

Transforming Institutional Research Into Institutional Results

Dr. Purva DeVol, Director, Institutional Research & Grants, KCC
Dr. Lou Guthrie, Director, Benchmarking Institute



Kankakee Community College



National Community College
Benchmark Project

Why Transform Institutional Research?

- Changing fiscal, political climate caused new demands on higher education
- Demands for data-informed decisions (DID) to produce results with dwindling resources
- The new direction: Successful colleges are using data differently to change practices and take proactive measures to ensure student success
- To achieve this vision, Institutional Research (IR) needs to produce institutional results (IR)

From IR to IR: Start with the DID questions

- Data is already collected in IR offices- is this enough, and the right data, for DIDs?
- College decision-makers need to address 4 questions to know the answer
- The DID questions: What, where, which, how
 - What data is available?
 - Where is it?
 - Which metrics should we be looking at for our college and major divisions?
 - How should we use the data to improve our outcomes?

From IR to IR: Overview of Process

- If the answer to any (or all!) of the DID questions is “I DON’T KNOW,” then how is this addressed, so IR can change to IR?
- Process of transforming IR to IR- and changing a culture- in 4 steps:
 - Determine sources and definitions of data
 - Select college and division metrics
 - Present data in user-friendly manners (scorecards, dashboards, data request form)
 - Benchmarking
 - Next step: Setting targets

1. Determine Sources and Definitions of Data

- Is all data needed being collected?
- Is it all in stored with IR? Individual program staff?
- What is it we're looking at when we get reports on our college students? Do we all know what a first-generation student is? What exactly is a first-time student? [Data Glossary](#)



Data Glossary

Glossary

Glossary

This Glossary provides definitions for postsecondary-related terms used in the collection and dissemination of research data.

Search for a term or browse the alphabetical listing below.

No results found.

[Refresh search results.](#)

A

Academic assessment
Academic Quality Improvement Program
Academic year
Accreditation
Accreditation Liaison Officer

H

Headcount
High Impact Practices
Higher Learning Commission
High-school market share
Hybrid course

I

P

Peer institution
Persistence
Program assessment

Q

Qualitative assessment
Quantitative assessment

2. Select College and Division Metrics

What Metrics are Needed and Why?

- For college and 5 divisions: Aligned with the Strategic Goals
- Metrics are measurable and comparable year-to-year for duration of 5-year strategic plan
- Measures progress towards strategic goals
- Shows success and identifies opportunities

Metrics For the College

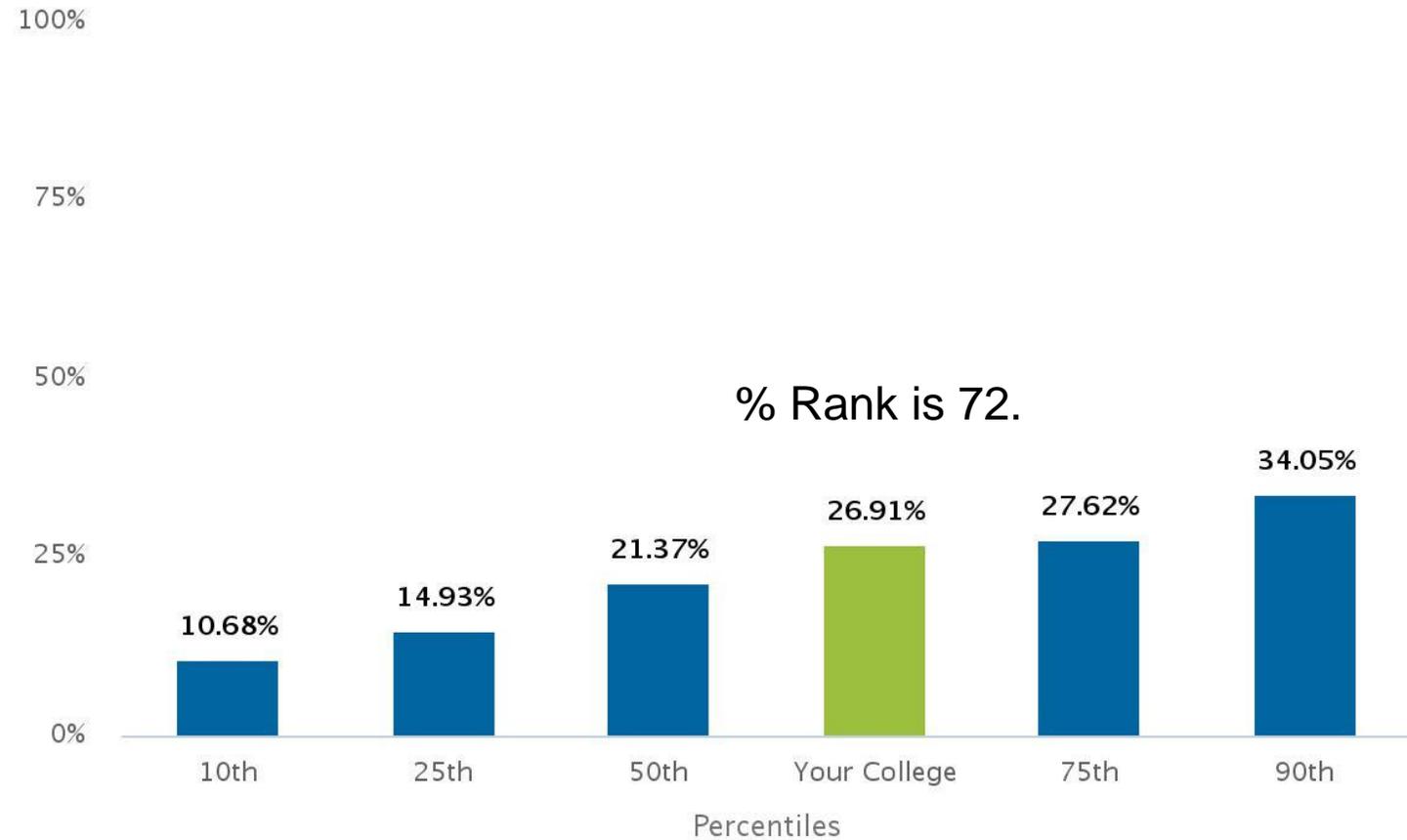
- Input from:
 - Campus Strategic Planning Oversight Committee
 - Campus accreditation committee
 - Faculty, staff feedback
 - Expectations from leadership
 - Examined institutional effectiveness measures used at peer colleges in Illinois and nationwide: **NCCBP essential to this**



