

CT BOARD OF REGENTS FOR HIGHER EDUCATION

RESOLUTION

concerning

CSCU Student Success Key Performance Indicators (KPI)

October 18, 2018

RESOLVED: That the Board of Regents for Higher Education directs the CSCU System Office to design, implement, and disseminate an annual report on Student Success Key Performance Indicators (KPI) for the CSCU community colleges, inclusive of the twenty-one KPI detailed herein.

The CSCU Student Success Key Performance Indicators (KPI) are established in order to support ongoing efforts to improve student outcomes at the CSCU community colleges and in the CSCU system. These short-term KPI, which focus on first year credit momentum, gateway momentum, and program momentum, are intended to correlate with long-term completion outcomes. The effectiveness of systemic efforts in the CSCU, particularly the creation and amendment of structures, policies, and practices intended to improve student outcomes under the umbrella of Guided Pathways, may be reflected in annual reports on these KPI.

The group of all degree and certificate students, both full- and part-time, who entered in the fall term of each previous academic year will be included in the annual Student Success KPI report, disseminated by the CSCU System Office every October. Historical KPI data will also be included.

The twenty-one KPI included in each annual report are as follows:

KPI 01: Percentage of students who have earned 15 or more college-level credits after year one (fall, winter, spring, summer)

KPI 02: Percentage of students who have earned 24 or more college-level credits after year one (fall, winter, spring, summer)

KPI 03: Percentage of students who have earned 30 or more college-level credits after year one (fall, winter, spring, summer)

KPI 04: Percentage of students who have passed (C or better) college-level math in year one (fall, winter, spring, summer)

KPI 05: Percentage of students who have passed (C or better) college-level English in year one (fall, winter, spring, summer)

KPI 06: Percentage of students who have passed (C or better) both college-level math and college-level English in year one (fall, winter, spring, summer)
KPI 07: Percentage of students who have completed (D- or better) college-level math in year one (fall, winter, spring, summer)
KPI 08: Percentage of students who have completed (D- or better) college-level English in year one (fall, winter, spring, summer)
KPI 09: Percentage of students who have completed (D- or better) both college-level math and college-level English in year one (fall, winter, spring, summer)
KPI 10: Percentage of students who have earned 6 or more college-level credits in first term (fall)
KPI 11: Percentage of students who have earned 12 or more college-level credits in first term (fall)
KPI 12: Percentage of students who persisted from term one to term two (fall to spring)
KPI 13: Average rate of college-level course passing (C or above) in students' first academic year (fall, winter, spring, summer)
KPI 14: Average rate of college-level course completion (D- or above) in students' first academic year (fall, winter, spring, summer)
KPI 15: Percentage of students who have attempted 12 or more credits, including developmental, in the first term (fall)
KPI 16: Percentage of students who have attempted 15 or more credits, including developmental, in the first term (fall)
KPI 17: Percentage of students who have attempted 30 or more credits, including developmental, in the first year (fall, winter, spring, summer)
KPI 18: Average number of credits attempted in the first term (fall)
KPI 19: Average number of credits earned in the first term (fall)
KPI 20: Average number of credits attempted in the first year (fall, winter, spring, summer)
KPI 21: Average number of credits earned in the first year (fall, winter, spring, summer)

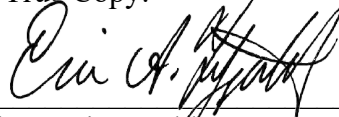
The annual CSCU Student Success Key Performance Indicators (KPI) report will include data on these twenty-one KPI for all CSCU community colleges and will be reported by institution, by region, and in aggregate.

