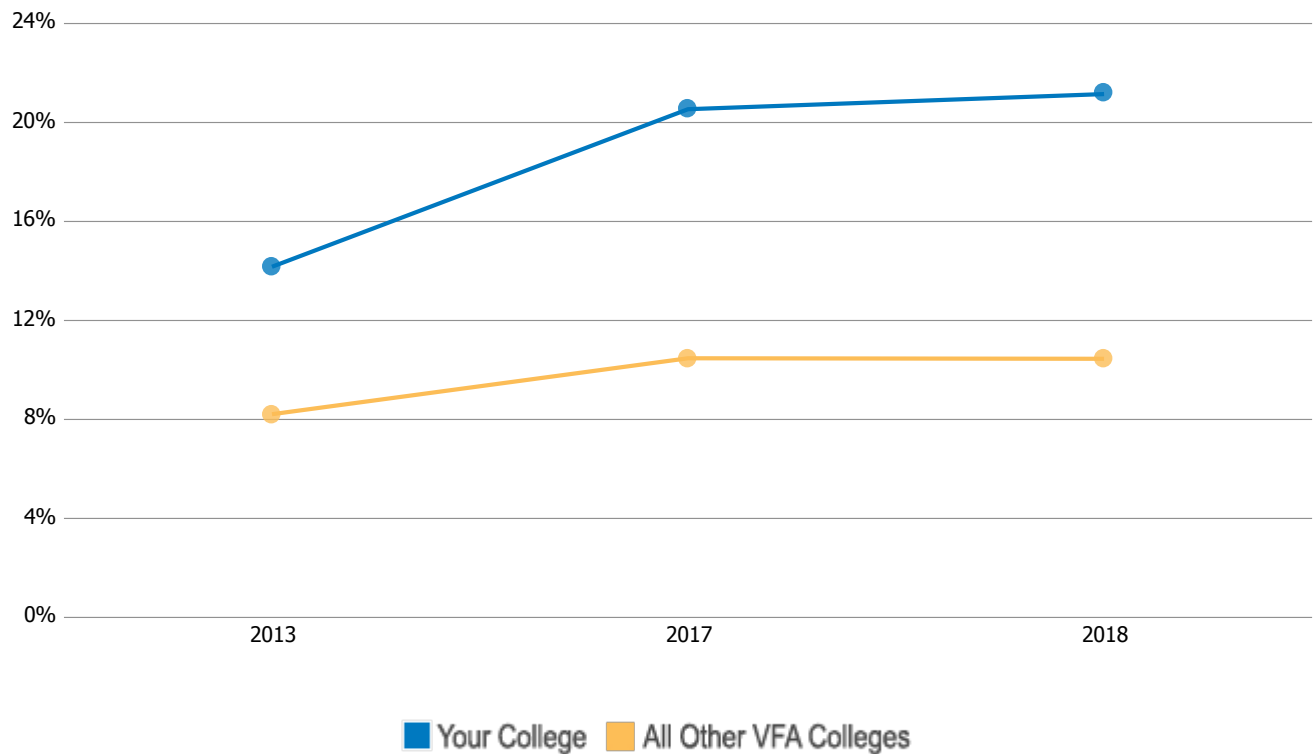
Main Cohort Earned 15+ Credits First Year



Main Cohort Earned 24+ Credits First Year



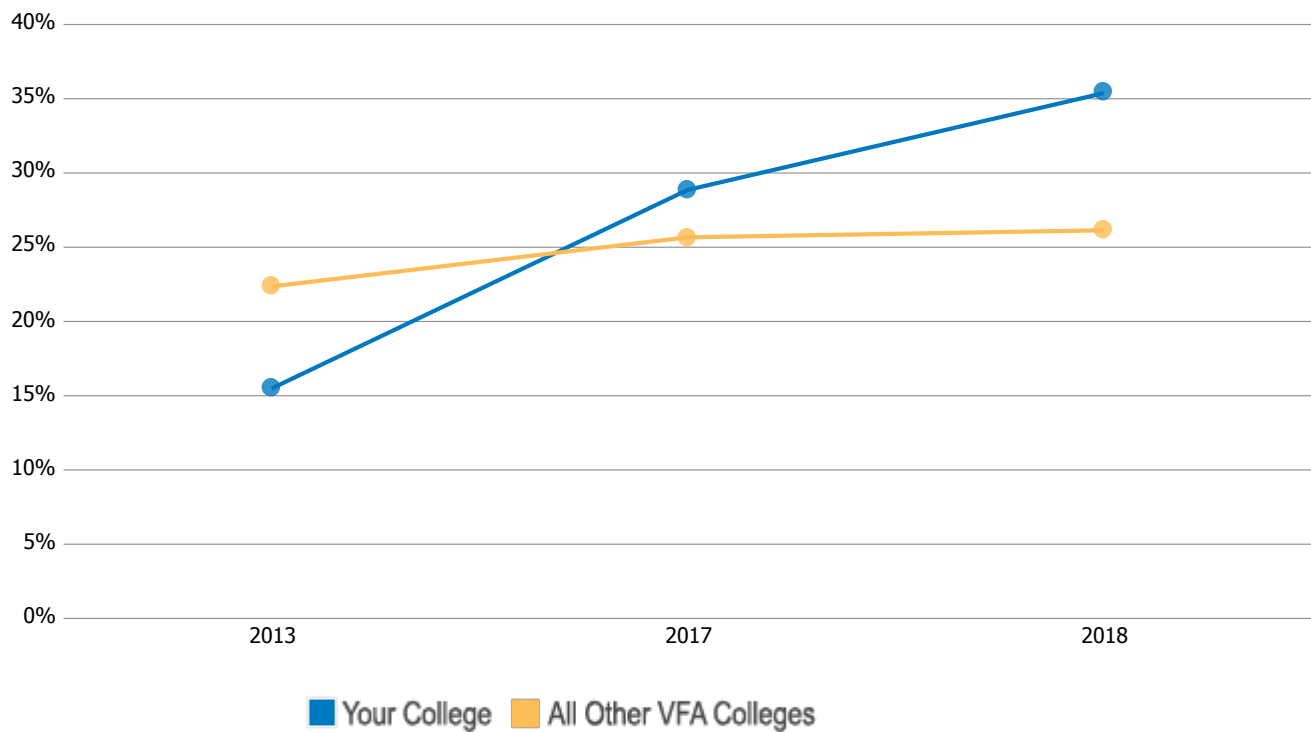
Main Cohort Earned 30+ Credits First Year