National Results: Institutional Effectiveness Measures from the NCCBP

% of Completers within 150% Time: First-time, Full-time, Degree Seeking Students

% of Full-Time, First-Time Students that Completed in Three Years

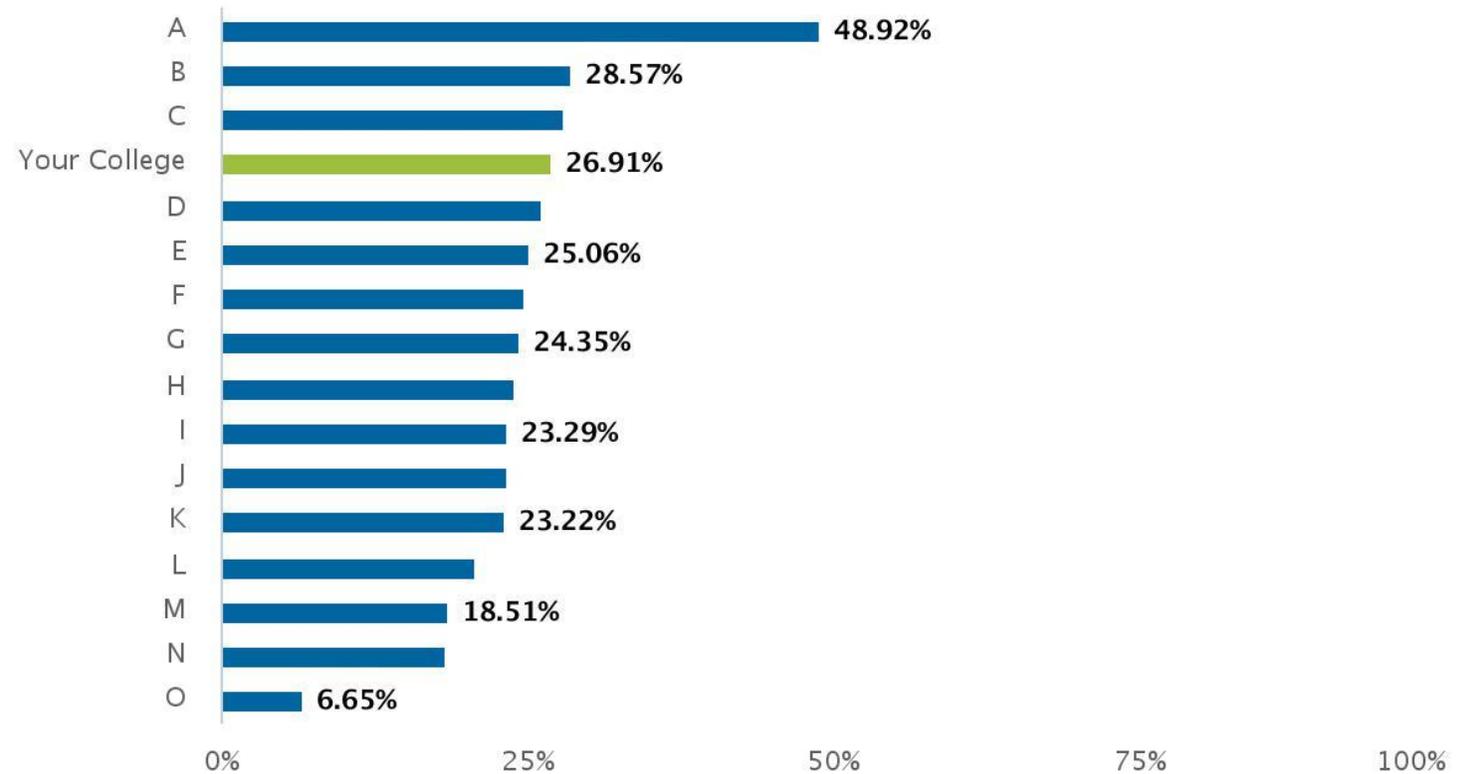


Fall 2011 Cohort [2015 NCCBP]

Peer Group: Institutional Effectiveness Measures from the NCCBP

% of Completers within 150% Time: First-time, Full-time, Degree Seeking Students

Completed: FT Students in Three Years



Fall 2012 Cohort [2015 NCCBP]

PEER INSTITUTIONS:

