HIGHER LEARNING COMMISSION
2017 Annual Conference
NAVIGATING THE FUTURE
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Hyatt Regency Chicago

Using Trend and Benchmarking Data to Assess Improvement Initiatives

Dr. Lou Guthrie, Director,

National Higher Education Benchmarking Institute

NATIONAL HIGHER EDUCATION BENCHMARKING INSTITUTE

Session Outline:

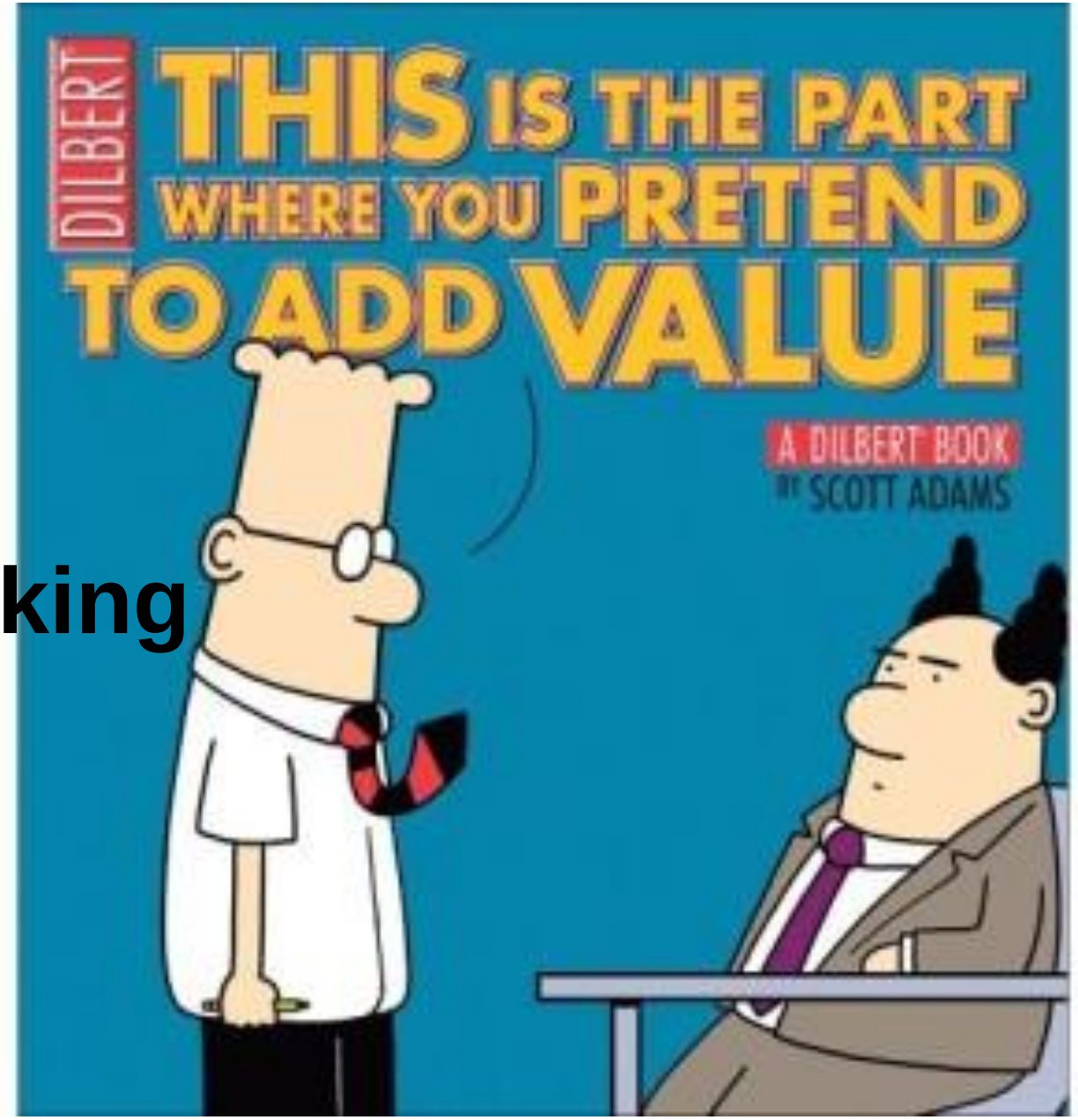
- The benchmarking process
- Trend analysis and peer comparisons
- Where is improvement needed?
- Was our improvement initiative effective?