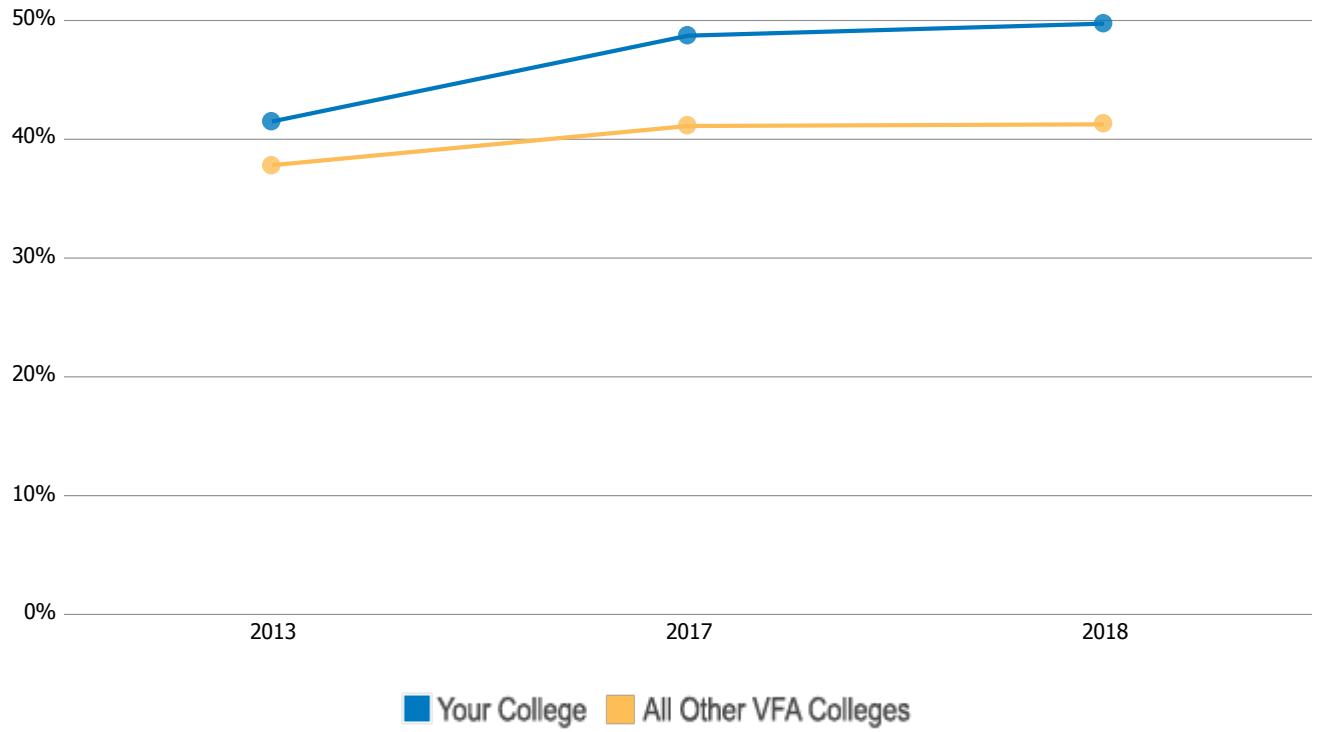
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Gateway Completion, Persistence, and College Course Completion KPIs											
Cohort Year	Passed college math in year 1		Passed college English in year 1		Passed college English & math in year 1		Fall to next term retention		Total college credits attempted	Total college credits successfully completed	Credit success rate
2013	15.5%	153	41.5%	410	10.9%	108	79.6%	786	20,025	14,625	73.0%
2017	28.9%	215	48.7%	363	19.1%	142	80.1%	597	16,837	13,203	78.4%
2018	35.4%	271	49.7%	381	24.0%	184	80.4%	616	17,974	14,172	78.8%

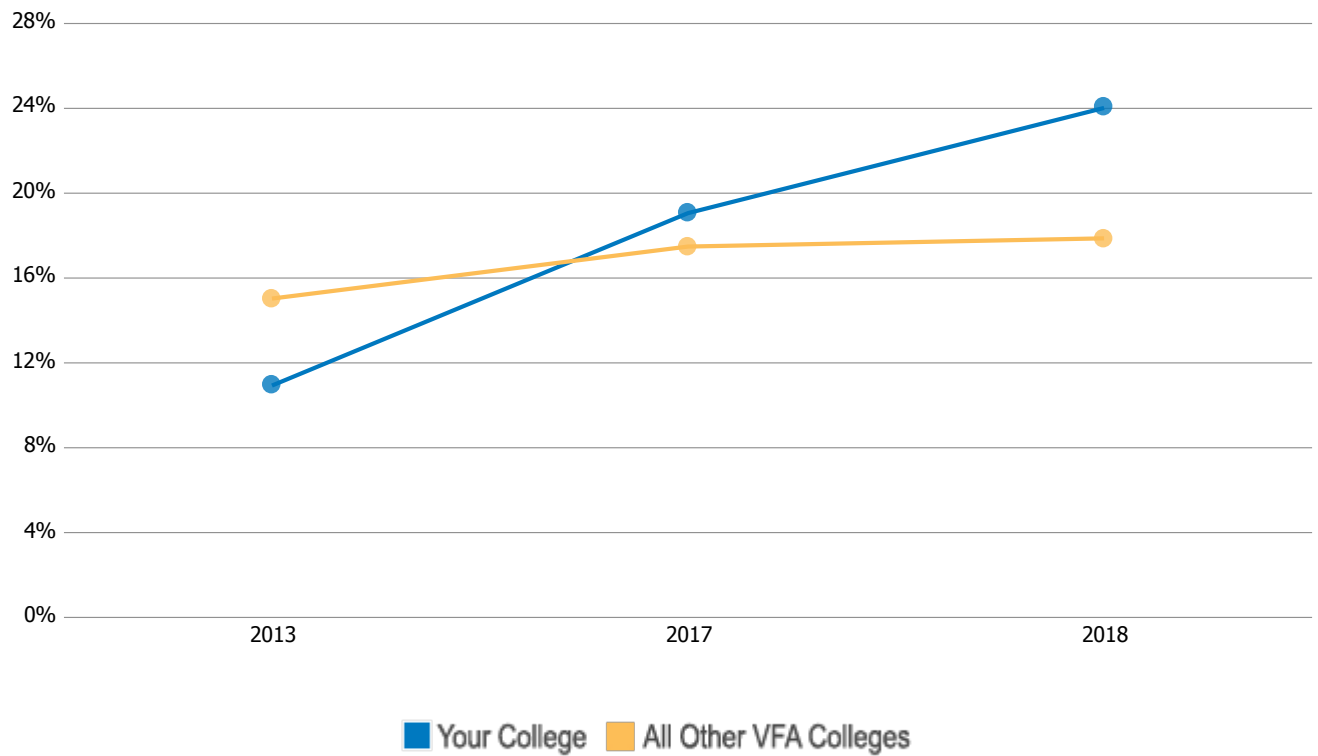
Main Cohort Passed College Math in Year 1



