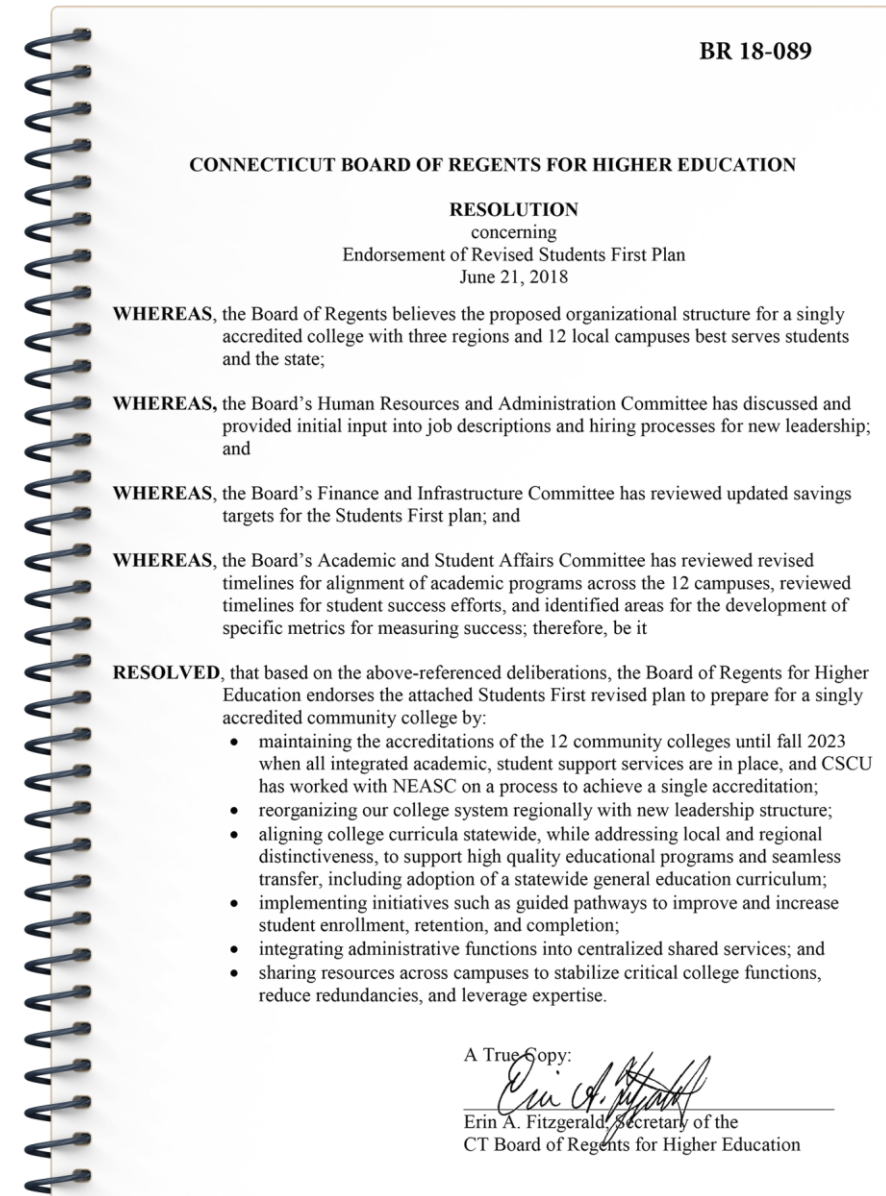# CSCU

Data Leads to Targeted Policy
Student Success KPIs: 2017 to Present

Before Data

2017-2018

- CSCU Board of Regents approves full scaling of Guided Pathways in April 2017

- Laid foundation for student success and equity initiatives that continue today

BR 18-089

CONNECTICUT BOARD OF REGENTS FOR HIGHER EDUCATION

RESOLUTION
concerning
Endorsement of Revised Students First Plan
June 21, 2018

WHEREAS, the Board of Regents believes the proposed organizational structure for a singly accredited college with three regions and 12 local campuses best serves students and the state;

WHEREAS, the Board's Human Resources and Administration Committee has discussed and provided initial input into job descriptions and hiring processes for new leadership; and

WHEREAS, the Board's Finance and Infrastructure Committee has reviewed updated savings targets for the Students First plan; and

WHEREAS, the Board's Academic and Student Affairs Committee has reviewed revised timelines for alignment of academic programs across the 12 campuses, reviewed timelines for student success efforts, and identified areas for the development of specific metrics for measuring success; therefore, be it

RESOLVED, that based on the above-referenced deliberations, the Board of Regents for Higher Education endorses the attached Students First revised plan to prepare for a singly accredited community college by:

- maintaining the accreditations of the 12 community colleges until fall 2023 when all integrated academic, student support services are in place, and CSCU has worked with NEASC on a process to achieve a single accreditation.
- reorganizing our college system regionally with new leadership structure;
- aligning college curricula statewide, while addressing local and regional distinctiveness, to support high quality educational programs and seamless transfer, including adoption of a statewide general education curriculum;
- implementing initiatives such as guided pathways to improve and increase student enrollment, retention, and completion;
- integrating administrative functions into centralized shared services; and
- sharing resources across campuses to stabilize critical college functions, reduce redundancies, and leverage expertise.