The Benchmarking Process

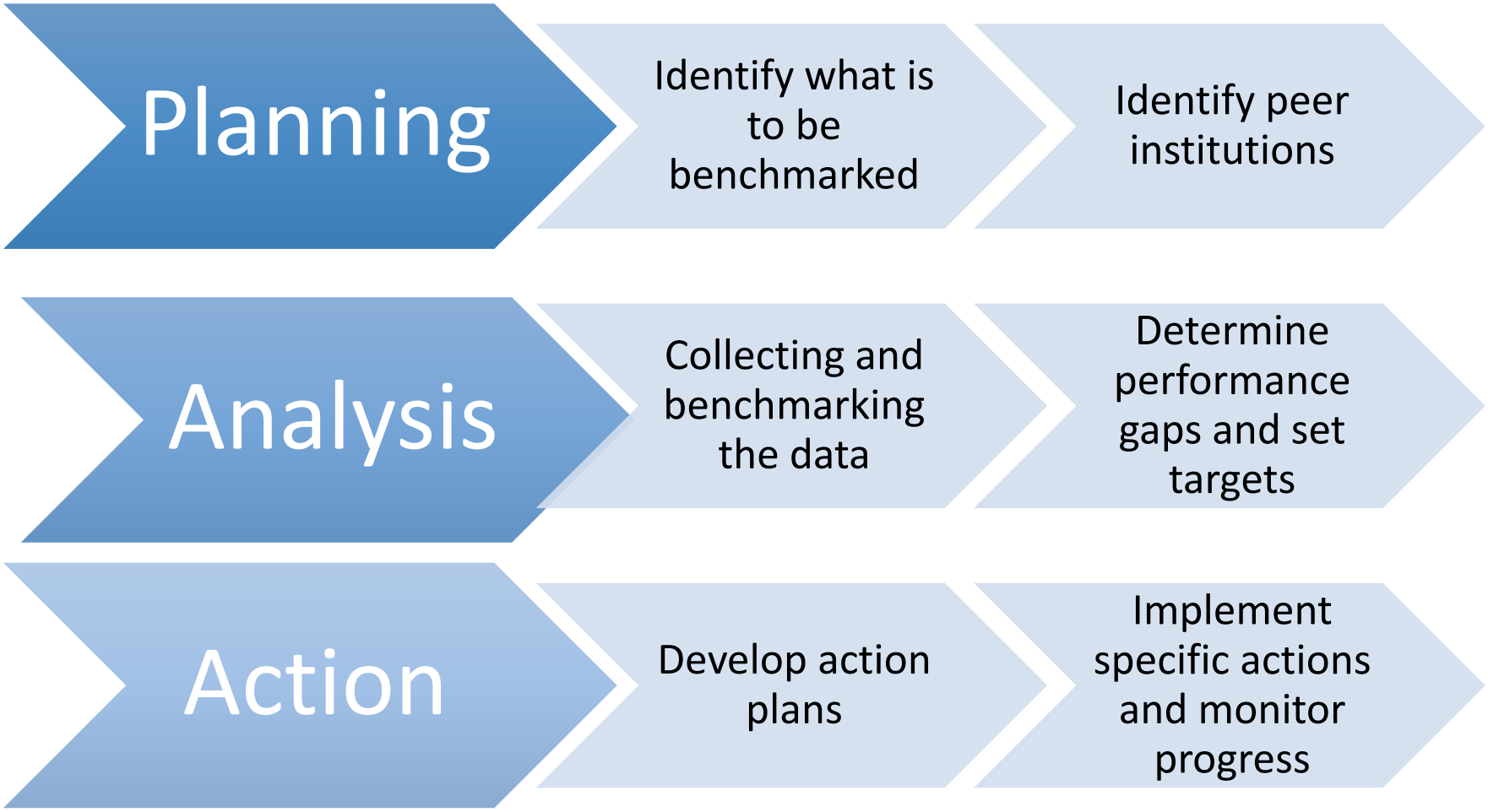
www.apqc.org

What is benchmarking?

Value of Benchmarking



Benchmarking Steps



Identify What to Benchmark

Look at your college sources.

- Key Performance Indicators
- Strategic Plan
- Mission & Vision Statements
- Values Statement

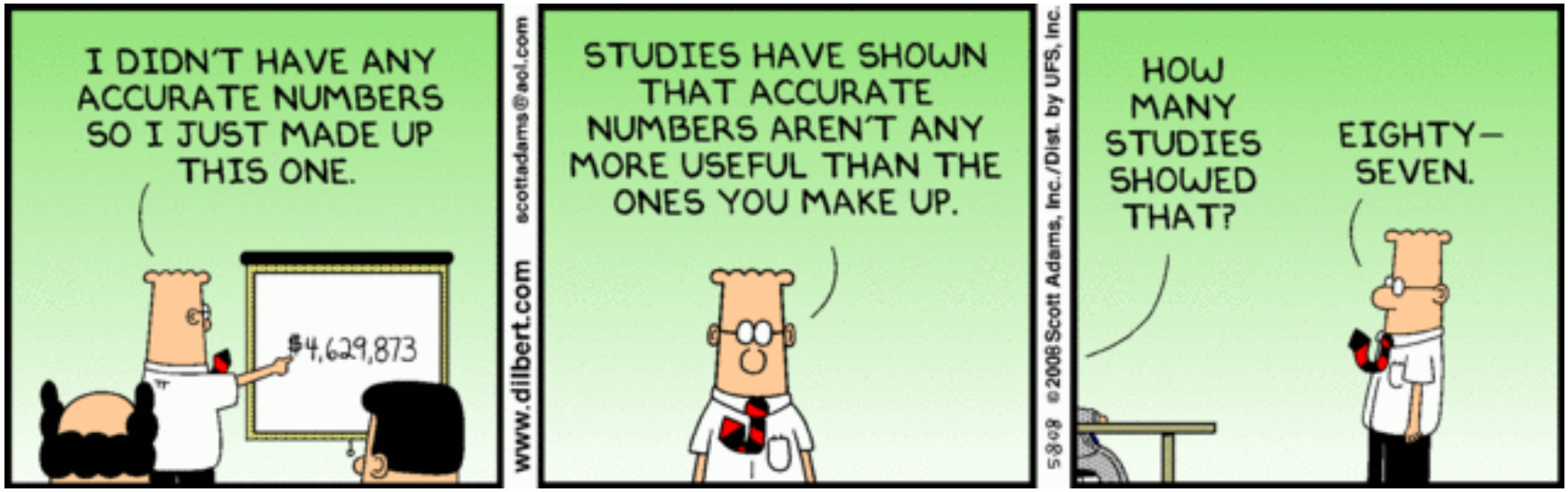
"That's our new mission statement."

Benchmarking Can Be Used

- Accreditation
- Strategic Planning
- Monitor KPI Progress
- Reporting to Constituents
- Performance Funding

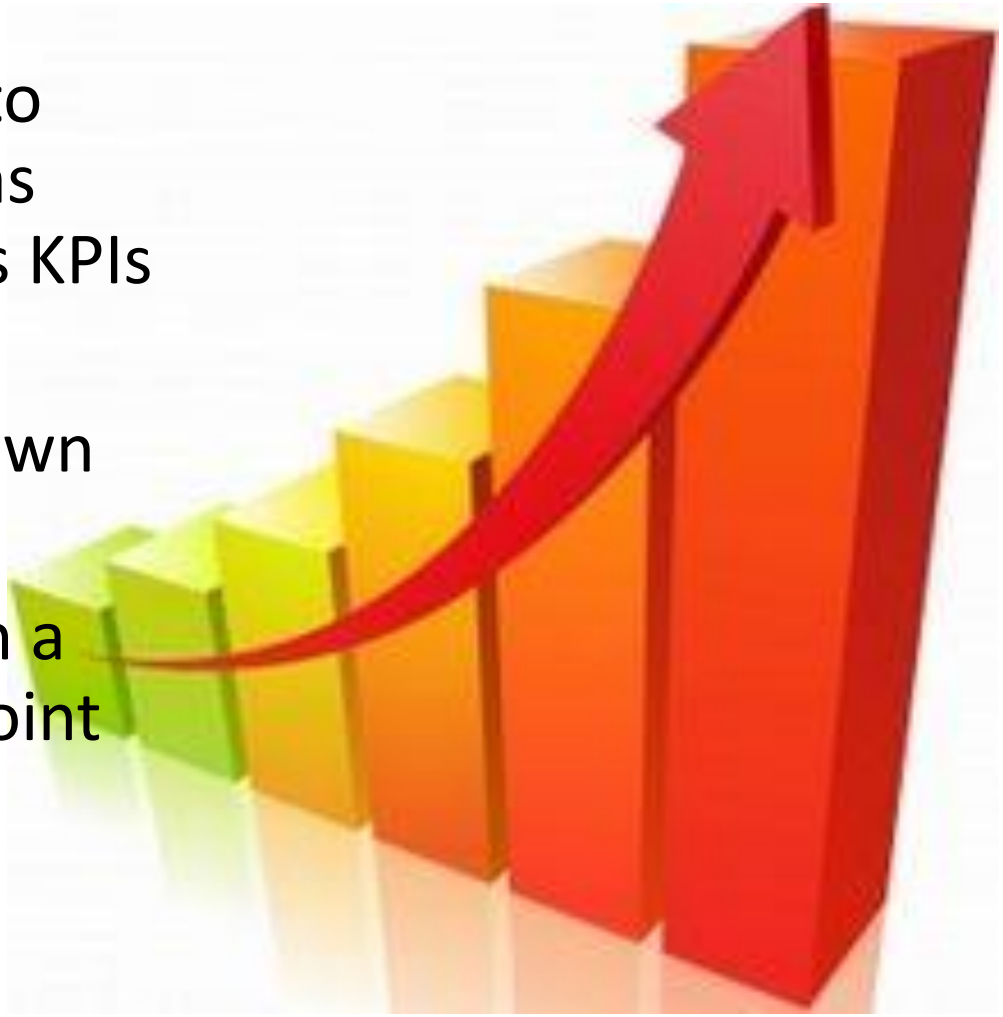
- To Set Realistic Goals
- To Inform Decisions
- To Improve Processes
- To Find Best Practices
- To Show Strengths & Opportunities for Improvement