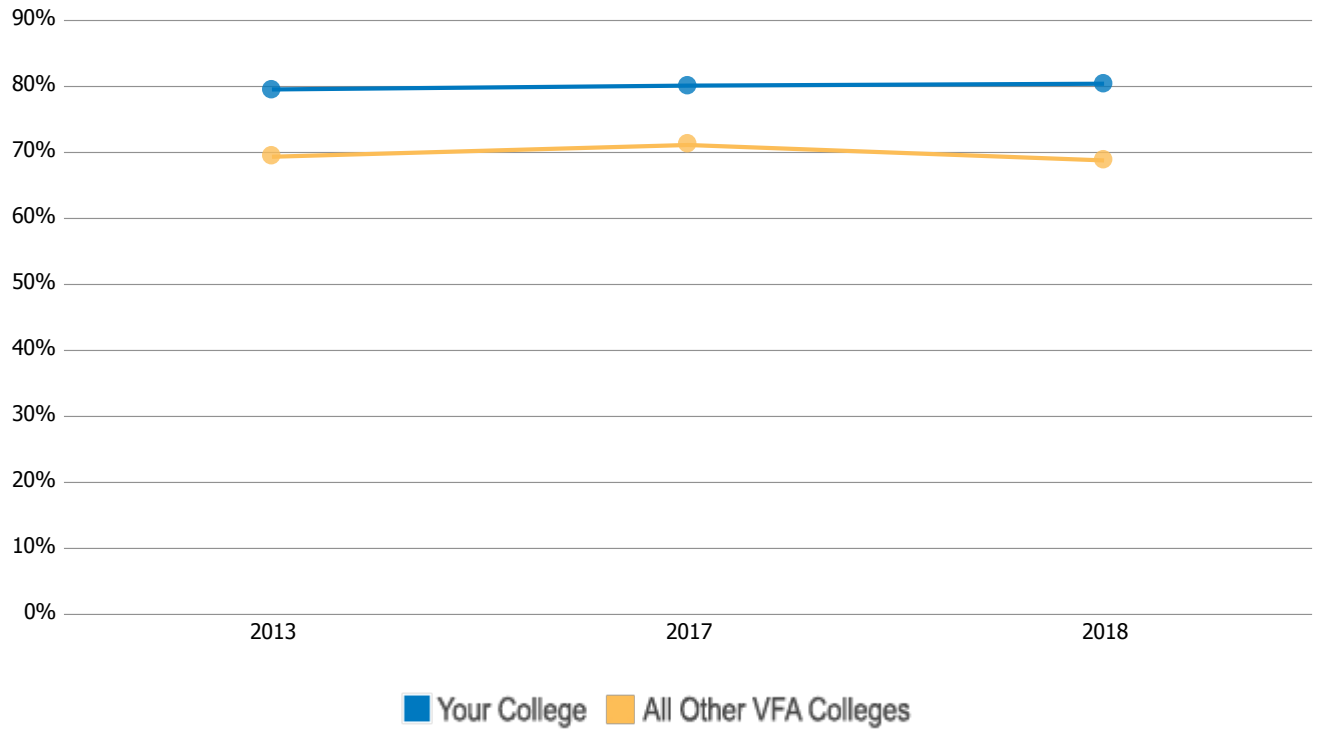
Main Cohort Passed College English in Year 1



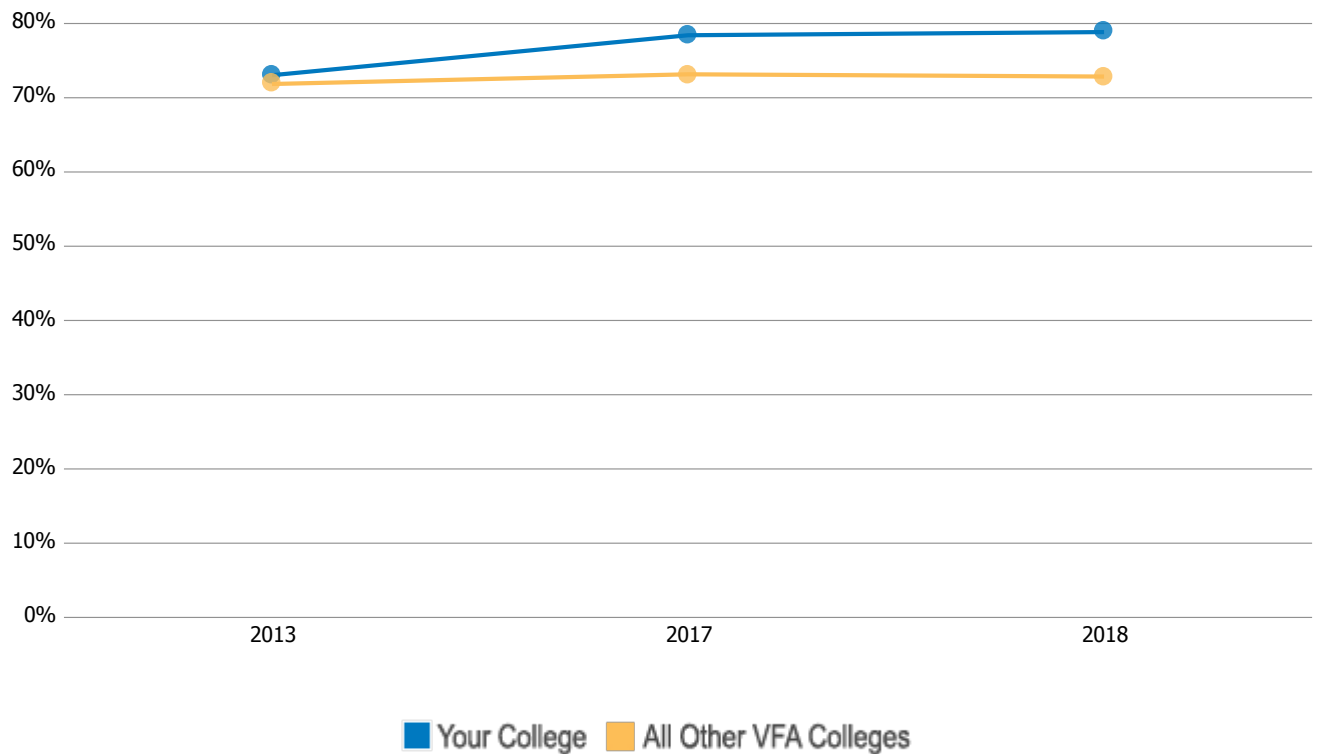
Main Cohort Passed College Math and English in Year 1