A True Copy:

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

"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 longterm measures is the significant lag time between the implementation of innovations and meaningful measurement of the impact of those innovations.

Academic & Student Affairs Committee Staff Report
October 2018

Determining the Baseline

1. Acknowledge

2. Partner & Learn

3. Brainstorm & Create

Determining the Baseline

① Acknowledge

- We know inequities exist
- We have no data to focus our approach
- We need data to accomplish Guided Pathways

Determining the Baseline

2 Partner & Learn

- Created partnerships with national groups
- Found inspiration in other states

California Community Colleges Chancellor's Office launched Guided Pathways in 2017

Determining the Baseline

③ Brainstorm & Create

- Tried to anticipate gaps in data
- Created a list of performance indicators
- BOR adopted KPI policy in 2018
- Originally included 21, added 2 after feedback from campuses

Data from all 12 community colleges

KPI Dashboard
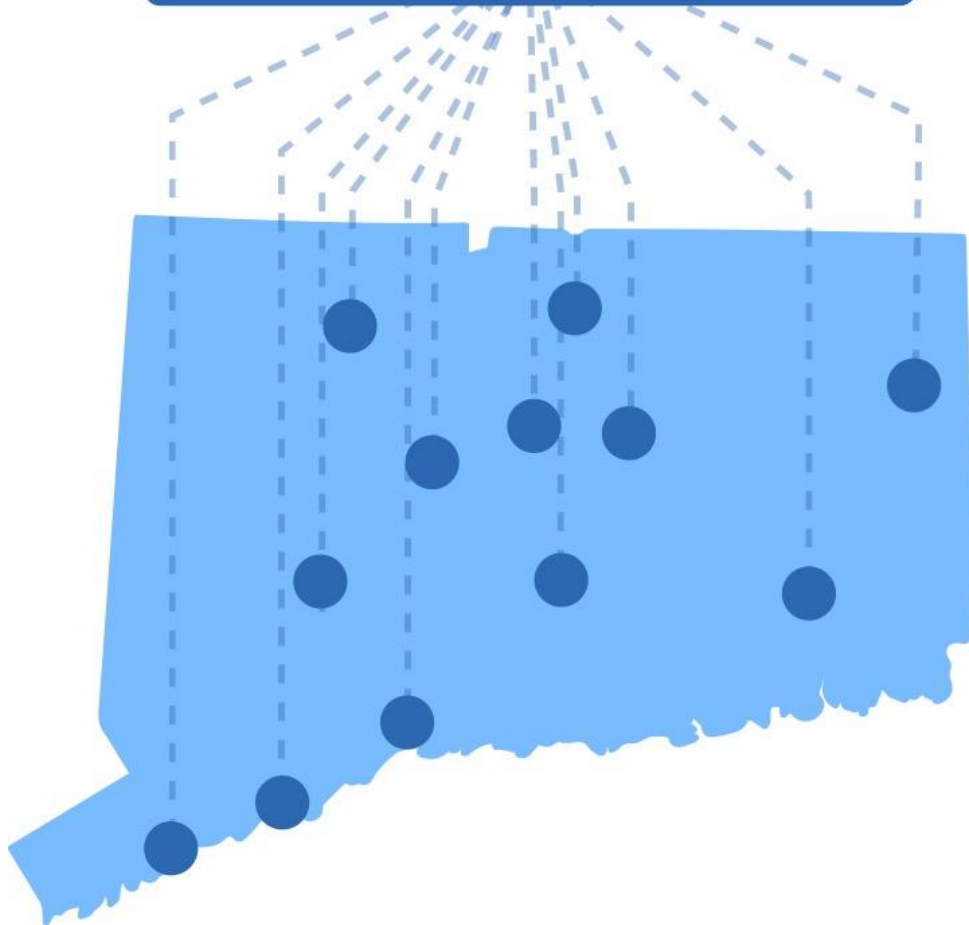
Office of Decision Support and Institutional Research:
- maintains the data
- co-releases an annual report with CSCU Success