Excuses Not to Benchmark



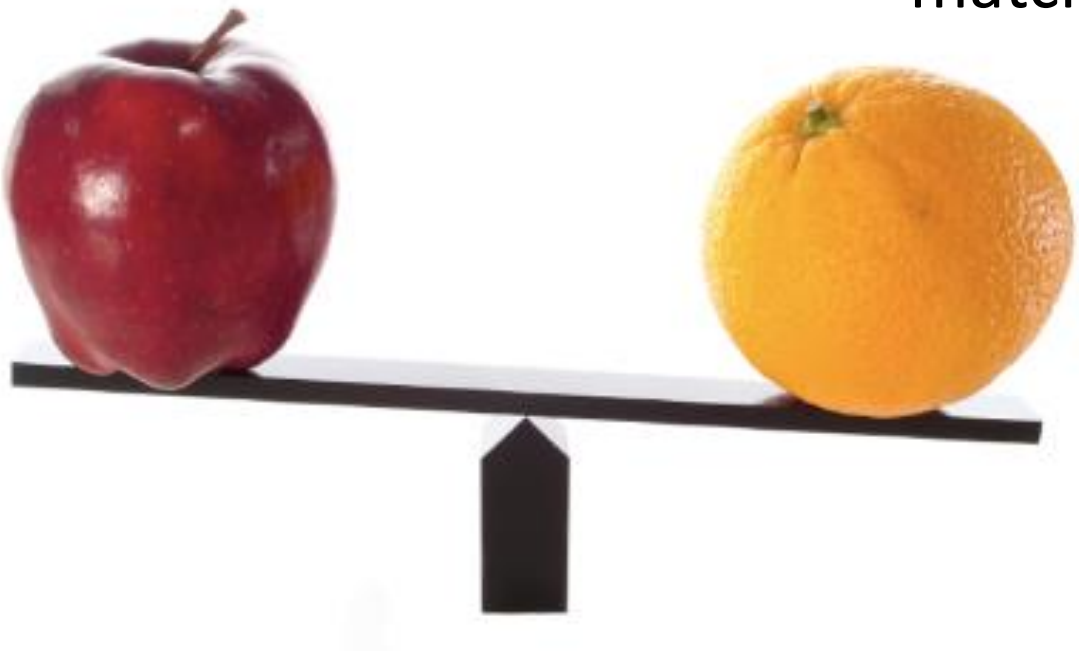
Trend Analysis

- One of the best ways to show if an initiative has changed your college's KPIs over time
- Can look at just your own data
- Show much more than a snapshot of a single point in time



Peer Comparisons:

- No such thing as apple to apple comparisons
- Don’t look for perfect matches in your peers



Peer Selection Criteria

- Do you have a list of peer colleges you use?
- Do you want to just look at colleges in your state?
- Do you want to look at colleges that compete with you?
- Do you want to look at colleges that best “match” you?

Use benchmarking to identify or verify where improvement is needed.

Opportunities for Improvement

The following benchmarks are where your community college may need improvement. The benchmark is followed by the percent rank for your institution.

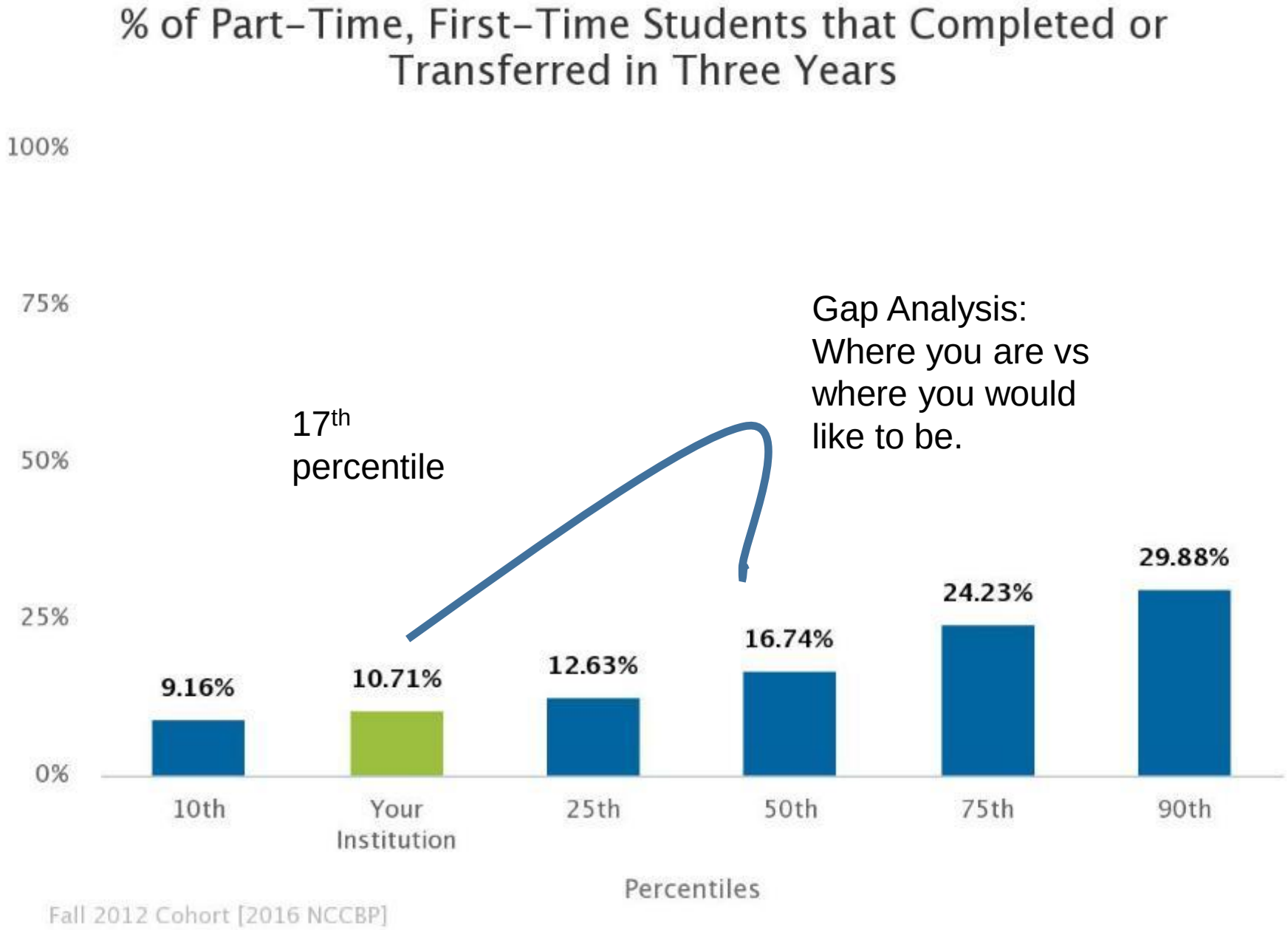
1. % of Harassment Claims of Total Employees
   Your Rank - 89th Percentile (Low is better)