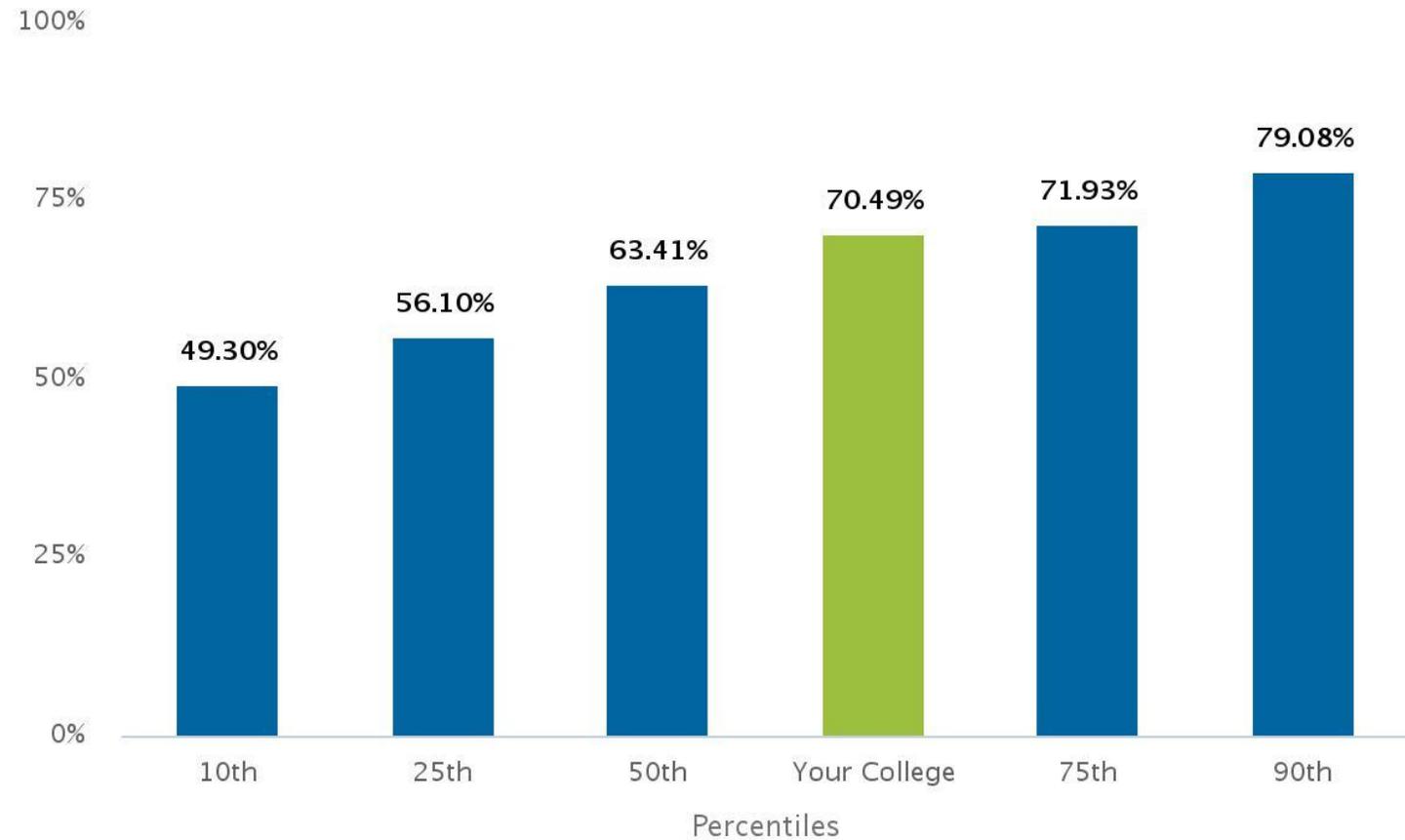
Black Hawk College, College of DuPage, College of Lake County, Heartland Community College, Highland Community College, Illinois Central College, Illinois Valley Community College, Kaskaskia College, McHenry County College, Moraine Valley Community College, Parkland College, Southwestern Illinois College, Triton College, Waubensee Community College, William Rainey Harper College

Metrics For the 5 Divisions

- Input from:
 - The leadership (VPs, directors) of each division
 - Core Indicators of Effectiveness for Community Colleges (American Association of Community Colleges)
 - Examined measures used at peer colleges in Illinois and nationwide: **NCCBP essential to this**

NCCBP Example: Algebra

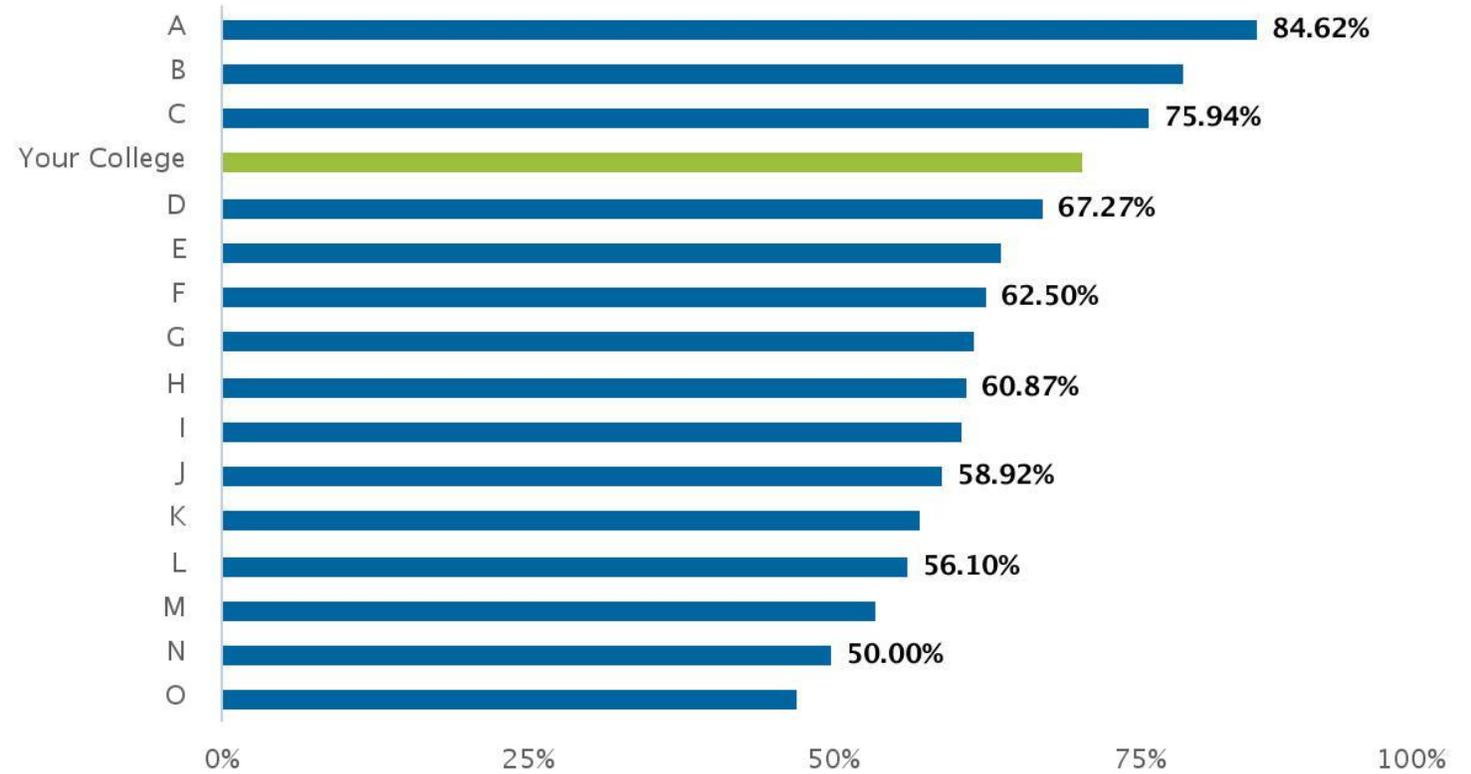
% of Students that Received a Passing Grade of those that Enrolled in College Algebra



