COLLABORATION BETWEEN COLLEGE & SYSTEM LEVEL RESEARCH STAFF:

THE EFFECTIVE USE OF NCCBP DATA AT THE COLLEGE AND SYSTEM LEVEL

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16 COLLEGES

All A Part Of One System

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All A Part Of One System

KCTCS
HIGHER EDUCATION BEGINS HERE

KENTUCKY COMMUNITY & TECHNICAL COLLEGE SYSTEM

16 COLLEGES

All A Part Of One System

West Kentucky

THE ASPEN INSTITUTE

Southeast Kentucky

Hazard Community & Technical College

Madisonville Community College

Somerset Community College

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16 COLLEGES

All A Part Of One System

West Kentucky

THE ASPEN INSTITUTE

Southeast Kentucky

Jefferson

ACHIEVING THE DREAM℠
COMMUNITY COLLEGES COUNT

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16 COLLEGES

All A Part Of One System

John N. Gardner
Institute for Excellence
in Undergraduate Education

Foundations of Excellence®
Transfer Focus

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KENTUCKY COMMUNITY & TECHNICAL COLLEGE SYSTEM

16 COLLEGES

All Part Of One System

When participating in the NCCBP on a system-level having multiple colleges there can be many challenges, issues, and advantages.

Issues / Advantages

- Multiple ways to pull required data fields.
- Different college specific needs.
- Time spent pulling data by one office can be a challenge but at the same time it can help support college personnel.
- Compare institutions within the system using the same data fields.
- Do you enter data elements that are not available for all 16 colleges?

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NATIONAL PEER ANALYSIS

KCTCS Peer Institutions

Table 1. Demographic data for peer institutions and KCTCS

Institution	Fall 2009 Enrollment		Enrollment Status		Average Age	% Non-Degree Seeking	2009-10 Credentials Awarded	
	Headcount	FTE	% Full-Time	% Part-Time			Number	% Assoc.
Colorado Comm. College System	85,544	24,689	34.0%	66.0%	28	22.3%	11,091	--
Dallas County Comm. College District	--	--	--	--	--	--	--	--
Ivy Tech Comm. College	108,138	61,333	36.5%	63.5%	28	12.0%	9,419	70.3%
Kentucky Comm. & Tech. College System	100,348	54,550	41.2%	58.8%	27	30.3%	24,838	29.3%
Lone Star College System	58,844	36,483	24.7%	75.3%	26	10.2%	4,364	72.2%
Maricopa County Comm. College District	131,584	57,674	28.0%	72.0%	26	--	17,784	27.3%
St. Louis Comm. College	--	--	--	--	--	--	--	--
Yavapai Comm. College District	8,329	3,289	20.0%	80.0%	36	39.0%	1,052	44.0%

Source: Individual institution websites

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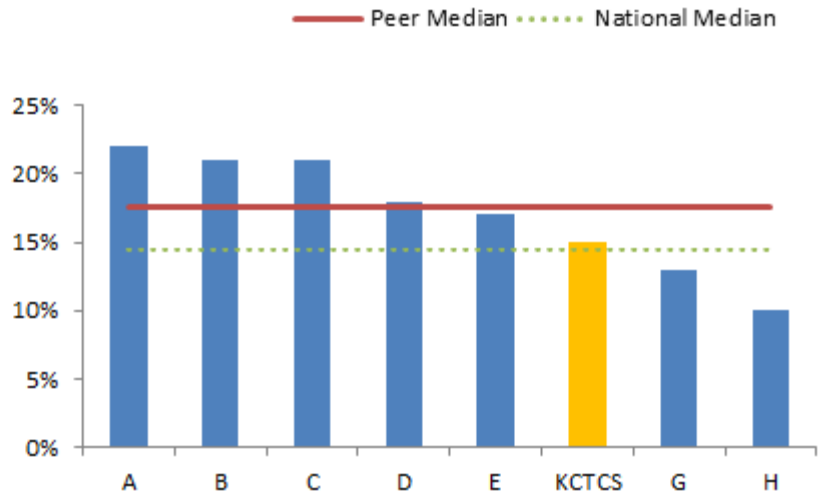
Distance Learning Grades (Fall 2008)