2. % of Graduates and Completers that Achieved their Educational Goal
   Your Rank - 12th Percentile

3. % of Part-Time, First-Time Students that Completed in Three Years
   Your Rank - 15th Percentile

4. % of Part-Time, First-Time Students that Completed or Transferred in Three Years
   Your Rank - 17th Percentile

NCC BP National Community College Benchmark Project | Credit & Non-credit


% of Part-Time, First-Time Students that Completed or Transferred in Three Years
100%
75%
50%
25%
0%
17th percentile
Gap Analysis: Where you are vs where you would like to be.
9.16%
10.71%
12.63%
16.74%
24.23%
29.88%
10th
Your Institution
25th
50th
75th
90th
Percentiles
Fall 2012 Cohort [2016 NCCBP]

Part-Time Completion Plus Transfer Rates
2003 through 2012 Cohorts
% of Part-Time, First-Time Students that Completed or Transferred in Three Years
25%
20%
15%
10%
5%
2007
2008
2009
2010
2011
2012
2013
2014
2015
Your College
National Median

Part-Time Completion Plus Transfer Rates
2003 through 2012 Cohorts
% of Part-Time, First-Time Students that Completed or Transferred in Three Years
25%
20%
15%
10%
5%
2007
2008
2009
2010
2011
2012
2013
2014
2015
Your College
National Median
Similar Colleges Median

Let’s talk about initiatives to meet our strategic goals.

High-Impact Practices or Initiatives

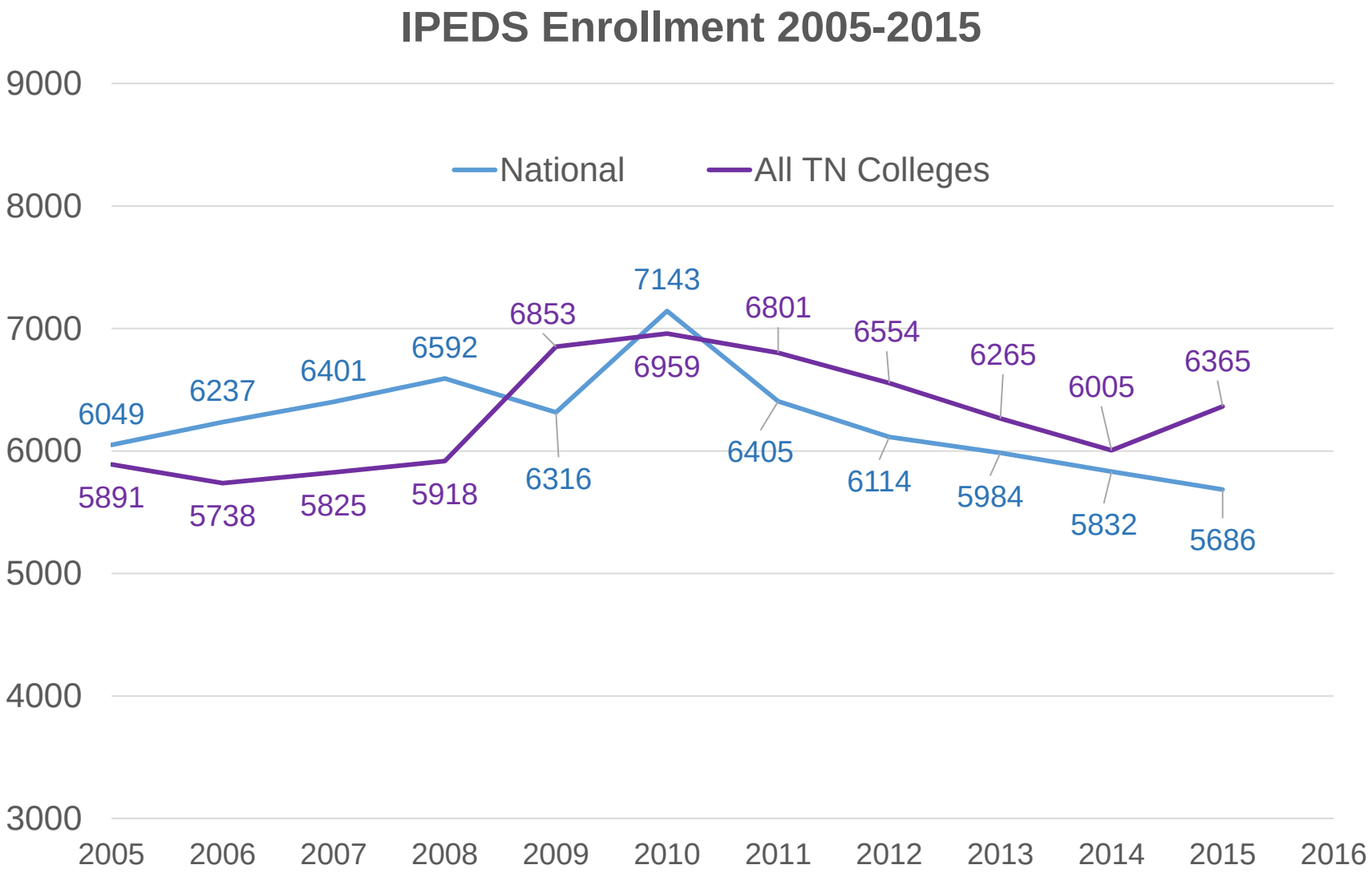
- “Free” Community College
- Distance Learners Advising & Engagement
- Tracking Progress Toward Degree Apps
- Predictive Analytic Programs
- First-year Experiences
- Learning Communities
- Guided Pathways
- Capstone Courses or Projects
- Community College/4-year Partners to Improve Transfer Rates
- Student Services Improvements

Was our initiative successful?

