

RESEARCH BRIEF

34-17

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Potential Student Success Metrics

The following table assesses the list of potential metrics as presented to the Strategic Planning Executive Committee by the consulting firm of Keeling & Associates and indicates the accessibility that OIR has to the data indicated.

Table 1. Potential Student Success and Institutional Metrics

Metric	Regularly Tracked by OIR	Data Available	Difficult to Access/ Compile
6-year Outcomes of Fall Cohort			
Graduate with a bachelor's degree	✓		
Graduate with another type of credential (Associates, certificate, etc.)	✓		
Earn above lower middle income threshold			✓
Number of Students Annually			
Complete college-level Math or English	✓		
Complete a certificate	✓		
Complete an industry-recognized credential/certification (Workforce)		✓	
Complete an Associate's degree	✓		
Transfer with 16 or more credits		✓	
Transfer and earn a Bachelor's degree		✓	
Number of Underserved Students Annually			
Complete a credential		✓	
VCCS Chancellor's Goals			
Annual Applications		✓	
Admissions Yield		✓	
Fall-to-Spring Retention	✓		
Fall-to-Fall Retention	✓		
Credentials awarded annually	✓		
Completion by Design KPIs			
Connection/Entry			

Metric	Regularly Tracked by OIR	Data Available	Difficult to Access/ Compile
% of students coming directly from high school that place below college level	✓		
Credit accumulation during student's first term	✓		
% of attempted credits completed during student's first term	✓		
% of students persisting from term 1 to term 2	✓		
% of developmental education students completing developmental education coursework within 1 year	✓		
% of students completing college-level math and English on first attempt within 1 and 2 years	✓		
Progress			
% of students persisting from year 1 to year 2	✓		
% of students earning 12 and 24 college credits in years 1 and 2, respectively		✓	
% of students entering a program of study within 1 and 2 years		✓	
Completion			
% of students completing/transferring within 5 years		✓	
% of students earning excess college credits beyond 2-year degree		✓	
CCRC Early Momentum Metrics			
Credit momentum			
% Attempting at least 15 semester credits in the first term		✓	
% Attempting at least 30 semester credits in the first academic year		✓	
Gateway momentum			
Success in pathway-appropriate college-level math in the first academic year		✓	
Success in pathway-appropriate college-level English in the first academic year		✓	
Program momentum			
Success in at least nine semester credits (three courses) in the student's field of study in the first academic year		✓ (core courses)	
AACC Voluntary Framework of Accountability			
Developmental Education Progress Measures			
% of students referred who attempted their first math, English, or reading developmental education course	✓		
% of students referred who completed highest level math, English, or reading developmental education course	✓		
% of students referred who completed any college-level course in math, English, or reading	✓		
Two-Year Progress Measures			
% of credit hours successfully completed by cohort in the first term	✓		
% of students who reached credit thresholds by end of year two (24 credits for part-time; 42 for full-time)		✓	
% of students who were retained from fall (term one) to their next academic term or completed a formal award;	✓		

Metric	Regularly Tracked by OIR	Data Available	Difficult to Access/Compile
% of students who completed certificate or degree	✓		
% of students who transferred to a 2-year or 4-year institution	✓		
% of students still enrolled at initial institution	✓		
% of credit hours successfully completed by cohort at end of year two		✓	
% of students referred who completed all developmental education	✓		
Six-Year Outcomes Measures			
% of students who earned an associate's degree— without transfer	✓		
% of students who earned an associate's degree— with transfer	✓		
AACC Guided Pathways Early Outcomes Key Performance Indicators			
Number of college credits earned in first term		✓	
Number of college credits earned in first year		✓	
Completion of gateway math and English courses in the student's first year		✓	
Persistence from term 1 to term 2	✓		
Rates of college-level course completion in students' first academic year	✓		
Brookings Value-Added Approach			
The difference between the actual mid-career salary of alumni and an estimation of what a graduate from a similar school would have earned given his/her characteristics.			✓
Chetty Social Mobility Rankings			
Students' earnings vs. their parents' incomes			✓