Main Cohort Fall to Next Term Retention



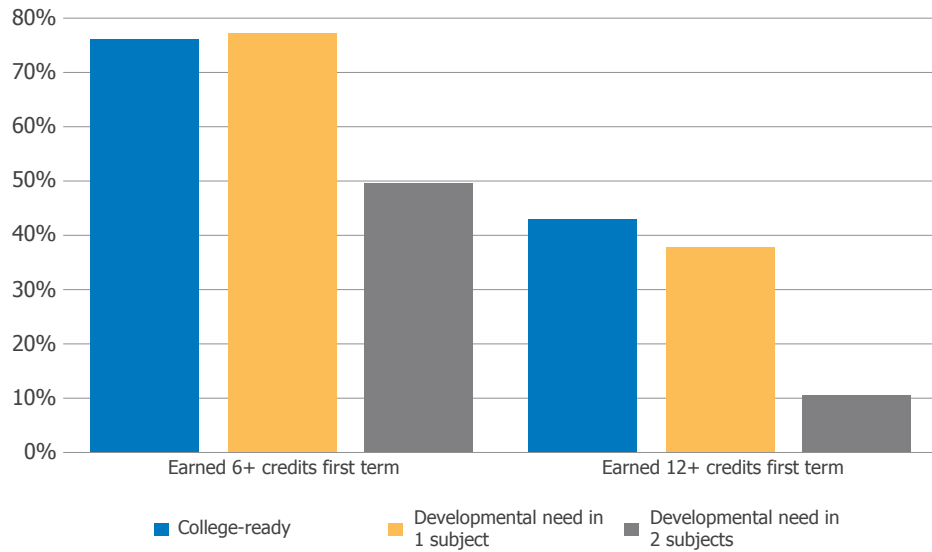
Main Cohort Credit Success Rate



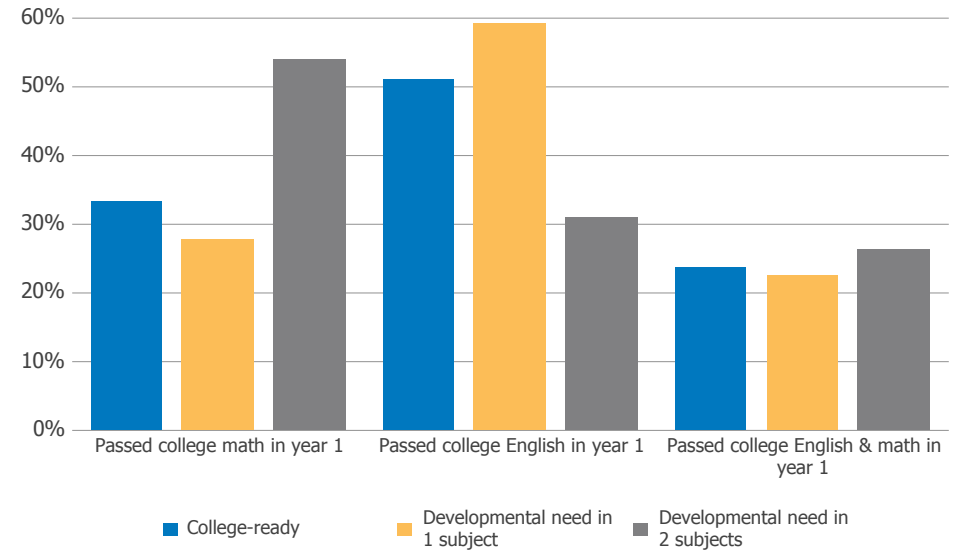
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College Readiness Status Disaggregation - Fall 2018 Main Cohort

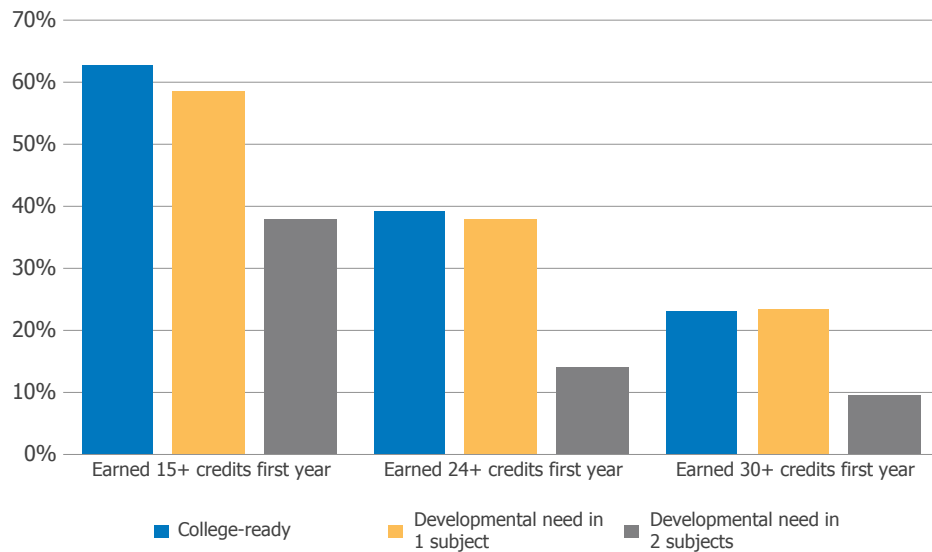
First Term Credit Success Rate by College Readiness



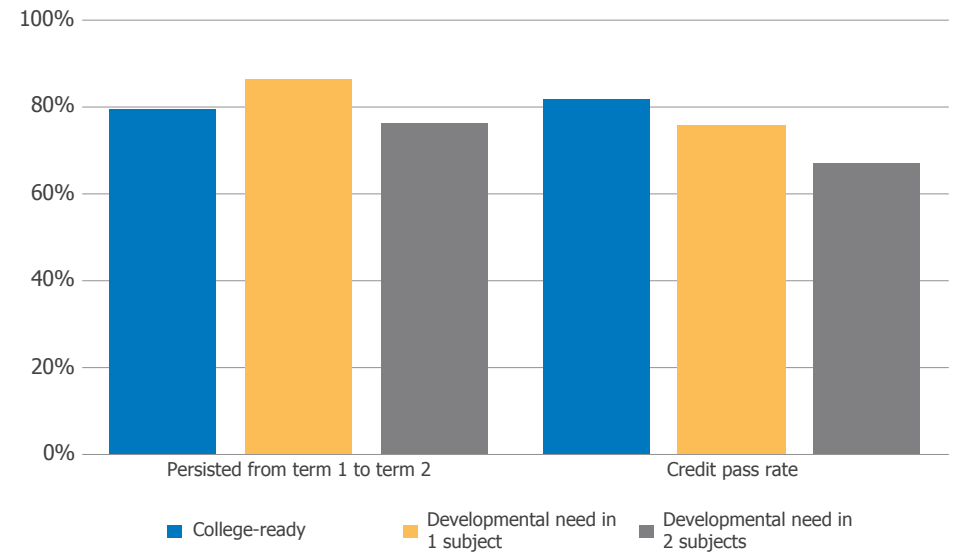
College Course Success Rate by College Readiness Status