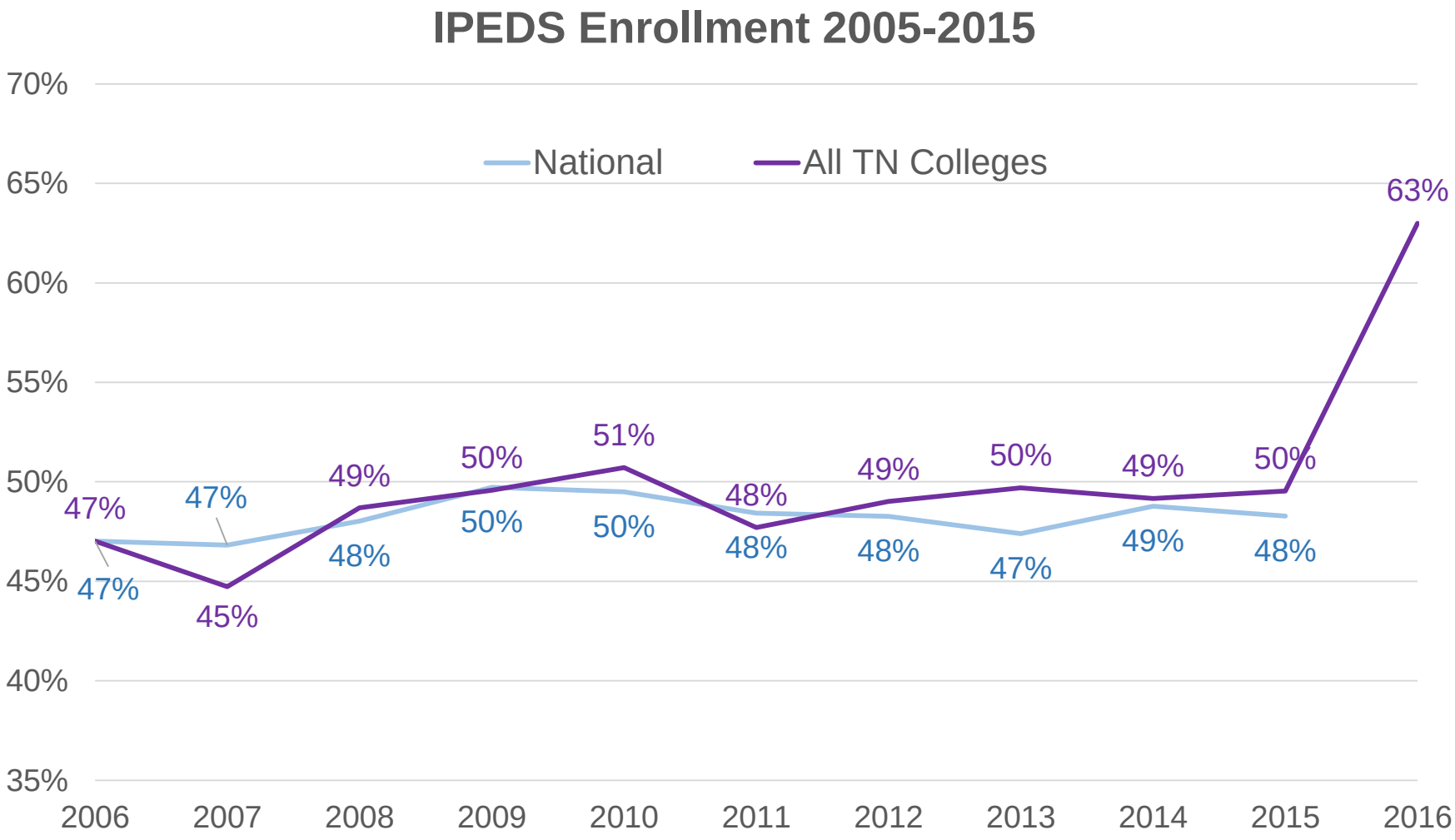
- Did we implement one initiative at a time?
- No “before” measures
- Time frame not clearly identified
- “Success” not defined with a measurable goal
- No control group

Benchmarking can help demonstrate success.