Fall 2013 [2015 NCCBP]

Illinois Peers

College Algebra: Enrollee Success Rate



Fall 2014 [2015 NCCBP]

3. Present data in user-friendly formats

- How do we see the data? Scorecards
- How do we SEE the data? Dashboards
- How do we get data that is not on the scorecards already? Data request form



Goal 1 scorecard



Instruction Scorecard



Success Dashboard

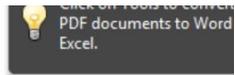


Data Request

Scorecard

Goal 1

Create a culture of completion



Performance indicator	FY 2014	FY 2015	FY 2016	FY 2017	FY 2018	Benchmarks: Illinois and National	Dashboards
% of students completing at least 30 credits/year	5.7%	6.4%				CCA benchmark available late 2015	
% of completers within 150% time: First-time, Full-time, degree-seeking students	19.7% (2010 cohort)	26.9% (2011 cohort)				Illinois average is 23% (2010 cohort, IPEDS) National average is 21.5% (2011 cohort, NCCBP) KCC nationally ranked in top 28% (2011 cohort, NCCBP)	Grad rate dashboard
% of completers or transfers within 150% time: First-time, Full-time, degree-seeking students	44% (2010 cohort)	52% (2011 cohort)				Illinois average is 49% (2010 cohort, IPEDS) National average is 37.8% (2011 cohort, NCCBP) KCC ranked nationally in the top 12% (2011 cohort, NCCBP)	FT dashboard
% of completers or transfers within 150% time: First-time, Part-time, degree-seeking students	16.1% (2010 cohort)	11% (2011 cohort)				National average is 18.1% (2011 cohort) KCC ranked nationally in the bottom 16% (2011 cohort, NCCBP)	PT dashboard
% fall-to-fall retention rate in credit division: Full-time students	69%	68%				National average is 59.5% (Fall 2013, IPEDS) Illinois average is 61.3% (Fall 2013, IPEDS)	Retention dashboard

Benchmark Sources:

* Illinois averages provided by IPEDS (Integrated Postsecondary Education Data System) and CCA (Complete College America)

* National ranks provided by NCCBP (National Community College Benchmark Project)

Definitions and Source of Data for Performance Indicators

Performance Indicator	Definition	Source
% of students completing at least 30 credits/year	% of degree or certificate-seeking students that completed 30 or more credit hours during the academic year. CCA Progress metric 4	IA1: "SQL Annual Credits Completed A1"
% of completers within 150% time	% of students from a given cohort of first-time, full-time degree or certificate-seeking students who complete a degree or certificate in 150% of normal time (3 years)	IPEDS Data Feedback Report (Figure 14) available annually in October.

Instruction Scorecard

Instructional and Student Success Scorecard: FY 2010- Fall 2015

Follow the dashboard links below to view dashboards that display charts with overall figures, trends, and drill-down options for a variety of related metrics.

Key Performance Indicators	Trend Comparisons	Dashboard Link
Enrollment and Retention for Credit, Continuing Education and Career Services (CECS) and Adult Education:		
Enrollment (Headcount and Credit Hours)	Spring 2013 - Spring 2016	Credit Division: Enrollment reflects total students in credit division on official "Census Day" (tenth class day of term) Summer Enrollment Trends Fall Enrollment Trends Spring Enrollment Trends Current Registration Enrollment CECS Enrollment Dashboard Adult Education Enrollment Dashboard Extension Sites Dashboard
Enrollment (Program)	Fall 2013 - Fall 2015	Enrollment by Program (Static) Enrollment by Program (w/Filters)
Retention (Fall to Spring, Fall to Fall)	FY 2010 - FY 2015	Retention Trends CECS Retention Trends
Course Fill Rates	Fall 2012 - Spring 2016	Section Fill Rate Dashboard Fall Summer, Spring yearly comparisons given.
Persistence and Success:		
Persistence	FY 2013 - FY 2015	Degree & Certificates Dashboard This reflects degrees and certificates awarded, not number of graduates, as some have earned multiple degrees and certificates.
Course Success Rates	Fall 2014 - Fall 2015	General Success Course Success
Post-Graduation:		
Certification and Licensure Exam Pass Rates	This data is collected and kept by individual program coordinators; it is not available in Colleague, and not filed with the Research Office.	

Choose filters below to display data in the chart. Click  to clear.