Year 1 Credit Success Rate by College Readiness Status

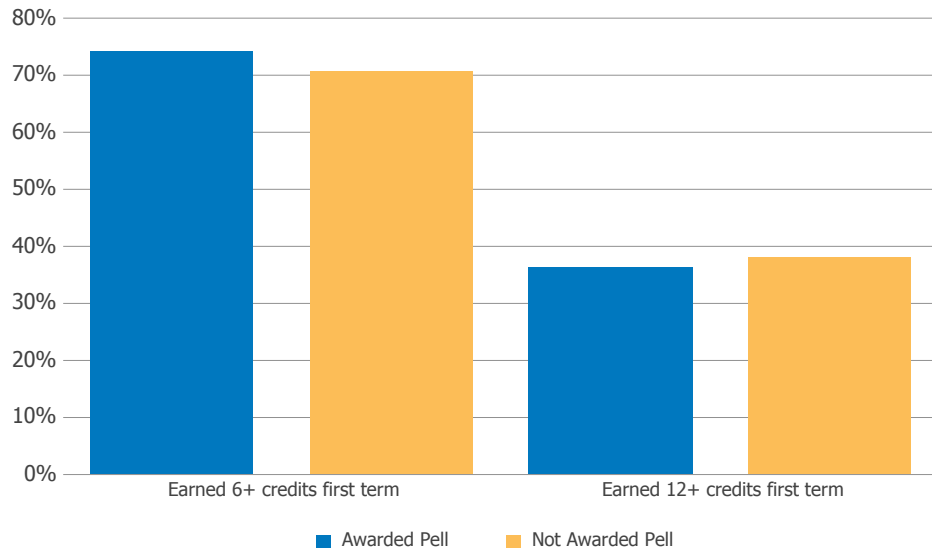


Retention and Credit Success Rate by College Readiness Status

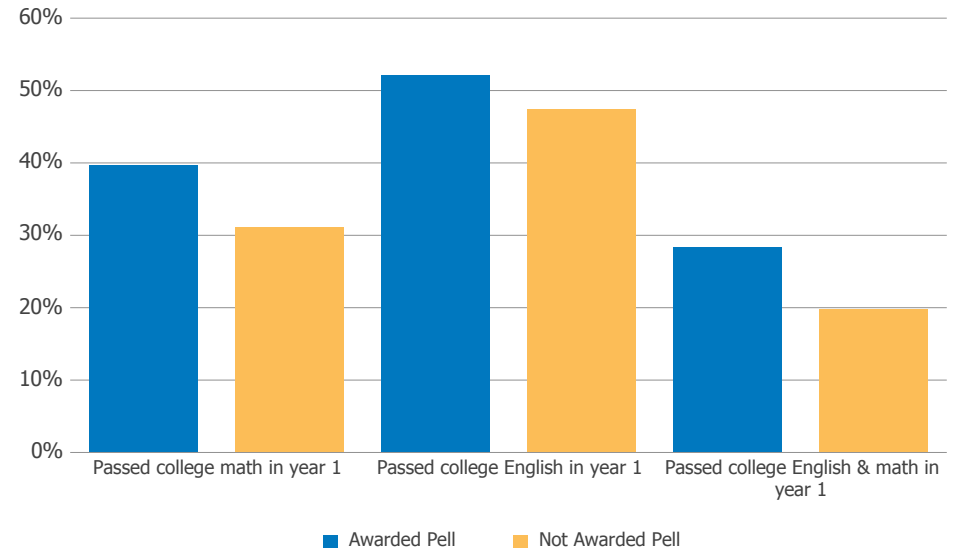


Pell Status Disaggregation - Fall 2018 Main Cohort

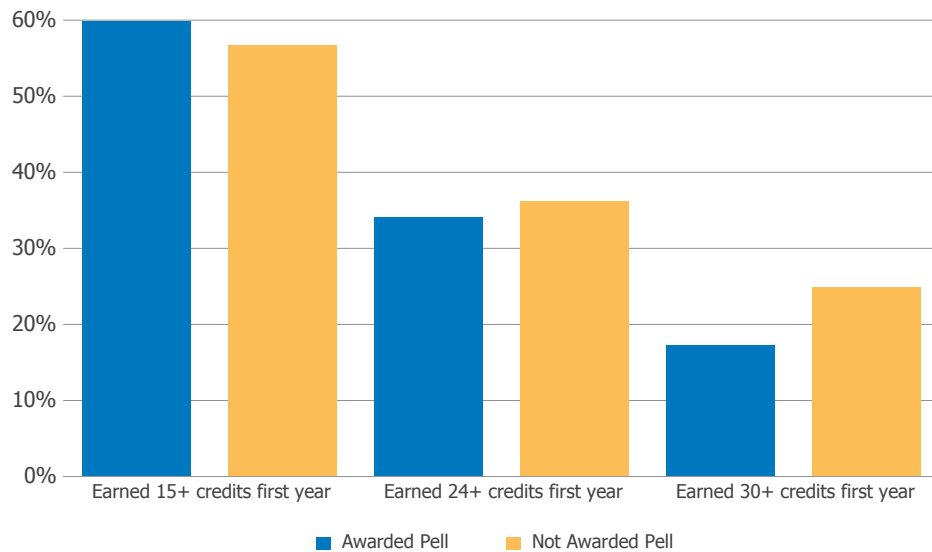
First Term Credit Success Rate by Pell Status



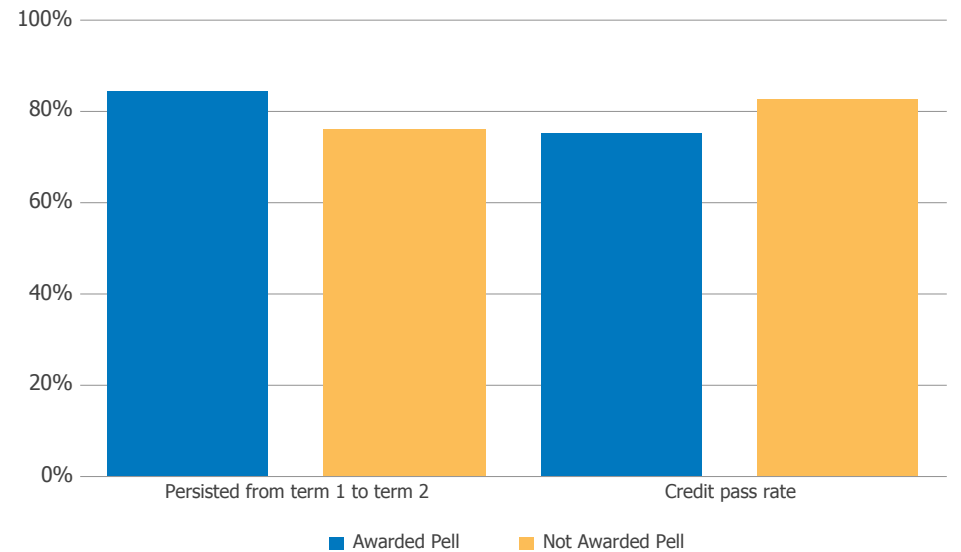
College Course Success Rate by Pell Status



