Utilizing NCCBP Data for Institutional Analysis, Planning, and Improvement

Jim Benté, Vice President, Planning & Institutional Effectiveness – COD
Dr. Brain Caputo, President – COD
Dr. Mark Curtis-Chávez, Provost – COD
Dr. Brian Caputo

President

College of DuPage
College of DuPage

- Founded in 1966.
- Largest of the 48 public community colleges in Illinois.
- More than 20,000 credit students per term.
- Diverse student body: 11% Asian, 8% Black, 27% Latinx, 46% White.
- 7 elected Trustees, and a student Trustee elected by the student body.
- Faculty and staff of almost 4,000.
- 7 degrees and more than 160 certificates in over 70 areas of study.
- State-of-the-art campus with ≈2 million square feet of space under roof.
Strategic Plan

Four Strategic Pillars, with the first being Student Success.
Institutional Operating System

Leadership

Strategy

Customers

Operations

Workforce

Measurement, Analysis and Knowledge Management

Results

Student Success

Arts, Culture & Community Engagement

Economic Development

Organizational Culture

College of DuPage
Jim Benté
Vice President, Planning & Institutional Effectiveness
College of DuPage

Adjunct Assistant Professor of Heath Systems
Carnegie Mellon University - Pittsburgh
COD’s Student Success Results

Leading and Lagging Indicators

- (Leading Indicator) Course Retention
- (Leading Indicator) Course Success
- (Leading Indicator) Productive Grade Rate
- (Leading Indicator) Next-Term Persistence

(Leading Indicator) Early Momentum Metrics

(Lagging Indicator) Fall-to-Fall Persistence

(Standardized Indicator) Student Completion

COD’s NCCBP Leading & Lagging Indicators for Student Success

Adapted from: Creating a Data-Informed Culture in Community Colleges by Phillips and Horowitz
Baldrige Criteria

Although all criteria are important, results account for 45% of the score.

*Students and Other Customers (all actual or potential users of the organization’s educational programs and services)
Assessing Student Success Results
Baldrige Criteria 7 - LeCTI

- **Levels:** What is the current performance on a meaningful measurement scale?

- **Comparisons:** How does performance compare with that of competitors, or with benchmarks, or industry leaders?

- **Trends:** Are the results improving, staying the same, or getting worse?

- **Integration:** Are results that are important to the organization tracked? How are the results being used for decision making?
LeCTI (Baldrige) Performance Assessment

**Levels**
Based on the most recent percentile ranking:
- 0 – 33rd = Red
- 34th – 66th = Yellow
- 67th – 100th = Green

**Trends**
- Up (beneficial) = Green
- Flat (neutral) = Yellow
- Down (not beneficial) = Red

**Comparisons**
Based on colleges with >10,000 credit students:
- Top = Green
- Middle = Yellow
- Bottom = Red

Green = Good Performance
Yellow = Average or Neutral Performance
Red = Opportunity for Improvement
Communicating Performance (Template)

COD’s current level compared to NCCBP institutions with enrollment > 10,000

COD’s levels, trends & percentile ranking compared to all NCCBP institutions
COD’s Student Success Results
Leading and lagging Indicators

Adapted from: Creating a Data-Informed Culture in Community Colleges by Phillips and Horowitz
College-Level Course Retention

- Percent of COD Students Who Started and Completed Course
- Percentile Ranking with all NCCBP institutions

Source: National Community College Benchmarking Project
COD’s Student Success Results
Leading and lagging Indicators

COD’s NCCBP Leading & Lagging Indicators for Student Success

Adapted from: Creating a Data-Informed Culture in Community Colleges by Phillips and Horowitz
Developmental English Success

- % of COD Students Who Received an A, B or C Grade
- COD’s Percentile Ranking with all NCCBP institutions

Source: National Community College Benchmarking Project
Developmental Mathematics Success

Source: National Community College Benchmarking Project
Composition I Success

- **Percent of COD Students Who Received an A, B or C Grade**
- **COD’s Percentile Ranking with all NCCBP institutions**

Source: National Community College Benchmarking Project
Composition II Success

- 73% in 2017FA
- 71% in 2018FA
- 71% in 2019FA
- 75% in 2020FA
- 70% in 2021FA

- Percent of COD Students Who Received an A, B or C Grade
- COD’s Percentile Ranking with all NCCBP institutions

Source: National Community College Benchmarking Project
Speech Success

Source: National Community College Benchmarking Project
Algebra

Source: National Community College Benchmarking Project
Online Success

Percent of COD Students Who Received an A, B or C Grade
COD’s Percentile Ranking with all NCCBP institutions

Source: National Community College Benchmarking Project
COD’s Student Success Results
Leading and lagging Indicators

COD’s NCCBP
Leading & Lagging Indicators for Student Success

Adapted from: Creating a Data-Informed Culture in Community Colleges by Phillips and Horowitz
College-Level Course Success
(Productive Grade Rate)

Source: National Community College Benchmarking Project
COD’s Student Success Results
Leading and lagging Indicators

- (Leading Indicator) Course Success
- (Leading Indicator) Productive Grade Rate
- (Leading Indicator) Next Term Persistence
- (GOAL – Lagging Indicator) Fall-to-Fall Persistence
- (GOAL – Lagging Indicator) Student Completion
- (Leading Indicator) Early Momentum Metrics
- (GOAL – Lagging Indicator) Fall-to-Fall Persistence