Academic Division

- Business and Technology
- Health Careers
- Humanities & Social Science
- Math, Science & Engineering
- Physical Education

Course modality

- Face to Face
- Hybrid
- Online

Day or Eve

- Day
- Evening
- NA

Course Level

- Baccalaureate/Transfer
- Foundational
- Occupational/Technical

Term

- 2014FA
- 2014SP
- 2015FA
- 2015SP

Dual Credit

- Dual Credit

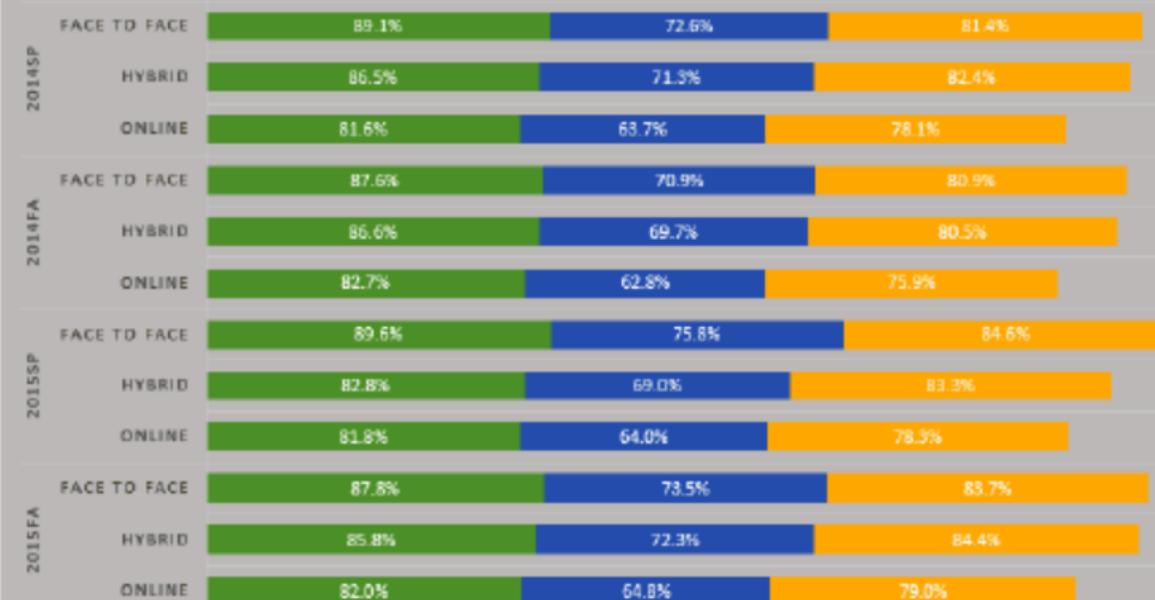
Course Completion & Success Rates



Completion Rate: % census day enrollees that remain enrolled until the completion of the term.

Enrollee Success Rate: % of census day enrollees who earned a grade of A, B, C, or S

Completers' Success Rate: % of students who completed the course that earned a grade of A, B, C, or S



■ Completion Rate ■ Enrollee Success Rate ■ Completers Success Rate

Success Dashboard

Data Request

Data Request

Need data? This form will help the Office of Institutional Research respond promptly and completely to your request.

Name *

First Name

Last Name

Department *

E-mail *

ex: myname@example.com

Extension *

Name your request *

Describe your request *

include purpose, who will use the data and how it will be used.

This request relates to *

- Program review
- Accreditation
- Grant
- Survey
- Other

Run frequency *

- One time only
- Per term
- Annually
- Ad hoc
- Other

Reporting period *

- Academic year (fall, spring, summer)
- Reporting year (summer, fall, spring)
- Beginning of term (10th day)
- End of term
- Other

4. Benchmarking

- Identified and defined sources of data for all metrics
 - NCCBP
 - IPEDS and ICCB (Illinois Community College Board)
 - CCSSE and SSI (Ruffalo Noel Levitz)
- Compared KCC with ICCB-defined peer group and nationally

4 steps to
changing a
culture

The 4 steps lead to one
web page:

www.kcc.edu/data



IE Web Site

Contacts

Strategic planning

Michael Boyd, Ph.D.

Vice president, instructional & student success

815-802-8360

mboyd@kcc.edu

Institutional research, accreditation liaison officer, and grants development

Purva DeVol, Ed. D.

Director, Office of Institutional Research

815-802-8258

pdevol@kcc.edu

Outcomes assessment

Institutional Effectiveness



Institutional
Research

Accreditation
AQIP

Strategic
Plan

Outcomes
Assessment

Grant
Services

Institutional effectiveness is the systematic and continuous process of measuring how well a college achieves its mission. KCC measures institutional effectiveness in three areas: Accreditation,

IE Website

NCCBP Results

- Institutional strengths
- Institutional opportunities
- What are we doing well, and what can we do better?
- Becoming a change agent: NCCBP empowers institutional research offices to do this for their colleges.

NCCBP Strengths/ Opportunities Report

STRENGTHS/OPPORTUNITIES REPORT

2015

2013

2012

2011

2010

2009

2008

2007

Your institution reported values for the benchmarks below that are above the 75th percentile or below the 25th percentile. Click the blue text for details.

STRENGTHS

1. % of Full-Time, First-Time Students that Completed AND Transferred in Three Years
Your Rank - 94th Percentile
2. % of Full-Time, First-Time Students that Completed AND Transferred in Two Years
Your Rank - 93rd Percentile
3. % of Students that Completed a Career Program and are Employed in Related Field
Your Rank - 89th Percentile
4. % Part-Time, First-Time Students that Transferred in Six Years
Your Rank - 89th Percentile
5. % of Full-Time, First-Time Students that Transferred in Three Years
Your Rank - 88th Percentile
6. % of Full-Time, First-Time Students that Completed OR Transferred in Three Years
Your Rank - 88th Percentile
7. % of Full-Time, First-Time Students that Completed AND Transferred in Six Years
Your Rank - 83rd Percentile
8. CCSSE Academic Challenge Benchmark Mean
Your Rank - 76th Percentile
9. Instructional Cost per FTE Student
Your Rank - 24th Percentile (Low is better)