Year 1 Credit Success Rate by Pell Status

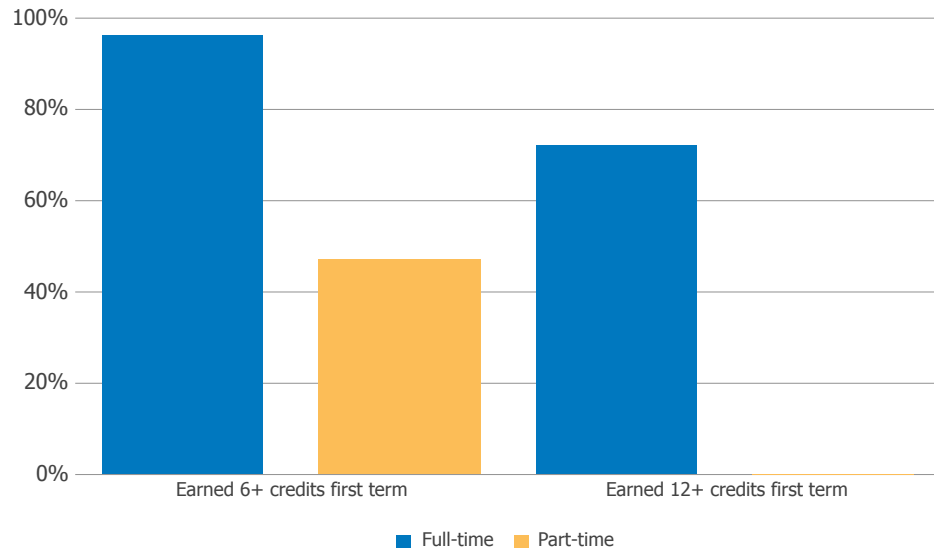


Retention and Credit Success Rate by Pell Status

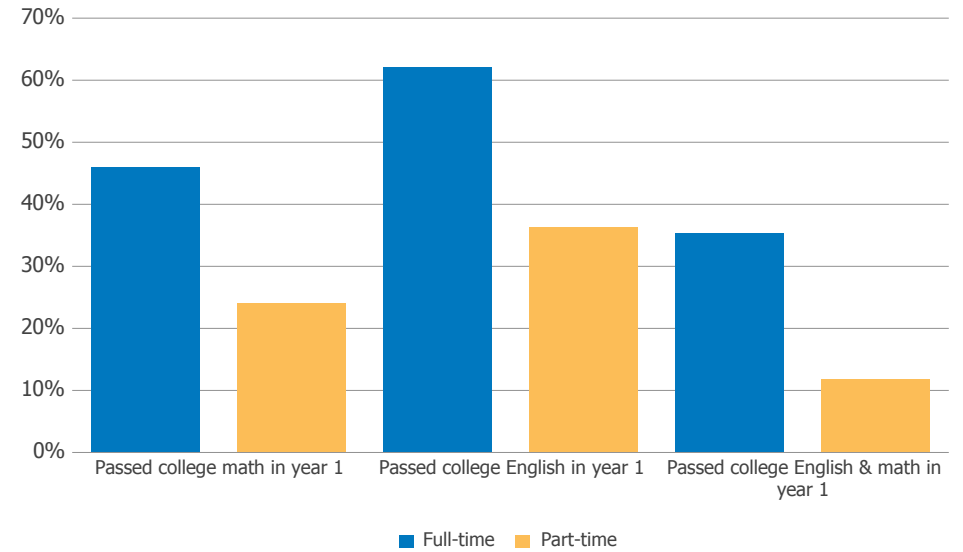


First-term Attendance Status Disaggregation - Fall 2018 Main Cohort

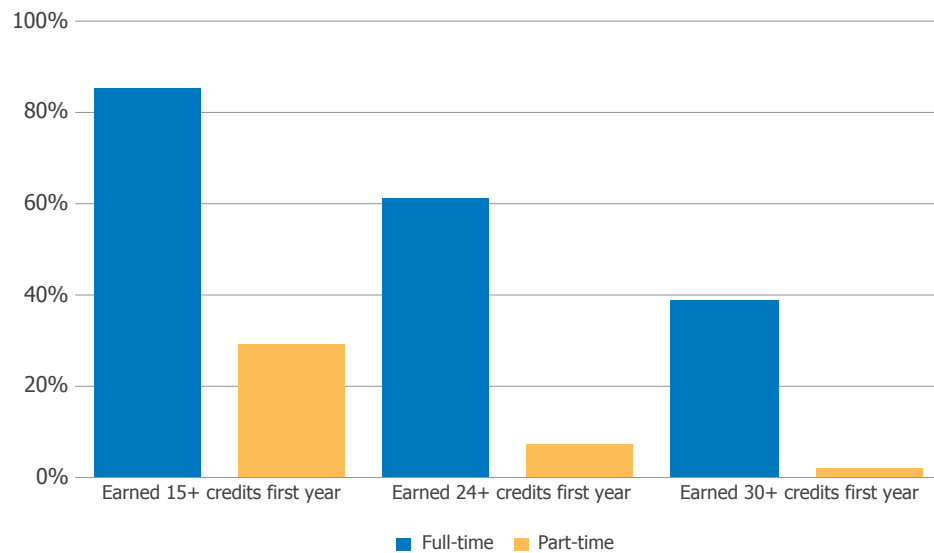
First Term Credit Success Rate by First-term Attendance Status



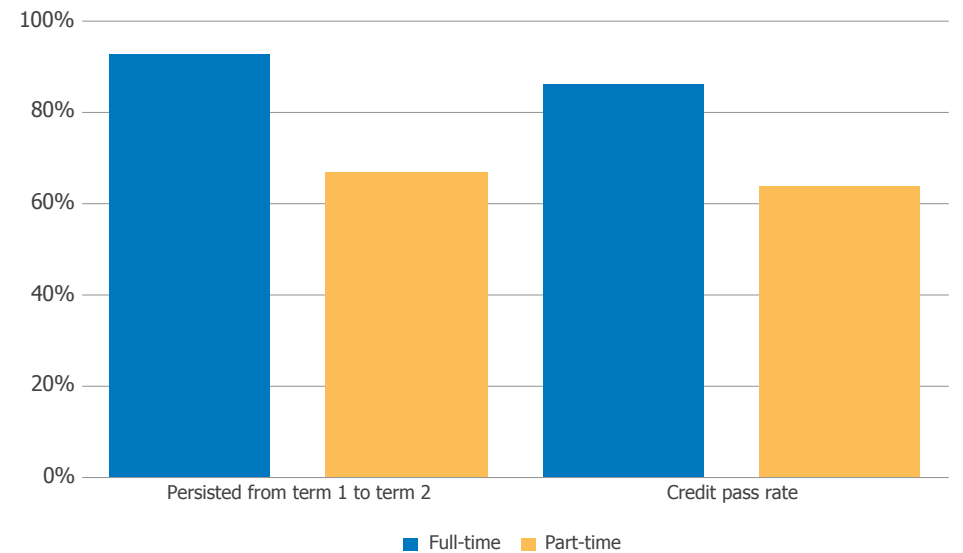
College Course Success Rate by First-term Attendance Status