Additionally, the CSCU Student Success Key Performance Indicators (KPI) report will disaggregate data by demographic categories for the following five KPI, so that more detail is available about the success of particular groups of students:

KPI 02: Percentage of students who have earned 24 or more college-level credits after year one (fall, winter, spring, summer)
KPI 06: Percentage of students who have passed (C or better) both college-level math and college-level English in year one (fall, winter, spring, summer)
KPI 16: Percentage of students who have attempted 15 or more credits of any kind, including developmental, in the first term (fall)
KPI 20: Average number of credits attempted in the first year (fall, winter, spring, summer)
KPI 21: Average number of credits earned in the first year (fall, winter, spring, summer)

Each annual CSCU Student Success Key Performance Indicators (KPI) report will be distributed to the faculty, staff, and administrators of all CSCU community colleges, to the Board of Regents for Higher Education, and will be made publicly available.

A True Copy:

A handwritten signature in black ink, appearing to read "Erin A. Fitzgerald". The signature is written in a cursive style with a horizontal line extending from the end of the signature.

Erin A. Fitzgerald, Secretary of the
CT Board of Regents for Higher Education

ITEM

Proposal to establish CSCU Student Success Key Performance Indicators (KPI)

RECOMMENDED MOTION FOR FULL BOARD

RESOLVED: That the Board of Regents for Higher Education directs the CSCU System Office to design, implement, and disseminate an annual report on Student Success Key Performance Indicators (KPI) for the CSCU community colleges, inclusive of the twenty-one KPI detailed herein.

BACKGROUND

Community colleges are commonly measured by long-term indicators such as three-, four-, or six-year completion rates for degrees and certificates. One challenge presented by such long-term measures is the significant lag time between the implementation of innovations and meaningful measurement of the impact of those innovations.

Institutions often turn to shorter-term indicators such as semester-to-semester persistence to measure the effectiveness of innovations. These short-term measures do not always correlate with long-term completion rates.

Recent national research on student success by Jenkins and Bailey¹ has suggested three specific types of short-term measures as likely predictors of long-term completion:

- Credit momentum (attempting 15 credits in the first semester)
- Gateway momentum (taking and passing college-level math and English in the first academic year)
- Program momentum (passing nine semester hours in the student's major or field of study in the first academic year)

The CSCU Student Success Center and the CSCU Office of Research and System Effectiveness have collaborated to propose a set of short-term Student Success Key Performance Indicators (KPI) for the CSCU community colleges based on this national momentum research and KPI that have been established for other community colleges, including those in California and others engaged in the American Association of Community Colleges Pathways Project. The CSCU Student Success Center, as part of the national Jobs for the Future Student Success Center Network, also consulted with Rob Johnstone, President of the National Center for Inquiry and Improvement, as these CSCU KPI were being developed.

With this momentum research in mind, the CSCU Student Success Center and the CSCU Office of Research and System Effectiveness propose the annual assembly and dissemination of an annual report on Student Success Key Performance Indicators (KPI) for the CSCU community colleges, including but not limited to local, regional, and aggregate college data regarding:

- The percentage of students completing 15, 24, or 30 credits in their first year
- The percentage of students that pass college-level math in their first year

- The percentage of students that pass college-level English in their first year
- The percentage of students passing both college-level math and English in their first year

Student success efforts, such as those under the umbrella of Guided Pathways, will focus on developing structures, policies, and practices designed to improve these KPI, with growing confidence that such improvements will move the needle on degree and certificate completion.

The proposed annual report of twenty-one KPI will include the group of degree or certificate students, both full- and part-time, who entered in the fall term of each previous academic year, as well as relevant historical data. Data will be presented in aggregate, by region, and by campus. Particular KPI designated as highly critical will be highlighted throughout the report and disaggregated by demographic data. The report will be disseminated to the Board of Regents for Higher Education, all faculty, staff, and administrators from the CSCU community colleges, and will be made publicly available. Where appropriate, the CSCU system office will work with national partners to review and make further meaning of the collected data.

¹Jenkins and Bailey, *Early Momentum Metrics: Why They Matter for College Improvement*, Community College Research Center, February 2017.

RECOMMENDATION

It is the recommendation of the System's Provost and Senior Vice President for Academic and Students Affairs that the Board of Regents give favorable consideration to the establishment of the proposed Student Success Key Performance Indicators (KPI) for the CSCU community colleges.