Adapted from: Creating a Data-Informed Culture in Community Colleges by Phillips and Horowitz
Overall Next-Term Student Persistence

<table>
<thead>
<tr>
<th>Year</th>
<th>Percent of COD Students Returning</th>
<th>COD’s Percentile Ranking with all NCCBP institutions</th>
</tr>
</thead>
<tbody>
<tr>
<td>2017</td>
<td>72%</td>
<td>62nd</td>
</tr>
<tr>
<td>2018</td>
<td>70%</td>
<td>43rd</td>
</tr>
<tr>
<td>2019</td>
<td>67%</td>
<td>23rd</td>
</tr>
<tr>
<td>2020</td>
<td>72%</td>
<td>70th</td>
</tr>
<tr>
<td>2021</td>
<td>70%</td>
<td>48th</td>
</tr>
</tbody>
</table>

Source: National Community College Benchmarking Project
COD’s Student Success Results
Leading and lagging Indicators

Adapted from: Creating a Data-Informed Culture in Community Colleges by Phillips and Horowitz
6 Credits in 1st Semester
Credit Momentum Rate - First Time College Students

Source: National Community College Benchmarking Project
12 Credits in 1st Semester
Credit Momentum Rate - First Time College Students

- 2019FA: 15th Percentile
- 2020FA: 23rd Percentile
- 2021FA: 16th Percentile

COD's Percentile Ranking with all NCCBP institutions

Source: National Community College Benchmarking Project
15 Credits in 1st Year
Credit Momentum Rate - First Time College Students

Source: National Community College Benchmarking Project
24 Credits in 1st Year
Credit Momentum Rate - First Time College Students

Percent/Percentile

<table>
<thead>
<tr>
<th>Year</th>
<th>Percent</th>
<th>Percentile</th>
</tr>
</thead>
<tbody>
<tr>
<td>2019FA</td>
<td>22%</td>
<td>35th</td>
</tr>
<tr>
<td>2020FA</td>
<td>25%</td>
<td>40th</td>
</tr>
<tr>
<td>2021FA</td>
<td>24%</td>
<td>34th</td>
</tr>
</tbody>
</table>

Source: National Community College Benchmarking Project

2021FA – Colleges >10,000 Credit Students
30 Credits in 1st Year
Credit Momentum Rate - First Time College Students

Source: National Community College Benchmarking Project
Composition I & II First Year
Credit Momentum Rate - First Time College Students

- Percent of COD Students Who Completed Composition I & II in 1st Year
- COD's Percentile Ranking with all NCCBP institutions

Source: National Community College Benchmarking Project
Math First Year
Credit Momentum Rate - First Time College Students

Percent/Percentile

Percent of COD Students Who Completed Math 1st Year
COD’s Percentile Ranking with all NCCBP institutions

Source: National Community College Benchmarking Project
Composition I & II and Math First Year
Credit Momentum Rate - First Time College Students

Percent of COD Students Who Completed Composition I & II and Math in 1st Year
COD’s Percentile Ranking with all NCCBP institutions

Source: National Community College Benchmarking Project
Fall to Spring Persistence
Credit Momentum Rate - First Time College Students

Percent/Percentile of COD Students Who Persisted from Fall to Spring COD’s

Source: National Community College Benchmarking Project
COD’s Student Success Results
Leading and lagging Indicators

Course Retention

Course Success

Productive Grade Rate

Next Term Persistence

Early Momentum Metrics

Fall-to-Fall Persistence

Student Completion

COD’s NCCBP Leading & Lagging Indicators for Student Success

Adapted from: Creating a Data-Informed Culture in Community Colleges by Phillips and Horowitz
Overall Fall-Fall Student Persistence

Percent of COD Students Returning
COD's Percentile Ranking with all NCCBP institutions

Source: National Community College Benchmarking Project
COD’s Student Success Results
Leading and lagging Indicators

Adapted from: Creating a Data-Informed Culture in Community Colleges by Phillips and Horowitz
Full-Time, First-Time Students Who Complete in Three Years

Source: National Community College Benchmarking Project
Part-Time, First-Time Students Who Complete in Three Years

Percent/Percentile COD Students Completing COD’s Percentile Ranking with all NCCBP institutions

Source: National Community College Benchmarking Project
Dr. Mark Curtis-Chávez

Provost

College of DuPage
Central Tenets from the Provost’s Perspective

1. Student Success Is Completion
2. Data-Based Culture
3. Centrality of Students
4. Sense of Belonging
5. Faculty Support
Philosophical Framework for Data Usage
1. Non-evaluative
2. Faculty Driven
3. Remunerative
Summary

• Comparing to the best.
• NCCBP “Best Performance Report.”
• Benchmarking – especially suited for higher education.
• Improving academic excellence.
• Key tool in advancing strategy.
Dr. Brian Caputo
President
College of DuPage
Value of Comparative Data in Data Informed Decision Making From the President’s Perspective

Key Leadership Questions:
– Do you want to progress?
– Do you want to be on par with the norm?
– Do you want to be better than the norm?
Looking in the Mirror

The Broader Reality

Not Perceptions or Opinions

Shock Factor!
Evolution of Data Informed Decision Making at College of DuPage

• Guided Pathways ➔ Structure
• Baldrige ➔ Operating System
• NCCBP Data ➔ Results
QUESTIONS