Year 1 Credit Success Rate by First-term Attendance Status

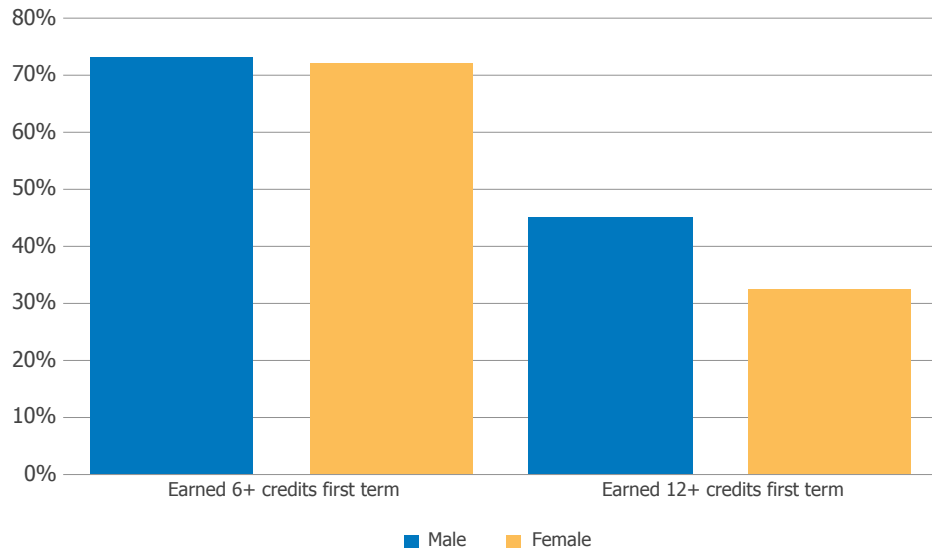


Retention and Credit Success Rate by First-term Attendance Status

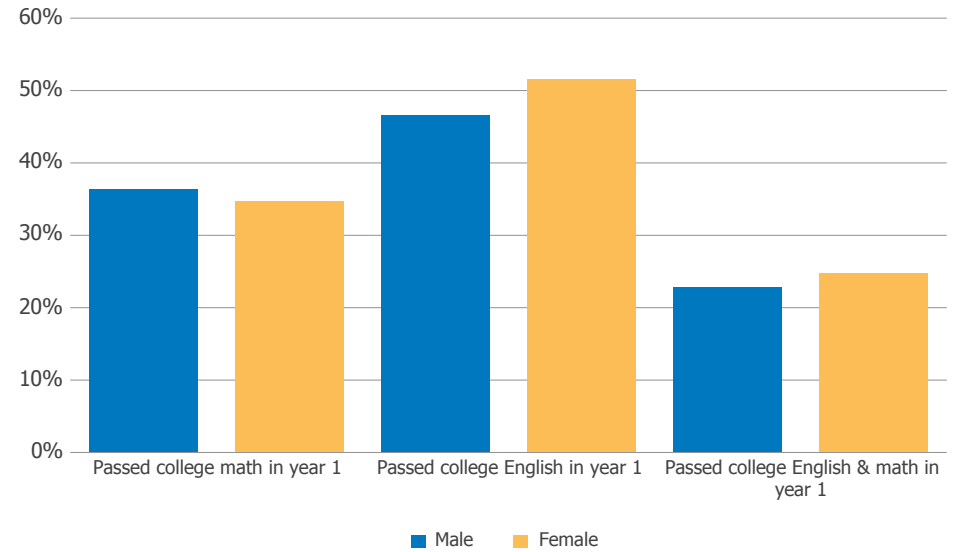


Gender Disaggregation - Fall 2018 Main Cohort

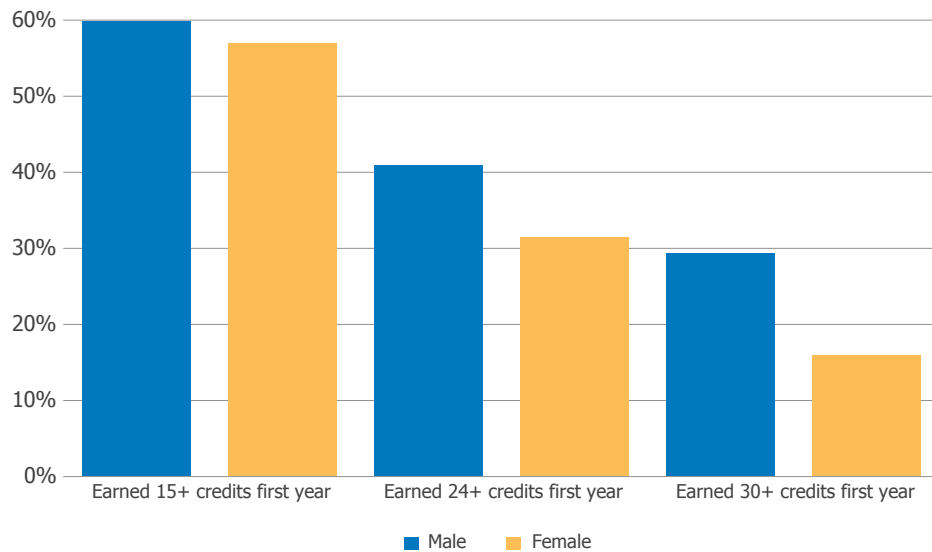
First Term Credit Success Rate by Gender