Comparison of Peers

DISTANCE-LEARNING GRADES

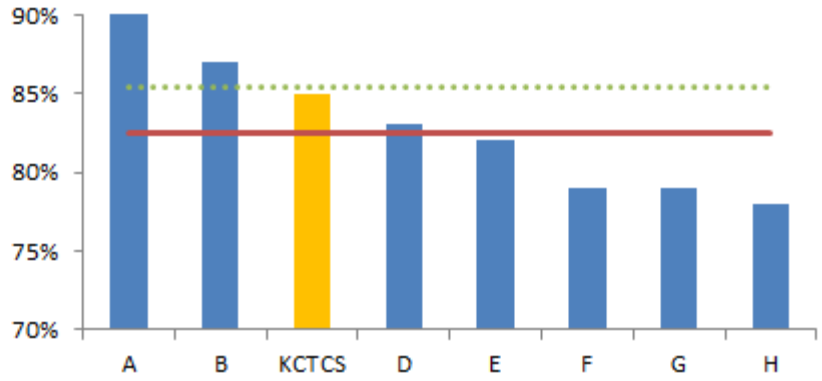
% Withdrawals

Institution	Value
A	22%
B	21%
C	21%
D	18%
E	17%
KCTCS	**15%**
G	13%
H	10%



% Completers

Institution	Value
A	90%
B	87%
KCTCS	**85%**
D	83%
E	82%
F	79%
G	79%
H	78%



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Source: NCCBP Peer Analysis, 2010

KCTCS Colleges

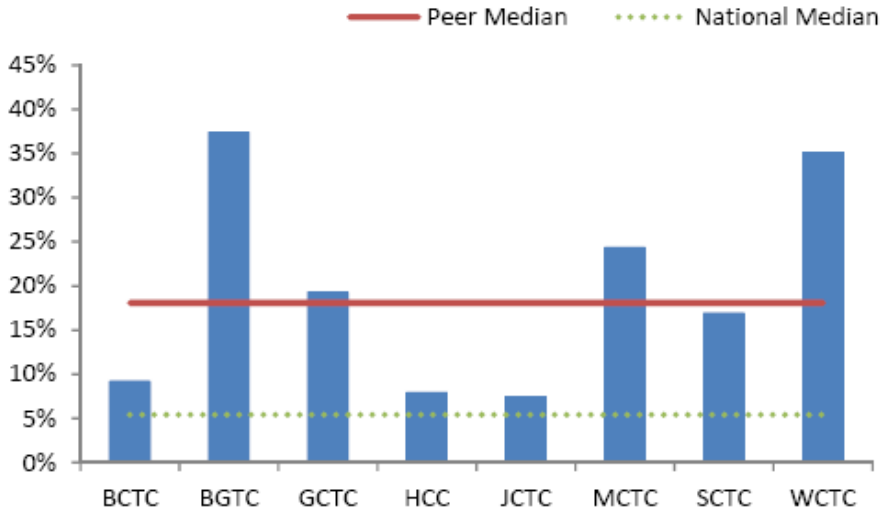
THREE-YEAR COMPLETION RATE

Proportion of Students that Completed a Degree or Certificate within Three Years

(Fall 2006 IPEDS GRS Cohort)

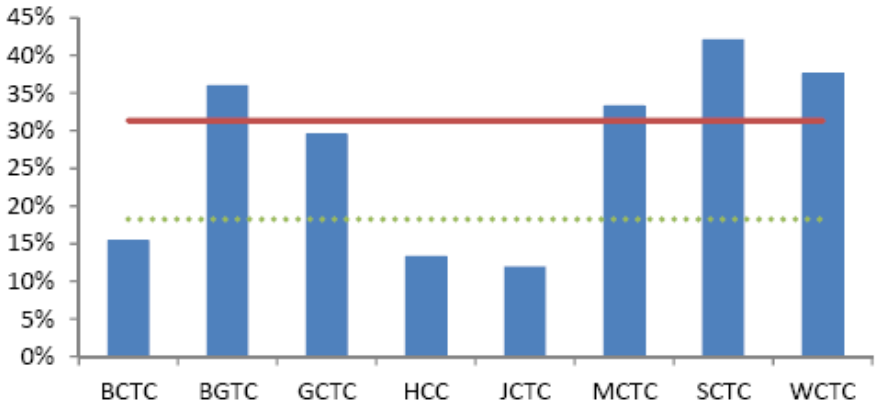
Part-Time Students

Institution	Value
Bluegrass	9%
Bowling Green	37%
Gateway	19%
Henderson	8%
Jefferson	7%
Maysville	24%
Southeast Kentucky	17%
West Kentucky	35%