OPPORTUNITIES FOR IMPROVEMENT

1. Ruffalo Noel Levitz: Overall Satisfaction with Experience
Your Rank - 7th Percentile
2. Ruffalo Noel Levitz: Would Enroll Here Again
Your Rank - 10th Percentile
3. % of Part-Time, First-Time Students that Completed in Three Years
Your Rank - 11th Percentile
4. % of Part-Time, First-Time Students that Completed or Transferred in Three Years
Your Rank - 15th Percentile
5. Ruffalo Noel Levitz: Satisfaction with Instructional Effectiveness
Your Rank - 16th Percentile
6. Ruffalo Noel Levitz: Satisfaction with Student Centeredness
Your Rank - 17th Percentile
7. Ruffalo Noel Levitz: Satisfaction with Campus Climate
Your Rank - 18th Percentile
8. Ruffalo Noel Levitz: College Experience Met Expectations
Your Rank - 19th Percentile
9. % of Students that Withdrew from Credit Courses
Your Rank - 80th Percentile (Low is better)
10. Ruffalo Noel Levitz: Satisfaction with Concern for the Individual
Your Rank - 21st Percentile
11. Fall-fall Persistence Rate
Your Rank - 24th Percentile

Next Steps for KCC: Targets for all Divisions

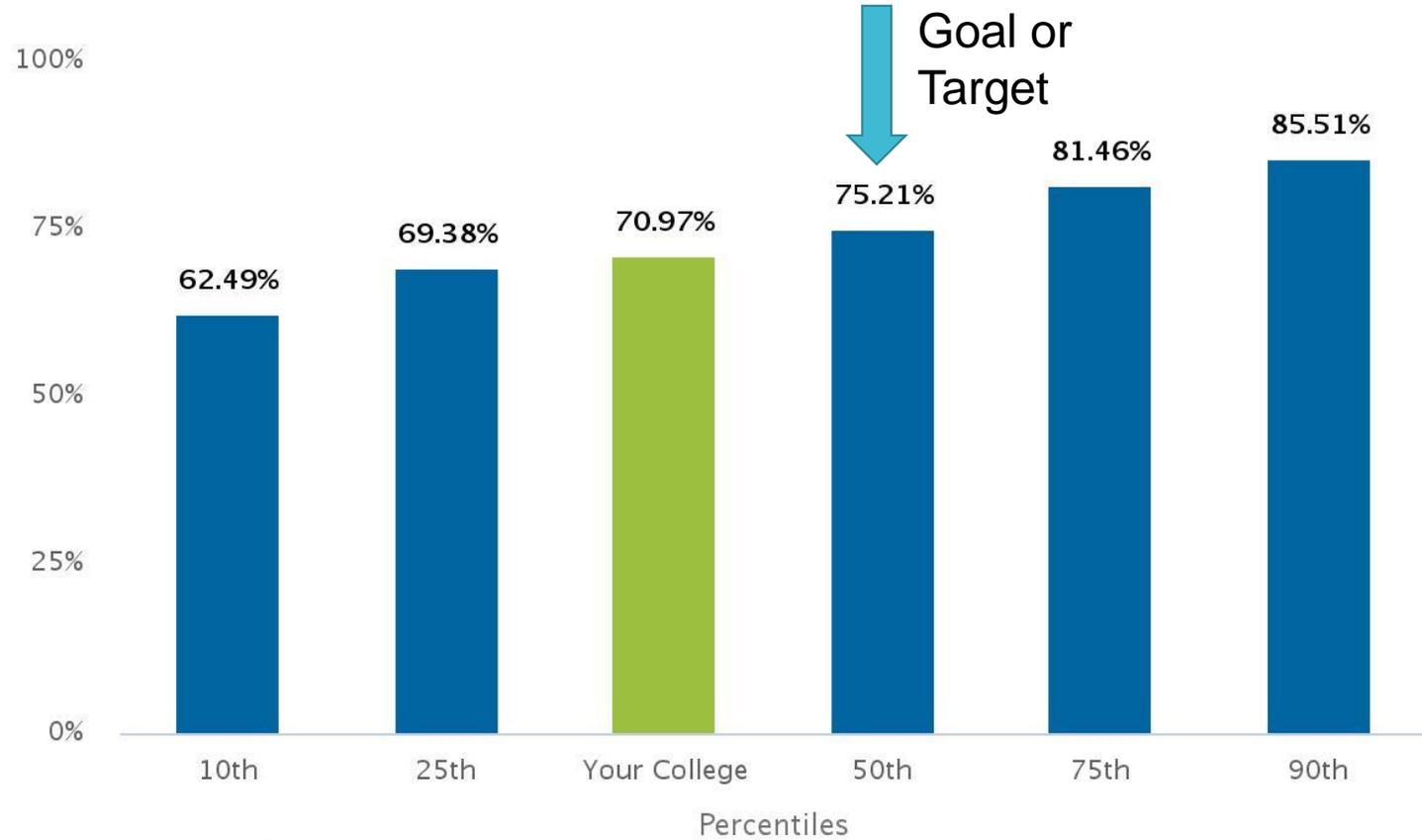
- Develop challenging, but attainable, targets that can be achieved through increased, focused, and collaborative effort
- How does NCCBP help us develop targets?
- Having set the target for success rates in developmental classes, KCC will work towards developing targets for additional metrics of its college goals.



