Facilitating Data-Driven Change with NCCBP Data

2023 June Benchmarking Conference

Dr. Chris Van der Kaay, Executive Director, Institutional Effectiveness, Planning, and Technology, South Florida State College

Michelle Taylor, Senior Research Analyst, National Higher Education Benchmarking Institute
What is benchmarking?

- **Benchmarking** is an ongoing, systematic process for measuring and comparing the work processes of one organization to those of another.
- Simply put, benchmarking is comparing your college to other colleges.
- Three formats:
  - One-on-one
  - Group of peers
  - National data sets
The Benchmarking Institute

- Mission: Improving higher education through benchmarking
- Vision: Impacting higher education to maximize student success
- Sources of national benchmarks provided by the Benchmarking Institute
Expanding Benchmarking to measure the Inputs Impact on Outcomes
The Benchmarking Institute

Background

The Benchmarking Institute was established:

- National Community College Benchmarking Project (NCCBP) – funded by JCCC
- Cost and Productivity Project (Kansas Study) – DoE FIPSE grant

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Workforce Training Benchmarking Project</td>
<td></td>
<td>Enrollment Tracking</td>
<td></td>
<td>Student &amp; Admin Services modules</td>
</tr>
<tr>
<td></td>
<td>AAUP Faculty Compensation Survey</td>
<td>University Benchmarking Project – partnered with UofW – Stout</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
The Benchmarking Institute

- Mission: Improving higher education through benchmarking
- Vision: Impacting higher education to maximize student success
- Sources of national benchmarks provided by the Benchmarking Institute
2-year Participants Since Inception in 2004

Benchmarking Conference June 2023
Benchmarking Can Be Used

To Set Realistic Goals
To Inform Decisions
To Improve Processes
To Find Best Practices
To Show Strengths & Opportunities

Accreditation
Strategic Planning
Monitoring KPIs
Reporting to Constituents
Performance Funding
NCCBP

Provides a comprehensive set of benchmarks for core community college activities

- Completion & Transfer
- Academic Year Snapshot of Outcomes
- Retention & Persistence
- Student Performance
- Satisfaction and Engagement
- Job Market, Business and Industry
- Other Institutional Effectiveness Metrics

www.nccbp.org
# National Reports

## AY Student Completions/Transfers/Continuing

<table>
<thead>
<tr>
<th></th>
<th>Your Institution</th>
<th>National Percentiles</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Reported Value</td>
<td>10&lt;sup&gt;th&lt;/sup&gt;</td>
</tr>
<tr>
<td>AY 2021-2022 FTE Students</td>
<td>1,540.97</td>
<td>1,473.87</td>
</tr>
<tr>
<td>Percent AY Completers</td>
<td>18.11%</td>
<td>7.95%</td>
</tr>
<tr>
<td>Percent AY Transfers</td>
<td>16.80%</td>
<td>3.25%</td>
</tr>
<tr>
<td>Percent AY Continuing Students</td>
<td>39.41%</td>
<td>27.81%</td>
</tr>
<tr>
<td>Percent AY Completers/Transfers/Continuing</td>
<td>74.33%</td>
<td>52.45%</td>
</tr>
</tbody>
</table>
Performance Metrics: Where do you stand?

**Early Momentum Metrics**

- First year students completing 12 hours in the first semester.

- **49%** for your institution.

**Student/Advising Staff Ratio and Early Momentum Metrics**

- First year students completing 12 hours in the first semester.

- Credit Momentum Rate – 12 credits in 1 semester

- Equation: \( y = -0.01x + 51.94 \)
Identify Who To Benchmark Against

- **Types of Peers:** Select the type of institutions you want to include in your peer group
  - Comparable: Institutions that are similar to yours
  - Competitive: Institutions that compete for the same target populations (students, employees, etc.)
  - Aspirational: Institutions that are high performing or have best practices in different areas
Identify Peers: Examples

- **Examples of Peer Groups:** Often, there are natural peer groups that already exist.
  - State or groups within a state
  - Regional groups
  - IPEDS peers
  - By characteristics (size, urban/rural, minority composition, etc.)
  - Populations served (tribal, HBCU, HSI, etc.)
  - Athletic conferences
Rural Participants Since Inception in 2004

3-year aggregate count = 71
Rural Peer Reports

Retention and Success: Early Momentum Metrics (Fall 2021)