CSCU SUCCESS>

CSCU Student Success Key Performance Indicators: 2020 Community Colleges Report November 8, 2021
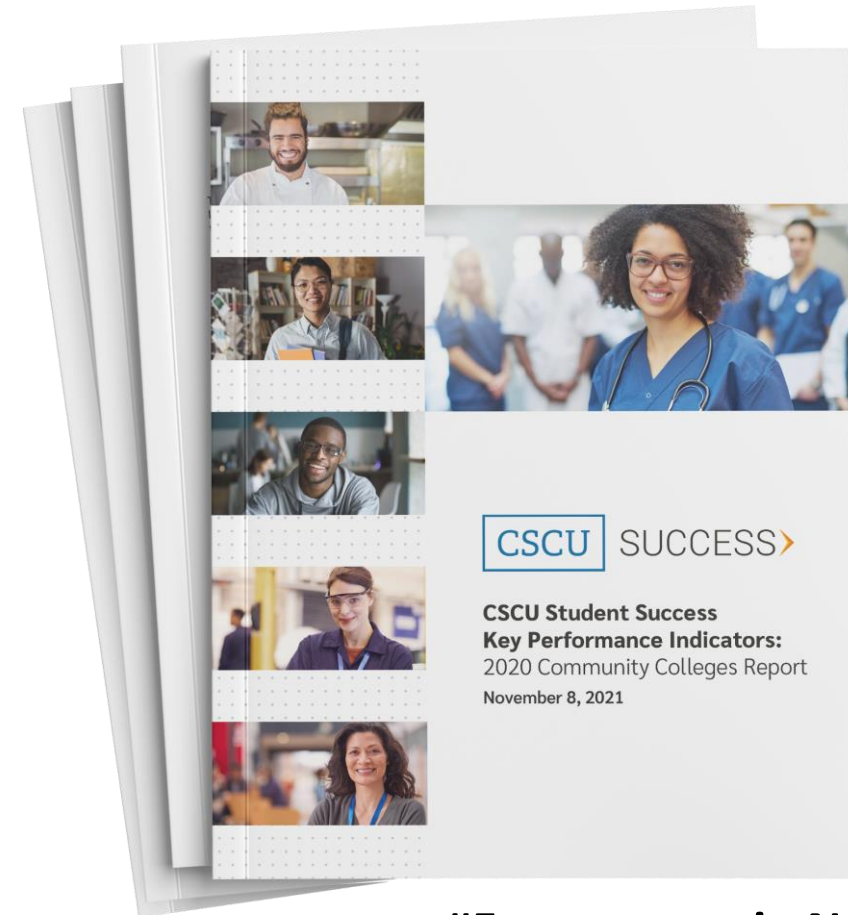
#5 comes out in November

Six primary indicators

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

#6 Percentage of students who have passed (C or better) both college-level math and college-level English in year one (fall, winter, spring, summer)

#16 Percentage of students who have attempted 15 or more credits, including developmental, in the first term (fall)

#20 Average number of credits attempted in the first year (fall, winter, spring, summer)

#21 Average number of credits earned in the first year (fall, winter, spring, summer)

#22 Percentage of students who earned zero credits of any kind in the first term (fall)

Semester	Gender	Race/Ethnicity	Age Group	Zip Code (F19 Onward)
Fall 2020	(All)	(All)	(All)	(All)

KPI: 13: Rate of college-level course passing (C or above) in students' first academic year (fall, winter, spring, su...

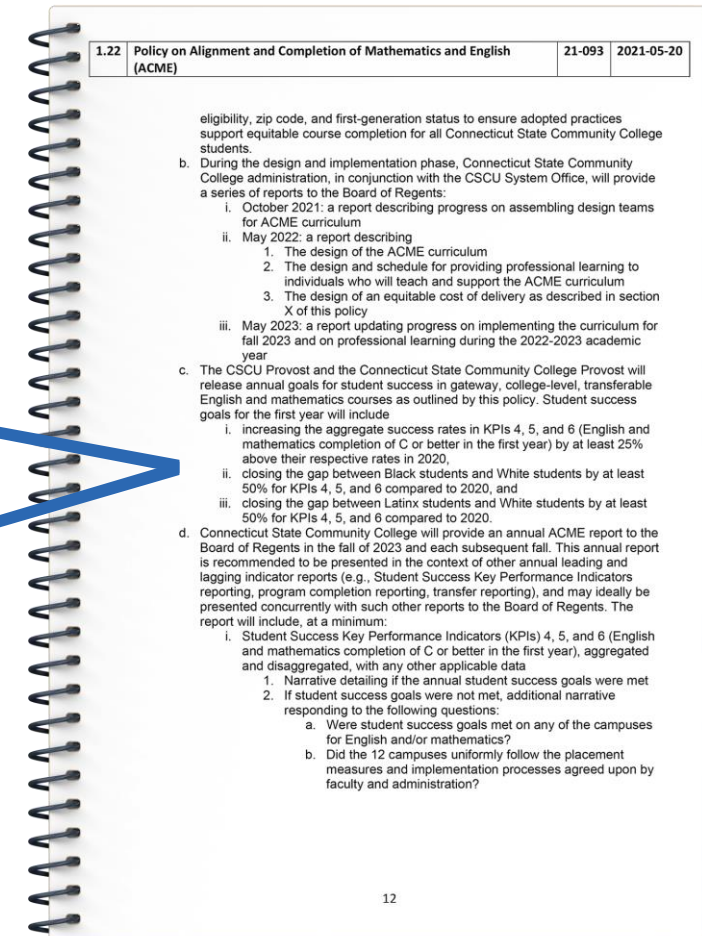## CCC Guided Pathways Key Performance Indicator #13 by School and Region