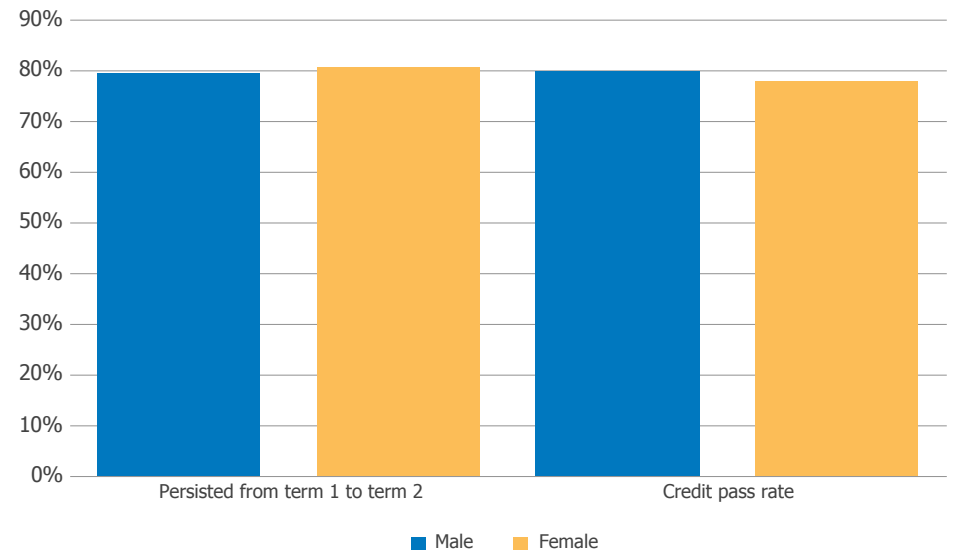
College Course Success Rate by Gender



Year 1 Credit Success Rate by Gender

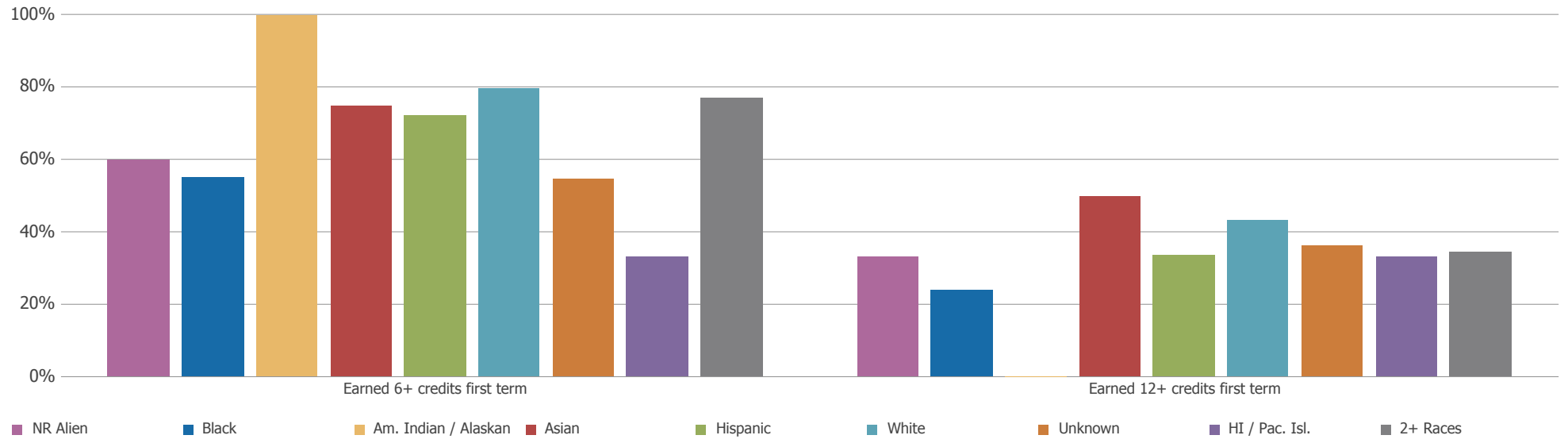


Retention and Credit Success Rate by Gender

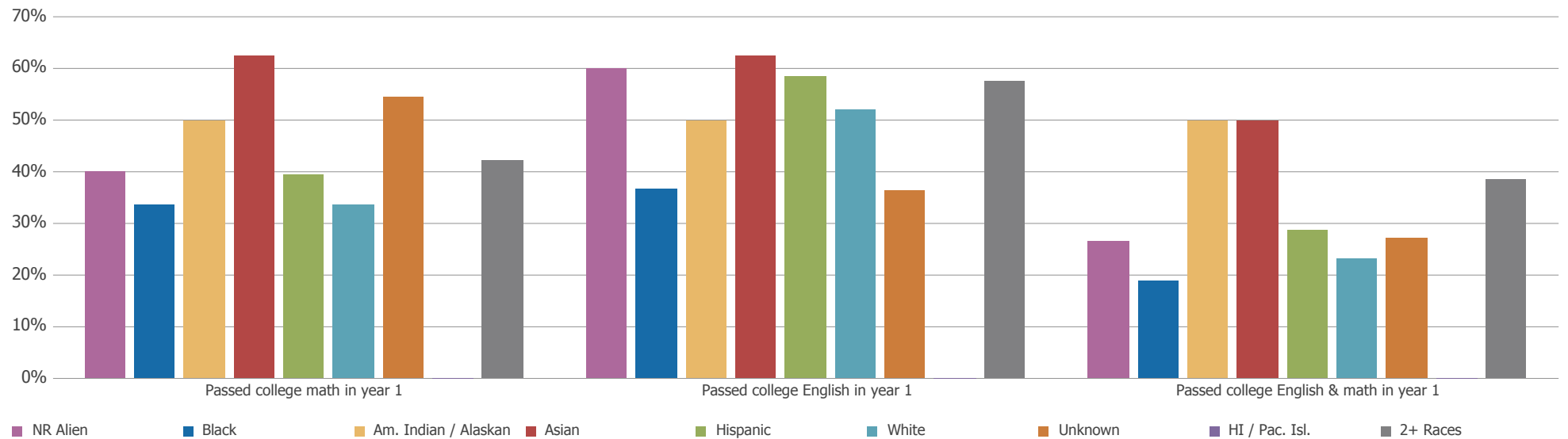


Race/Ethnicity Disaggregation - Fall 2018 Main Cohort

First Term Credit Success Rate by Race/Ethnicity

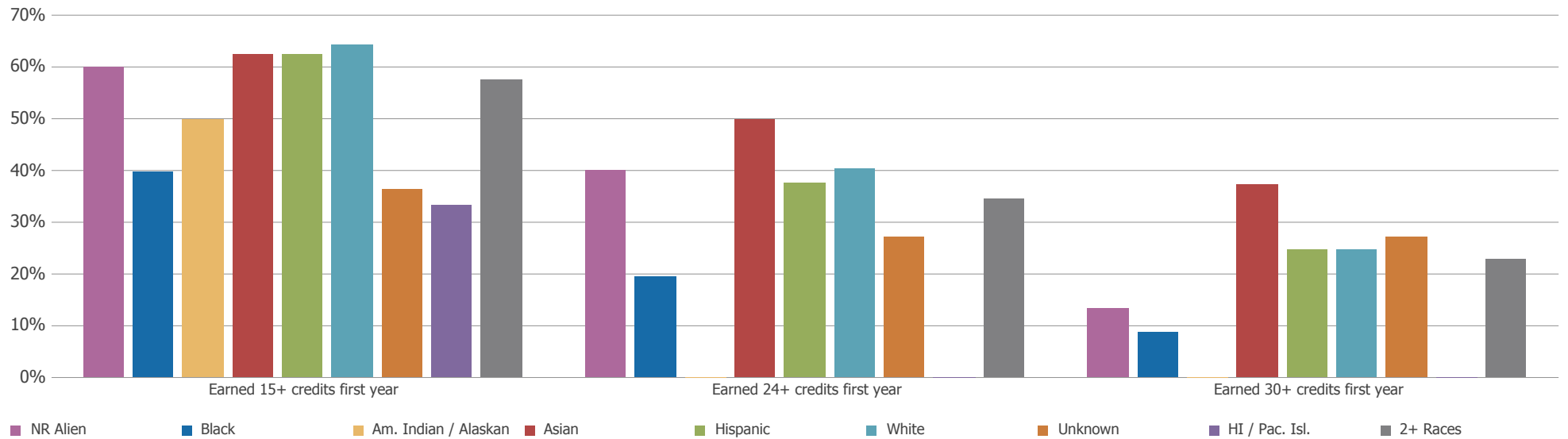


College Course Success Rate by Race/Ethnicity

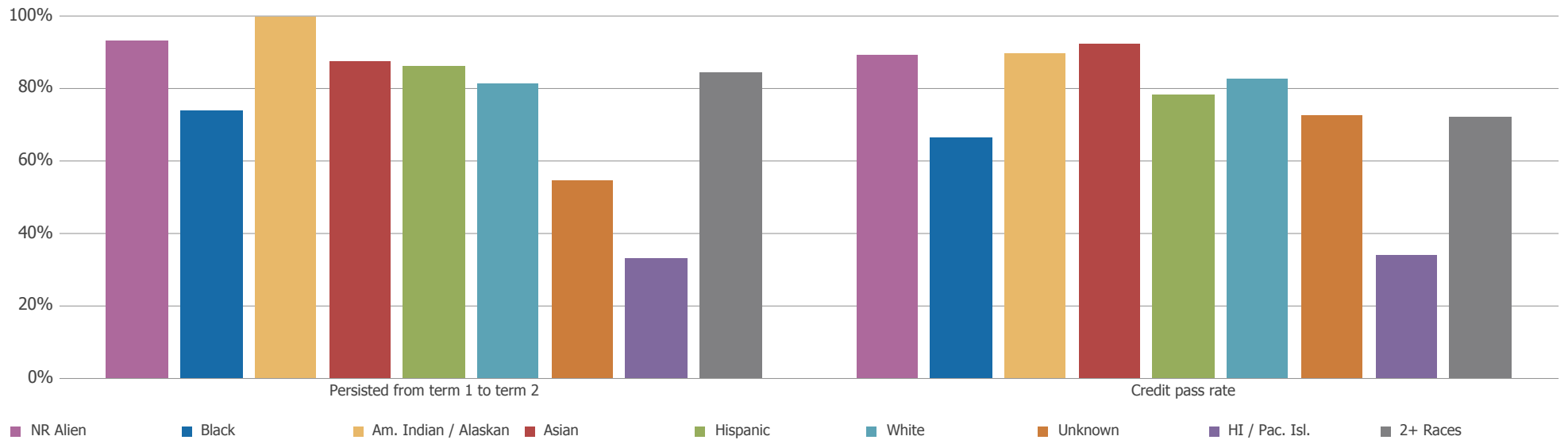


Race/Ethnicity Disaggregation - Fall 2018 Main Cohort

Year 1 Credit Success Rate by Race/Ethnicity



Retention and Credit Success Rate by Race/Ethnicity



KPI Baseline Report for Wayne 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.