<table>
<thead>
<tr>
<th>YOUR INSTITUTION</th>
<th>NATIONAL PERCENTILES</th>
</tr>
</thead>
<tbody>
<tr>
<td>REPORTED VALUE</td>
<td>% RANK</td>
</tr>
<tr>
<td>Credit Momentum</td>
<td></td>
</tr>
<tr>
<td>Credit Momentum Rate - 6 credits in 1 semester</td>
<td>87%</td>
</tr>
<tr>
<td>Credit Momentum Rate - 12 credits in 1 semester</td>
<td>71%</td>
</tr>
<tr>
<td>Credit Momentum Rate - 15 credits in 1st year</td>
<td>77%</td>
</tr>
<tr>
<td>Credit Momentum Rate - 24 credits in 1st year</td>
<td>58%</td>
</tr>
<tr>
<td>Credit Momentum Rate - 30 credits in 1st year</td>
<td>43%</td>
</tr>
</tbody>
</table>
Trends in the Data

- **IPEDS Enrollment**
  - National Median vs. Rural Community Colleges
  - Data from 2012 to 2020 showing enrollment trends.

- **% of Full-Time, First-Time Students that Completed in Two Years**
  - National Median vs. Rural Community Colleges
  - Data from 2014 to 2022 showing completion rates.

- **Percent AY Completers**
  - National Median vs. Rural Community Colleges
  - Data from 2017 to 2022 showing annual completion rates.
INSTITUTIONAL EXAMPLE: SOUTH FLORIDA STATE COLLEGE
Use of NCCBP Data at SFSC

- Provide a basis for setting goals and standards
- Allows for more comprehensive and meaningful assessment of the College’s strengths, weaknesses, and areas for improvement
- Offers context and perspective when analyzing institutional performance, facilitating informed decision-making, strategic planning, and continuous improvement
- Facilitates collaboration by sharing information and strategies to enhance student success
Benchmarking has helped SFSC gain a broader perspective on its performance by considering how the College measures up against its peers or institutions with similar characteristics such as size, student demographics, enrollment, and financial. Comparative analysis of our NCCBP data helps identify areas where we may be excelling or falling behind, leading to a better understanding of our relative performance.
SFSC CORE INDICATORS OF EFFECTIVENESS
Accountability

- Program Assessment
- Unit Action Planning
- Core Indicators
- Strategic Planning
Accountability

- Program Assessment
- Unit Action Planning
- Core Indicators
- Strategic Planning
17 Measures Encompassing

- Student goal attainment
- Persistence
- Graduation rate
- Student satisfaction
- Non-developmental and developmental success
- Success core academic skills
- Market penetration rates
- Responsiveness to community need
- Placement rates
- Licensure, certification, and GED pass rates
- Employer/client satisfaction
- Value added to the community
- Transfer
Direction for continuous quality improvement

How well SFSC is functioning on the institutional level

Alignment to AACC Voluntary Framework of Accountability

Compare SFSC’s performance with other colleges

Establish performance goals
SFSC Core Indicators of Effectiveness

- Core indicator (e.g., graduation)
- Performance measure
- Goal
- SFSC reported value
- Threshold of accountability
- Measurement description
SFSC Core Indicators of Effectiveness
**How are Data Communicated to Stakeholders?**

- Identify key individuals or departments who are responsible for analyzing and communicating data at your college.
- Reflect on their role and responsibilities. What kinds of data do they handle? Who are they communicating these data to?
- Discuss their methods of communication. Do they use reports, dashboards, presentations, meetings, or emails?

**Reflection question:** Who are the primary data communicators at your institution, and how do they share their insights?
How are Data Communicated to Stakeholders?

Senior leadership:

• Strategic planning
• Monitoring and evaluating institutional performance
• Identifying areas needing improvement

Committees

• Are retention, graduation, and student satisfaction data used to inform/support committee decision-making?
• How can data be used to measure impact of college-wide initiatives?