Goal 5 Scorecard

KCC % Rank:
29%

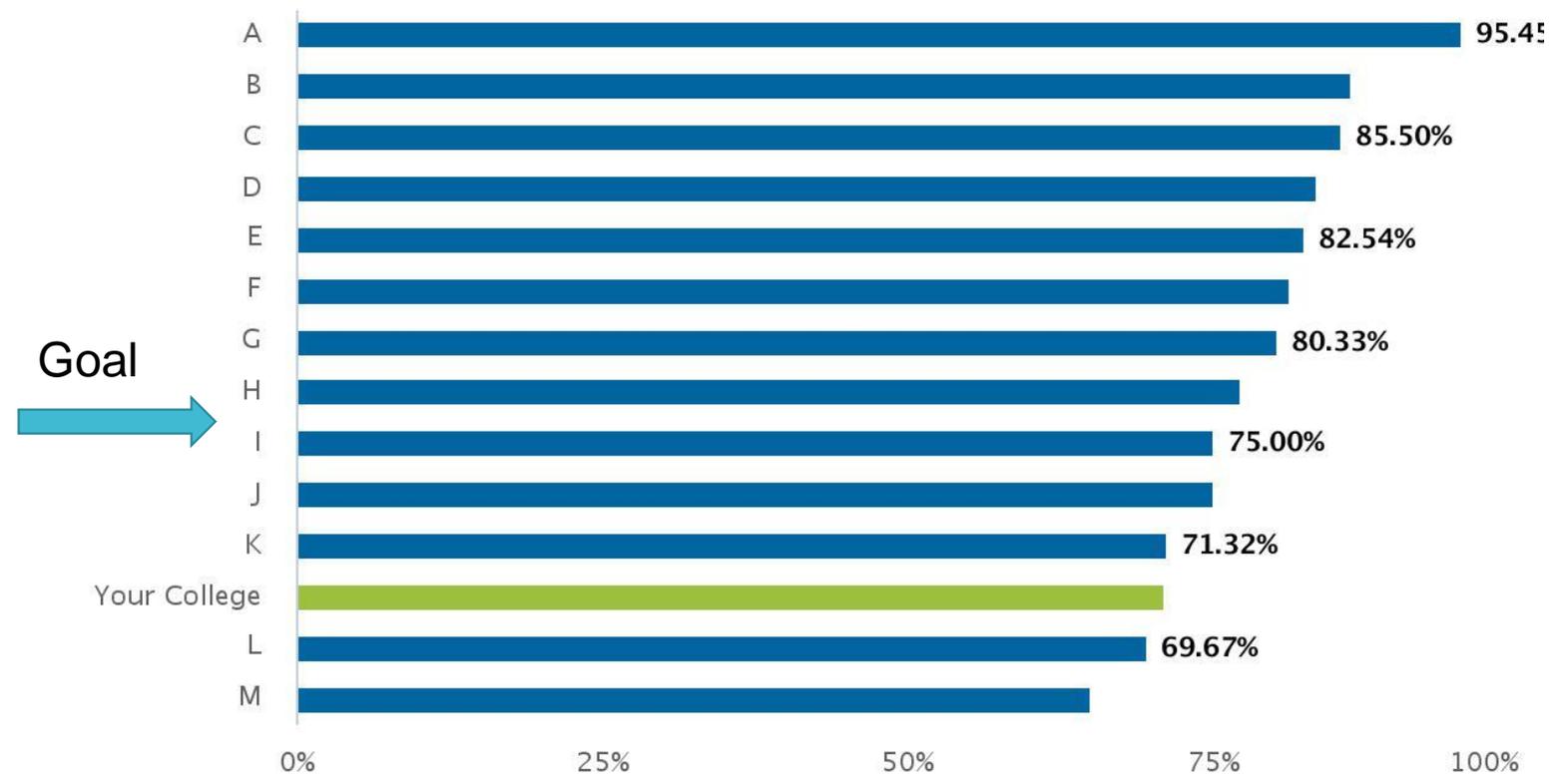
% of Students that Received a Passing Grade in Writing Developmental/Remedial Courses of those that Completed the Course



Fall 2013 [2015 NCCBP]

Illinois Peers

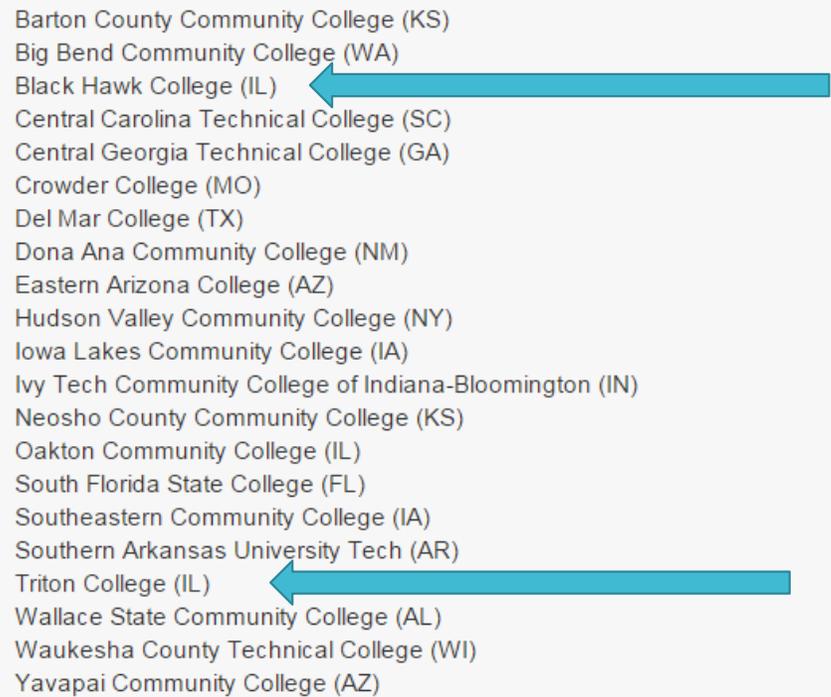
Dev Writing: Completer Success Rate



Fall 2014 [2015 NCCBP]

Best Performers Report

% of Students that Received a Passing Grade in Writing Developmental/Remedial Courses of those that Completed the Course



KCC should evaluate what Black Hawk and Triton Colleges are doing in their Writing Developmental Courses