Full-Time Students

Institution	Value
Bluegrass	15%
Bowling Green	36%
Gateway	30%
Henderson	13%
Jefferson	12%
Maysville	33%
Southeast Kentucky	42%
West Kentucky	38%



Source: NCCBP Peer Analysis, 2010

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Strategic Planning Support

DEVELOPMENTAL EDUCATION SUCCESS RATES

Performance Measures 2010 - 2016 Strategic Plan

Increase Student Access, Transfer, and Success

Developmental Education Success Rate: English

College	Fall 2005 Cohort - Successful by Fall 2007	Fall 2006 Cohort - Successful by Fall 2008	Fall 2007 Cohort - Successful by Fall 2009	Fall 2008 Cohort - Successful by Fall 2010	Fall 2009 Cohort - Successful by Fall 2011	Fall 2010 Cohort - Successful by Fall 2012	% Change Since Previous Year	% of 2015 Target Achieved	Fall 2011 Cohort - Successful by Fall 2013
	Actual								
Ashland	61.6%	57.1%	56.1%	62.7%	62.3%	54.7%	-12.2%		75.0%
Big Sandy	61.8%	62.4%	63.1%	66.2%	71.2%	54.0%	-24.2%		73.0%
Bluegrass	60.6%	60.1%	62.9%	62.6%	63.1%	56.8%	-10.0%		74.2%
Elizabethtown	73.4%	68.5%	69.8%	69.0%	67.9%	61.0%	-10.2%		75.8%
Gateway	61.5%	61.4%	67.3%	67.5%	77.0%	59.7%	-22.5%		79.8%
Hazard	58.2%	59.2%	63.9%	64.7%	67.9%	56.5%	-16.8%		77.4%
Henderson	65.5%	73.4%	70.7%	63.4%	62.1%	66.1%	6.4%		72.2%
Hopkinsville	63.1%	61.2%	53.9%	64.1%	65.6%	58.0%	-11.6%		80.4%
Jefferson	60.5%	61.5%	62.5%	62.9%	56.8%	51.3%	-9.7%		81.9%
Madisonville	71.2%	73.0%	72.2%	74.3%	72.0%	70.0%	-2.8%		84.1%
Maysville	59.9%	56.0%	51.8%	53.0%	48.2%	55.8%	15.8%		76.2%
Owensboro	68.3%	73.4%	74.7%	68.4%	67.0%	64.8%	-3.3%		80.1%
Somerset	71.2%	66.5%	60.7%	69.1%	67.2%	61.1%	-9.1%		79.3%
Southcentral KY	54.2%	48.4%	47.2%	50.3%	46.1%	52.4%	13.7%		67.6%
Southeast KY	61.9%	58.5%	55.6%	53.8%	62.4%	60.5%	-3.0%		71.6%
West KY	69.8%	70.9%	69.9%	68.0%	61.1%	65.1%	6.5%		83.2%
System	**64.2%**	**63.4%**	**62.9%**	**64.3%**	**63.7%**	**58.2%**	-8.6%		**77.7%**

Note: Remedial English courses used: 'ARI 10', 'ENC 90', 'ENC 91', 'ENC 92', 'ENC 99', 'ENC 901', 'ENC 902', 'ENC 903', 'ENC 904', 'ENC 911', 'ENC 912', 'ENC 913', 'ENC 914',

Strategic Planning Support

DEVELOPMENTAL EDUCATION SUCCESS RATES

KCTCS | Office of Research and Policy Analysis

National Community College Benchmark Project

2010 PEER ANALYSIS

Developmental / Remedial Success

Credit Developmental / Remedial Course Retention and Success Rates (Fall 2008)