Region	School	Value
Capital East	Capital	55%
	Manchester	60%
	Middlesex	60%
	Quinebaug Valley	61%
	Three Rivers	53%
North West	Asnuntuck	68%
	Naugatuck Valley	62%
	Northwestern CT	61%
	Tunxis	56%
Shoreline West	Gateway	60%
	Housatonic	50%
	Norwalk	59%
All CCC		**58%**

Chronological visualization:
- Fall 2013: 64%
- Fall 2014: 63%
- Fall 2015: 63%
- Fall 2016: 63%
- Fall 2017: 63%
- Fall 2018: 61%
- Fall 2019: 60%
- Fall 2020: 58%

Tip: Click on the elements in the college-level visualization (top) to narrow the focus in the chronological visualization (bottom).

Notes: All records are for first time college students. Aggregations that yield <10 records will be suppressed to protect student privacy.

CSCU

KPIs Lead to ACME Policy

ACME POLICY

- Passed BOR in May 2020

- Covers **22,000** students by expanding a successful corequisite support model

- Every student now takes college-level math and English in their first year

How ACME Utilizes the KPIs

KPIs are used to set board expectations and establish accountability

> **i.** increasing the aggregate success rates in KPIs 4, 5, and 6 (English and mathematics completion of C or better in the first year) by at least 25% above their respective rates in 2020,
>
> **ii.** closing the gap between Black students and White students by at least 50% for KPIs 4, 5, and 6 compared to 2020, and
>
> **iii.** closing the gap between Latinx students and White students by at least 50% for KPIs 4, 5, and 6 compared to 2020.

| 1.22 | Policy on Alignment and Completion of Mathematics and English (ACME) | 21-093 | 2021-05-20 |

eligibility, zip code, and first-generation status to ensure adopted practices support equitable course completion for all Connecticut State Community College students.

b. During the design and implementation phase, Connecticut State Community College administration, in conjunction with the CSCU System Office, will provide a series of reports to the Board of Regents:
   i. October 2021: a report describing progress on assembling design teams for ACME curriculum
   ii. May 2022: a report describing
      1. The design of the ACME curriculum
      2. The design and schedule for providing professional learning to individuals who will teach and support the ACME curriculum
      3. The design of an equitable cost of delivery as described in section X of this policy
   iii. May 2023: a report updating progress on implementing the curriculum for fall 2023 and on professional learning during the 2022-2023 academic year

c. The CSCU Provost and the Connecticut State Community College Provost will release annual goals for student success in gateway, college-level, transferable English and mathematics courses as outlined by this policy. Student success goals for the first year will include
   i. increasing the aggregate success rates in KPIs 4, 5, and 6 (English and mathematics completion of C or better in the first year) by at least 25% above their respective rates in 2020,
   ii. closing the gap between Black students and White students by at least 50% for KPIs 4, 5, and 6 compared to 2020, and
   iii. closing the gap between Latinx students and White students by at least 50% for KPIs 4, 5, and 6 compared to 2020.

d. Connecticut State Community College will provide an annual ACME report to the Board of Regents in the fall of 2023 and each subsequent fall. This annual report is recommended to be presented in the context of other annual leading and lagging indicator reports (e.g., Student Success Key Performance Indicators reporting, program completion reporting, transfer reporting), and may ideally be presented concurrently with such other reports to the Board of Regents. The report will include, at a minimum:
   i. Student Success Key Performance Indicators (KPIs) 4, 5, and 6 (English and mathematics completion of C or better in the first year), aggregated and disaggregated, with any other applicable data
      1. Narrative detailing if the annual student success goals were met
      2. If student success goals were not met, additional narrative responding to the following questions:
         a. Were student success goals met on any of the campuses for English and/or mathematics?
         b. Did the 12 campuses uniformly follow the placement measures and implementation processes agreed upon by faculty and administration?

12

The Future

KPIs will begin to show results of GP policies in action

We're using a similar process in a new suite of products:
Data lays the foundation for targeted policies that impact student success