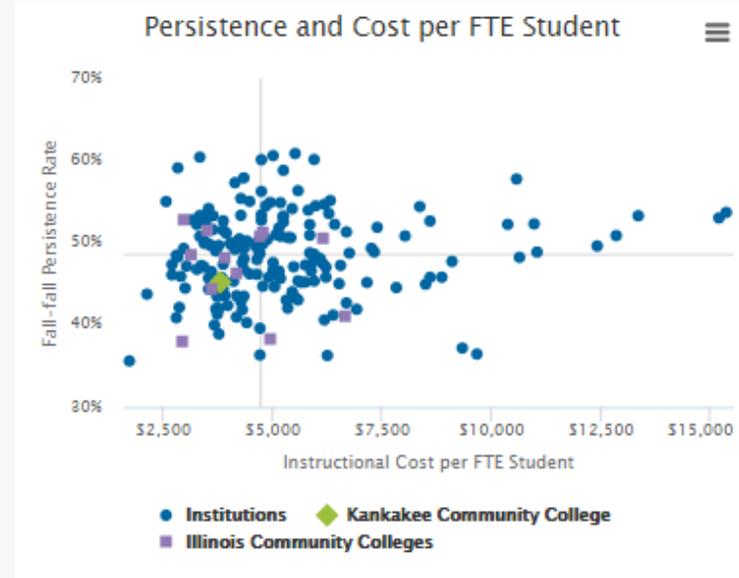
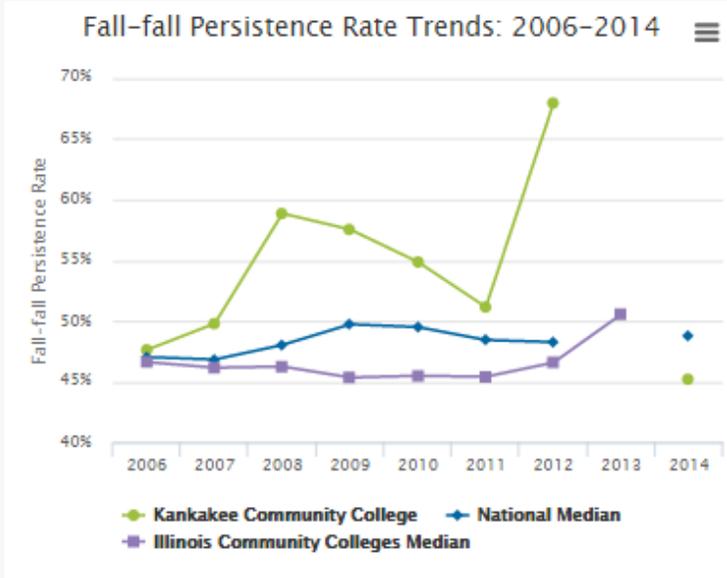
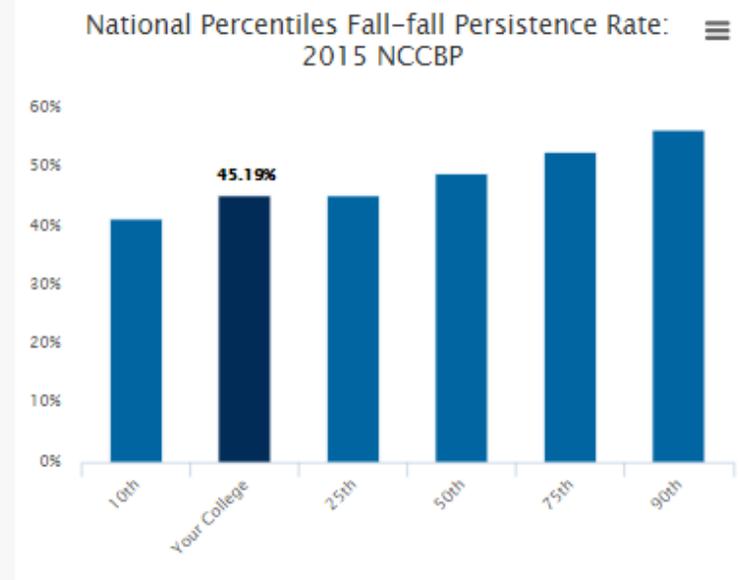
Can your faculty and staff answer the DID questions?

- The DID questions: What, where, which, how
 - What data is available?
 - Where is it?
 - Which metrics should we be looking at for our college and major divisions?
 - How should we use the data to improve our outcomes?
- How does benchmarking play a role? Has the IR culture shifted at your college?

Benchmarking Using Custom Reports

SAMPLE REPORT: FALL-FALL PERSISTENCE - IN DEPTH

Fall to Fall Persistence for 2015 Report is Fall 2013 Credit Students Who Enrolled in Fall 2014 / (Credit Students at End of Fall 2013 Term - Fall 2013 Credit Students Who Graduated before Fall 2014).



Questions?

Contact us at:

- Dr. Purva DeVol, pdevol@kcc.edu
- Dr. Lou Guthrie, louguthrie@jccc.edu
 @EdBenchmark
- NCCBP.org

NCCBP
Website

NCCBP.org

BENCHMARKS THAT MATTER MOST

With 150+ benchmarks, defined and refined by over 400 community colleges over 10 years, NCCBP can help your community college measure its performance and set meaningful and relevant standards.



FOR EXECUTIVE LEADERSHIP

Provide credible answers to trustees, state boards, legislators, and funders to promote transparency, demonstrate efficiency and establish accountability.

[LEARN MORE](#)

FOR RESEARCHERS

Choose among our 150+ benchmarks to measure performance, identify opportunities for improvement, report progress to your administration and discover compelling insights for executives and funders.

[LEARN MORE](#)

“

The National Community College Benchmark Project (NCCBP) is the foremost resource for community colleges in the assessment of core indicators of institutional effectiveness. The NCCBP provides an easy-to-use tool for community colleges to conduct peer comparisons on leading measures of effectiveness and has been a key component of our performance measurement activities.

”

— Soon O. Merz

VP, Effectiveness and Accountability, Austin Community College

<https://benchmarkinginstitute.org>

Keynotes:

Dr. Anthony Wise, Pellissippi
Ricardo Torres, Clearinghouse
Michael Reilly, AACRAO
Dr. Sara Goldrick-Rab, Temple