MATH COURSES INCLUDE: ARI 30, MA 108, MT 50, MT 55, MT 65, MT 120, MT 122

Actual

College	Fall 2005 Cohort - Successful by Fall 2007	Fall 2006 Cohort - Successful by Fall 2008	Fall 2007 Cohort - Successful by Fall 2009	Su
Ashland	61.6%	57.1%	56.1%	
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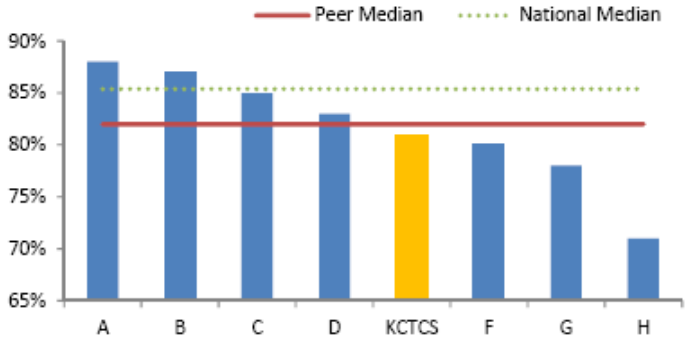
Hazard	58.2%	59.2%	63.9%	
Henderson	65.5%	73.4%	70.7%	
Hopkinsville	63.1%	61.2%	53.9%	
Jefferson	60.5%	61.5%	62.5%	
Madisonville	71.2%	73.0%	72.2%	
Maysville	59.9%	56.0%	51.8%	
Owensboro	68.3%	73.4%	74.7%	
Somerset	71.2%	66.5%	60.7%	
Southcentral KY	54.2%	48.4%	47.2%	
Southeast KY	61.9%	58.5%	55.6%	
West KY	69.8%	70.9%	69.9%	
System	**64.2%**	**63.4%**	**62.9%**	

Note: Remedial English courses used: 'ARI 10', 'ENC 90', 'ENC 91', 'ENC 9

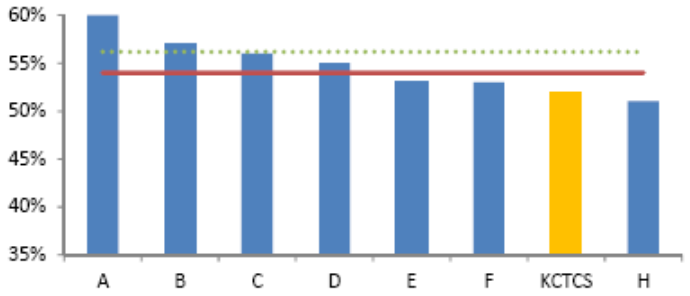
Math Retention Rate

Institution	Value
A	88%
B	87%
C	85%
D	83%
KCTCS	**81%**
F	80%
G	78%
H	71%



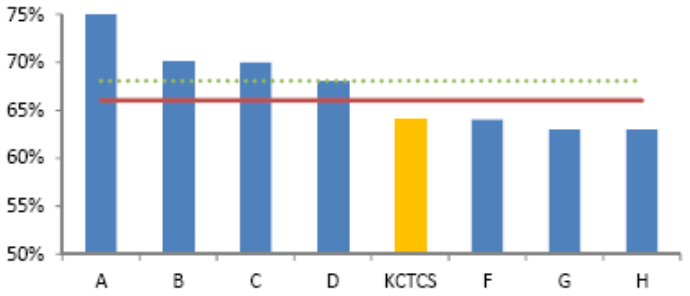
Math Enrollee Success Rate

Institution	Value
A	60%
B	57%
C	56%
D	55%
E	53%
F	53%
KCTCS	**52%**
H	51%



Math Completer Success Rate

Institution	Value
A	75%
B	70%
C	70%
D	68%
KCTCS	**64%**
F	64%
G	63%
H	63%



Office of Research and Policy Analysis

RESEARCH BRIEF

2011-2012 No. 2

NATIONAL COMMUNITY COLLEGE BENCHMARKING PROJECT

INTRODUCTION

The *National Community College Benchmark Project* (NCCBP) is a benchmarking tool that is used to compare community colleges from across the United States. In 2010, 268 community colleges from across the United States participated in the NCCBP data collection process. The NCCBP is a program of the National Higher Education Benchmarking Institute, a division of Johnson County Community College located in Kansas City, KS. The NCCBP provides community colleges with aggregated national and peer reports related to institutional outcomes and effectiveness in an effort to provide an adequate instrument for colleges to compare performance with peer institutions and provide sound data for various accountability measures. The measures are comprised of two main areas, student outcomes and institutional features. In the area of student outcomes the NCCBP measures retention and success in developmental/remedial courses and core academic areas. Institutional features explore issues related to human resources, staffing, faculty load, population, and finance. In 2010, nine KCTCS colleges (Bluegrass, Bowling Green, Gateway, Hazard, Henderson, Jefferson, Maysville, Southeast Kentucky, and West Kentucky) participated in the project. Other KCTCS colleges also participate in the project but do so on a rolling basis (i.e., every other year, every five years, etc.). For the first time, KCTCS also submitted an aggregated system-level dataset. This allows KCTCS to compare the effectiveness and outcomes of the system with other large community college systems and districts.