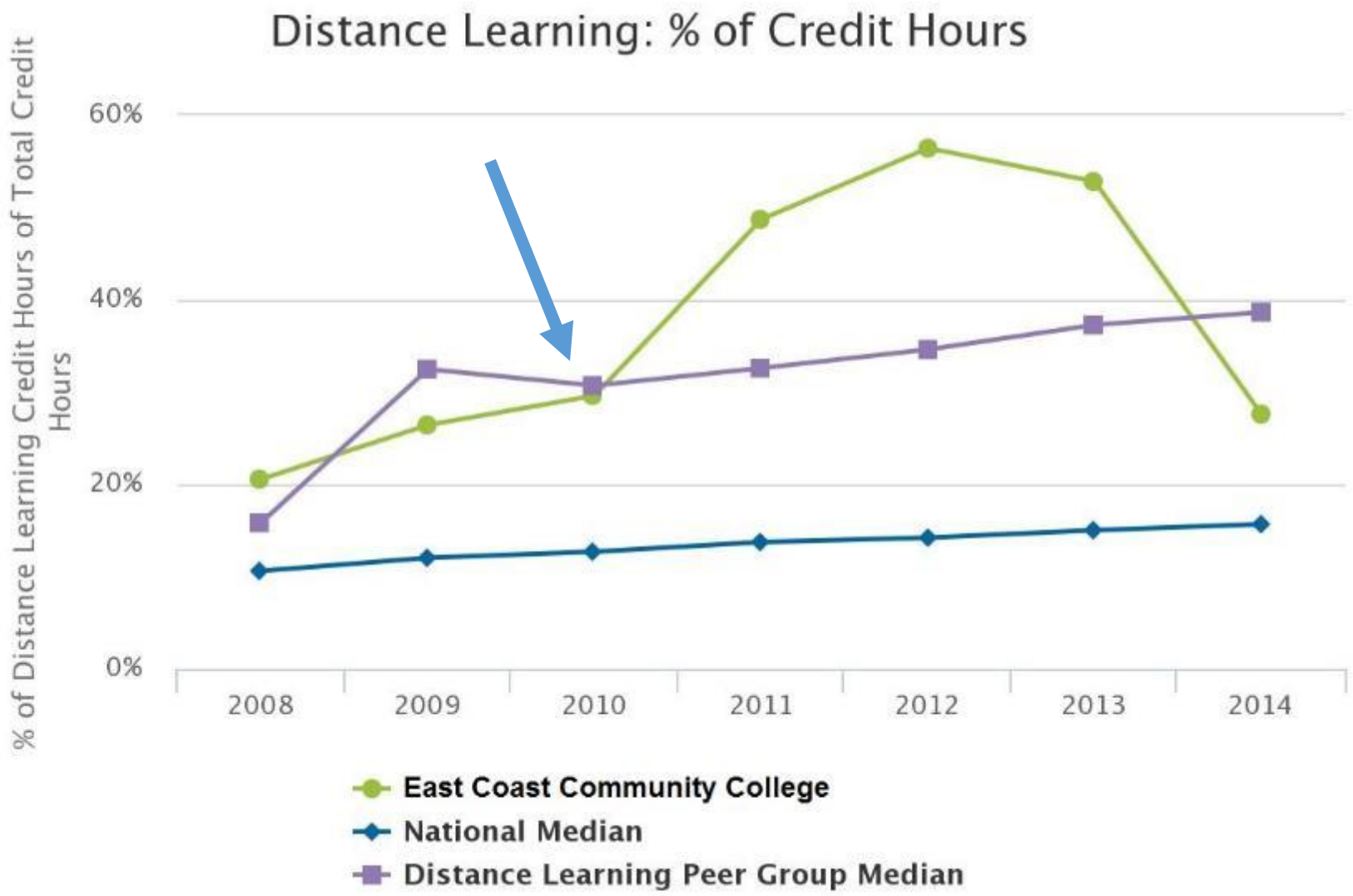
Free Community College

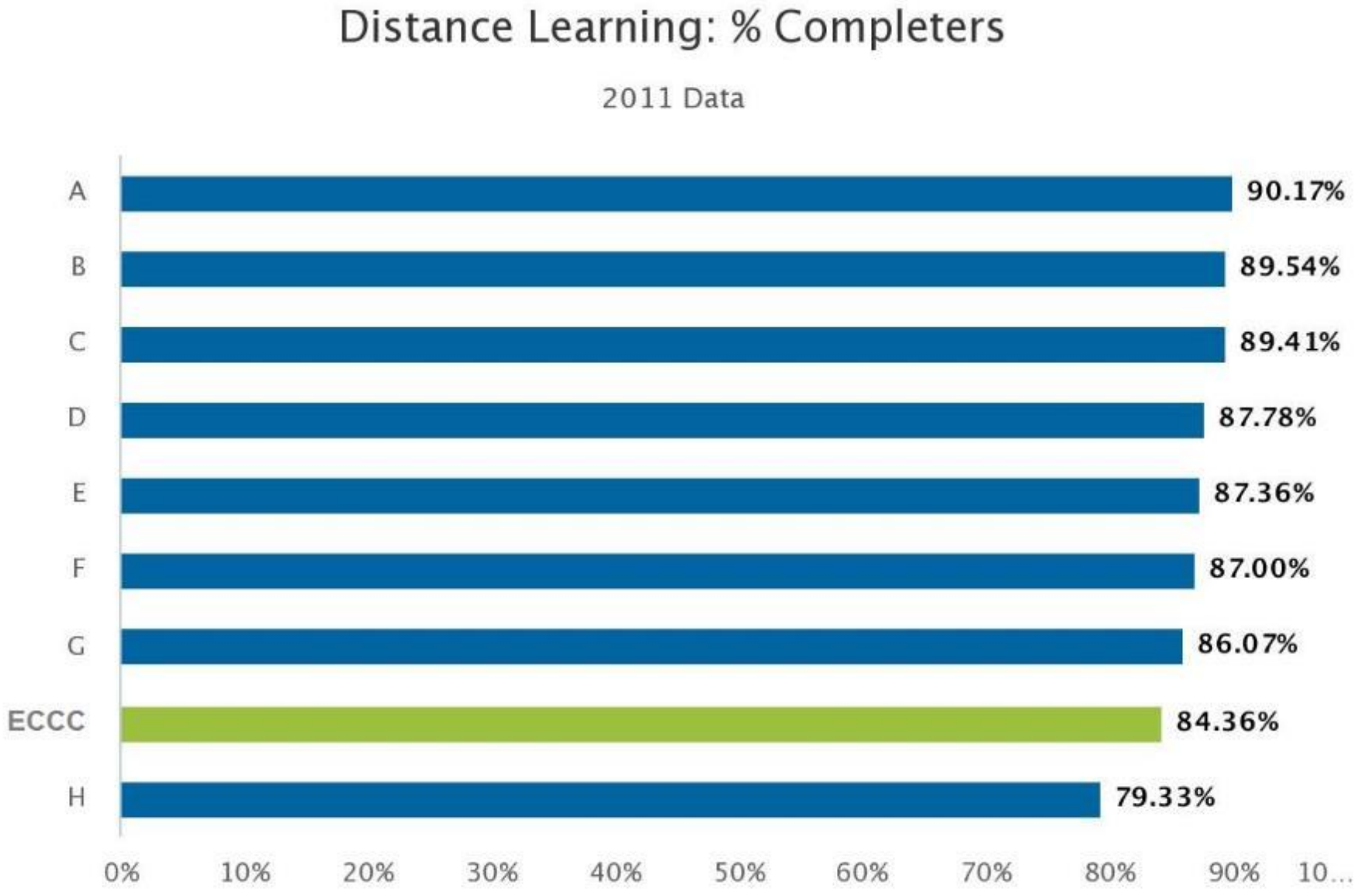


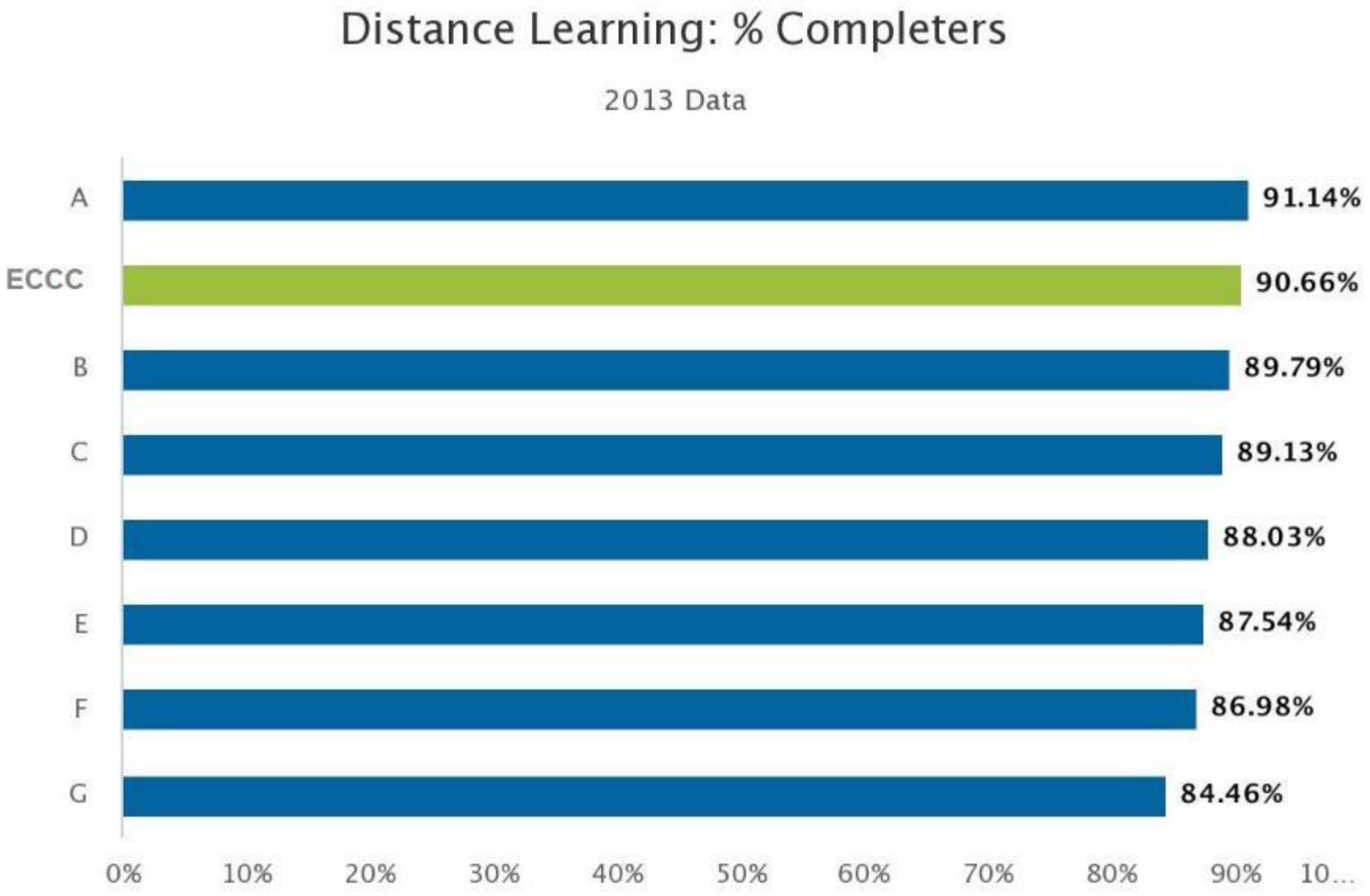
Free Community College -- Persistence

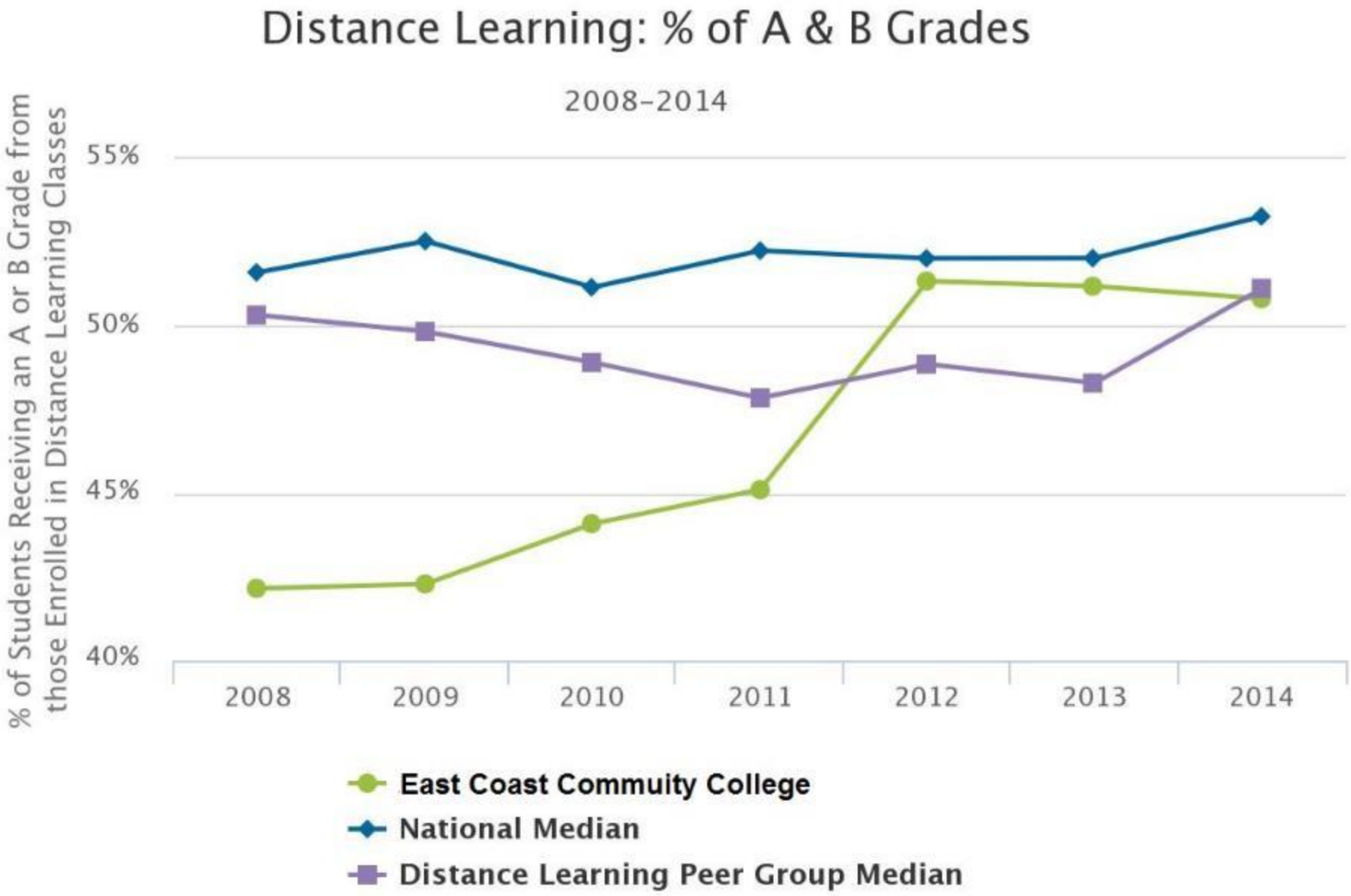


Distance Learning

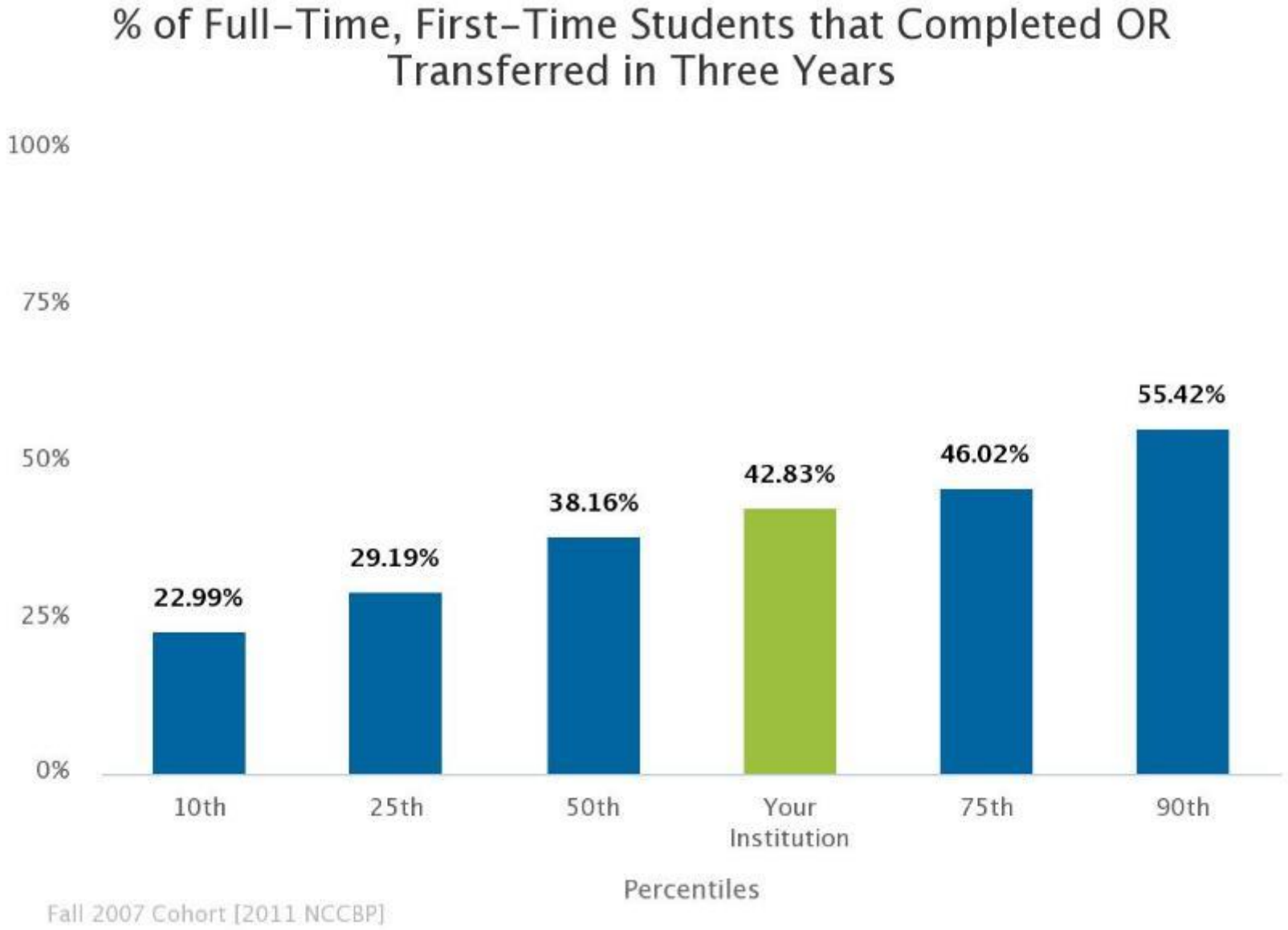



Distance Learning: % Completers