Reflection question: How are data used in decision-making at your institution? What improvements have been implemented based on these data?
Data Analysis Group (DAG)

- The DAG was established to provide a mechanism to review timely and summarize selected data reports that have broad implications for a variety of College-wide constituents. The group’s intent is to foster data-informed decision making; disseminate information that will assist administrative and academic units; and help develop solutions to problems through research, analysis and evaluation.
Data Analysis Group (DAG)

1. Regularly analyze selected college-wide data reports
2. Provide a summary of the DAG findings for each analyzed report and post to the Intranet for college distribution.
3. Refer significant findings to designated committees, units, departments, or President’s Council for further follow up.
4. Present findings of major analysis projects to the President’s Council.
5. Annually review the Core Indicators of Effectiveness and make recommendations to the President’s Council as needed.
<table>
<thead>
<tr>
<th>Page Number</th>
<th>Table, Figure, and/or item number</th>
<th>Description</th>
<th>Findings</th>
<th>Referral</th>
<th>Assigned DAG Member</th>
<th>Contact Date (mm/dd/yy)</th>
<th>Improvement Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>Page 1</td>
<td>Core Indicator 3 (Graduation Rates)</td>
<td>The proportion of first-time, full-time students who enrolled in and subsequently completed a degree or certificate program.</td>
<td>Notable decline with 100%, 150%, and 200% FT FTIC completion rates; moreover, 150% completion rates decreased among Hispanic, Black, and White students. AA students comprise most non-completers.</td>
<td>What group, unit, committee, etc. is receiving these findings?</td>
<td>Who was responsible for informing the group, unit, committee, etc. of this finding?</td>
<td>When was group, unit, committee, etc. notified?</td>
<td>Description of improvement activities related to DAG data analysis activities</td>
</tr>
</tbody>
</table>
Benchmarking for Accreditation
“Assessment and the processes an institution learns from should be well grounded in evidence……for the quality assurance function, evidence is critical.”

8.5 “The institution uses a variety of…..methods…employing external perspectives including, as appropriate, benchmarks and peer comparisons.”

-NECHE, Standards for Accreditation

8. “systematically evaluates its educational and other programs…“

-MSCHE, Requirements for Affiliation

VI.1. “institutional objectives…that are…assessed appropriately, reflect conclusions drawn from assessment results…”

VI.2. “planning and improvement processes that… incorporate the use of assessment results;”

-MSCHE, Standards for Accreditation

7.1. “The institution engages in ongoing, comprehensive, and integrated research-based planning and evaluation processes…”

-SACSCOC, Principles of Accreditation

3.A.3 “The institution’s comprehensive planning process is informed by the collection of appropriately defined data…”

-NWCCU Standards

1.A.2. “The institution uses data to determine how effectively it is accomplishing its mission….”

-ACCJC (WASC), Accreditation Standards

1.B.7. “The institution regularly evaluates its policies and practices across all areas of the institution….”

-ACCJC (WASC), Accreditation Standards

“Assessment and the processes an institution learns from should be well grounded in evidence……for the quality assurance function, evidence is critical.”

Higher Learning Commission, Guiding Values
SECTION 8: STUDENT ACHIEVEMENT STUDENT LEARNING AND STUDENT SUCCESS ARE AT THE CORE OF THE MISSION OF ALL INSTITUTIONS OF HIGHER LEARNING. EFFECTIVE INSTITUTIONS FOCUS ON THE DESIGN AND IMPROVEMENT OF EDUCATIONAL EXPERIENCES TO ENHANCE STUDENT LEARNING AND SUPPORT STUDENT LEARNING OUTCOMES FOR ITS EDUCATIONAL PROGRAMS. TO MEET THE GOALS OF EDUCATIONAL PROGRAMS, AN INSTITUTION PROVIDES APPROPRIATE ACADEMIC AND STUDENT SERVICES TO SUPPORT STUDENT SUCCESS.

8.1. The institution identifies, evaluates, and publishes goals and outcomes for student achievement appropriate to the institution's mission, the nature of the students it serves, and the kinds of programs offered. The institution uses multiple measures to document student success. (Student achievement)
Cost and Productivity Project

- Provides presidents, chief academic officers, deans and institutional researchers with benchmarks at the discipline level
  - Instructional costs (salaries and benefits)
  - Faculty workload
  - Class size

www.costandproductivity.org
NCCBP: Student & Admin Services Modules

Provides staffing, budget and process & outcome measures for a range of administrative services.

Student Services Benchmarks

Offers staffing, budget and process & outcome measures for a range of student services from student life to career services, dining to international programs and more organized according to the CAS standards.

www.nccbp.org
QUESTIONS?