PEER SELECTION

Of the 268 participating institutions only a handful are classified as a part of a community college system. As a result KCTCS selected a set of seven peer institutions for this national comparison. The selection process was based on the colleges that identified in their application to the NCCBP that they are a system and were providing a system-level aggregated dataset to the NCCBP. Table 1 lists demographic data on each of the selected peer institutions.

Communicate Results

RESEARCH BRIEFS AND ANALYSIS

Source: NCCBP Peer Analysis, 2010

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RESEARCH BRIEF

2011-2012 No. 2

NATIONAL COMMUNITY COLLEGE BENCHMARKING PROJECT

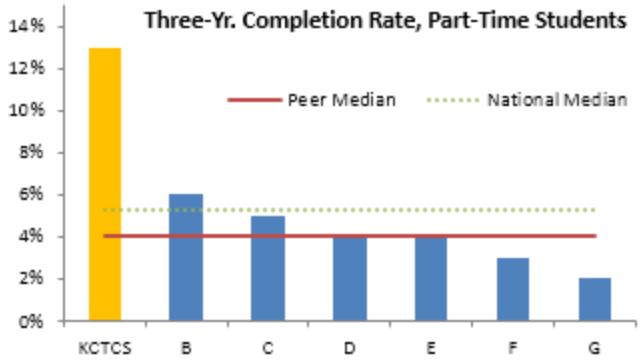
Communicate Results
RESEARCH BRIEFS AND ANALYSIS

PEER COMPARISON

While KCTCS ranks above the median value of selected peer institutions (and often at or above the NCCBP national rates) in many NCCBP benchmark measures, highlighted in this research brief are the top KCTCS successes and challenges related to student success. Of forty-eight measures, KCTCS ranked at or above the median value for 26 (or 54.2%) of all measures collected by the NCCBP.

KCTCS SUCCESSES

Three-Year Graduation Rate (degrees or certificates) – Thirteen percent of KCTCS' fall 2006 part-time IPEDS GRS cohort graduated with a degree or certificate within three-years. As a result, KCTCS graduates part-time students at a rate that is seven percentage points higher than any of the other peer institutions. KCTCS and one other peer institution are graduating part-time students at a rate that is above the NCCBP national median of 5%.



Source: NCCBP Peer Analysis, 2010

KCTCS HIGHER EDUCATION BEGINS HERE

KENTUCKY COMMUNITY & TECHNICAL COLLEGE SYSTEM

Office of Research and Policy Analysis

RESEARCH BRIEF

2011-2012 No. 2

NATIONAL COMMUNITY COLLEGE BENCHMARKING PROJECT

Communicate Results

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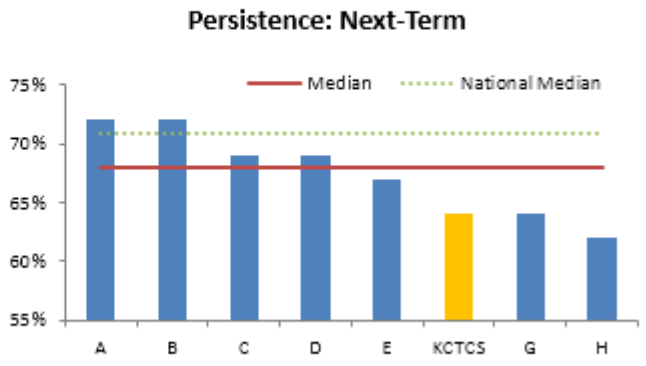
KCTCS CHALLENGES

Credit-Student Persistence: Next-Term (Fall 2008) – KCTCS' fall-to-fall persistence rate equals the median value for peer institutions of about 49%. However, the persistence rate for students returning to KCTCS in the next-term (following term) is below the median rate for both KCTCS peers and NCCBP national persistence rates. The fall 2008 next-term persistence rate for KCTCS credit-seeking students was 64% which is 8% less than the top two peer institutions.



Source: NCCBP Peer Analysis, 2010

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RESEARCH BRIEF

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NATIONAL COMMUNITY COLLEGE BENCHMARKING PROJECT

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75%
70%
65%
60%
55%

CONCLUSION & IMPLICATIONS

Overall, KCTCS students are performing academically and graduating at rates at or above our selected peer institutions and NCCBP national rates, which is encouraging. By reducing the number of students who withdraw from a course and enrolling academically ready students in college-level courses KCTCS is achieving higher graduation rates—even for the part-time student population. KCTCS students are also performing at a high rate in distance learning and online courses offered through KCTCS Online. Of those KCTCS students completing distance learning courses, three-quarters do so with a passing grade, which is in line with peer institutions and the national NCCBP pass rates. As a result, KCTCS is assisting in providing a pathway for highly skilled individuals to enter the workforce or transfer into a 4-year baccalaureate program.

NCCBP comparisons suggest opportunities for KCTCS to better assist students seeking a credential. Although KCTCS fall-to-fall persistence rates are similar to peer and national rates, the next-term persistence rate is among the lowest by comparison. By increasing and improving student support services, financial aid, and academic support, students may be more prepared to re-enroll in their second subsequent term. As a result, students will have the ability to progress through their academic program at a faster pace, especially for students requiring some form of remediation prior to enrolling in college-level courses. The reduction in length of time-to-degree is a critical component of maintaining a high level of graduation and student transfer for KCTCS. Secondly, KCTCS has the opportunity through

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Source: NCCBP Peer Analysis, 2010

Kentucky Council on Postsecondary Education

SENSE
Survey of Entering Student Engagement

ESS
The ACT Evaluation/Survey Service
For Educational Institutions and Agencies
ACT

Greater Louisville Project
ADVANCING A COMPETITIVE CITY

NATIONAL STUDENT CLEARINGHOUSE

55,000 Degrees

NCC BP
National Community College Benchmark Project

IPEDS

Achieving the Dream™
Community Colleges Count

CCSSE
Community College Survey of Student Engagement

UTILIZATION OF DATA ELEMENTS BY VARIOUS COLLEGE GROUPS

- Data reports integrated, summarized, and distributed to:
  - Benchmarking Committee
  - College Data Team
  - College Leadership Team
  - President's Staff
  - Board of Directors
- Cross-reference reports by subject area (e.g., developmental education retention and success)
- Focused reports by subject area (e.g., Faculty Workload)
- Comparative analysis of subject area (e.g., eLearning vs. in-person course completion rates)
- Distribution of JCTC Issue Briefs

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EXAMPLE

Data Sources for Student Perception of Departments or Services

Academic Deans/Campus Directors			
Program of study has been sufficiently challenging	ACT Faces of the Future	Section IV	Item 16
Availability of Instructors outside of class time	ACT Faces of the Future	Section IV	Item 17
Satisfaction with Academic Experiences	ACT Faces of the Future	Section IV	Item 18
Instruction is of high quality	ACT Faces of the Future	Section IV	Item 3
Academic Reputation of the College	ACT Faces of the Future	Section III	Item 1
How would you evaluate your entire educational experience at this college	CCSSE	27	
Access*Ability Resource Center			
Satisfaction: Services to students with disabilities	CCSSE	13k	
Advising			
Frequency of meeting with advisor	ACT Faces of the Future	Section V	Item 2
Quality of Academic Advising	ACT Faces of the Future	Section IV	Item 15
Satisfaction: Academic, advising and planning	CCSSE	13a	
Satisfaction: Transfer credit assistance	CCSSE	13j	
Campus Safety/Security			
Student perception of safety	ACT Faces of the Future	Section IV	Item 10
Childcare Services			
Satisfaction: Child Care	CCSSE	13f	
Computer Services			
Satisfaction with availability of computers	ACT Faces of the Future	Section IV	Item 5
Satisfaction: Computer Lab	CCSSE	13h	
Counseling Services			
Adequacy of counseling services	ACT Faces of the Future	Section V	Item 3

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PROCESS

- JCTC Office of Institutional Research integrates various data sources' information into themes or topics.

- Reports disseminated to College leadership and selected committees, but are available to all College personnel.

- Administration and committees utilize information in reports for strategic planning, program review, institutional effectiveness reporting, area review and evaluation processes, and prioritization of projects.

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OUTCOMES

- Addition of FYE 105: First Year Experience Course is ***Mandatory***
- Realignment of Student Services
  - All First Time at Jefferson Students Attend ***Mandatory*** SOAR Sessions
  - Financial Aid/Financial Literacy Project
- Remedial Math Bootcamp
- Modularized Remedial Math Courses
- First-Time Freshmen Tracker Hired

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QUESTIONS & DISCUSSION

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