2011 Data
A
B
C
D
E
F
G
ECCC
H
90.17%
89.54%
89.41%
87.78%
87.36%
87.00%
86.07%
84.36%
79.33%
0%
10%
20%
30%
40%
50%
60%
70%
80%
90%
10...

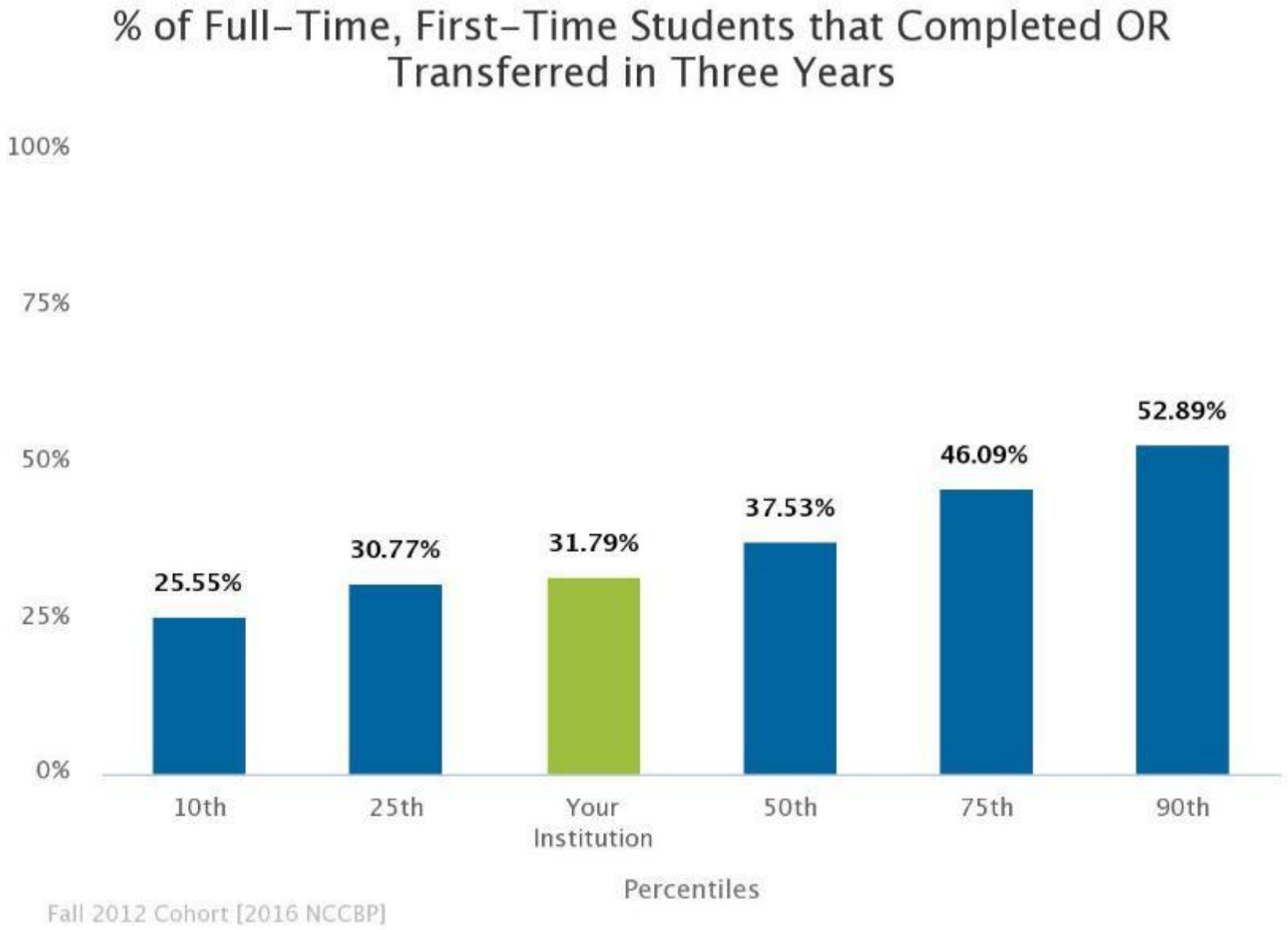

Distance Learning: % Completers
2013 Data
A
ECCC
B
C
D
E
F
G
91.14%
90.66%
89.79%
89.13%
88.03%
87.54%
86.98%
84.46%
0%
10%
20%
30%
40%
50%
60%
70%
80%
90%
10...


Distance Learning: % of A & B Grades
2008-2014
% of Students Receiving an A or B Grade from those Enrolled in Distance Learning Classes
55%
50%
45%
40%
2008
2009
2010
2011
2012
2013
2014
East Coast Commuity College
National Median
Distance Learning Peer Group Median

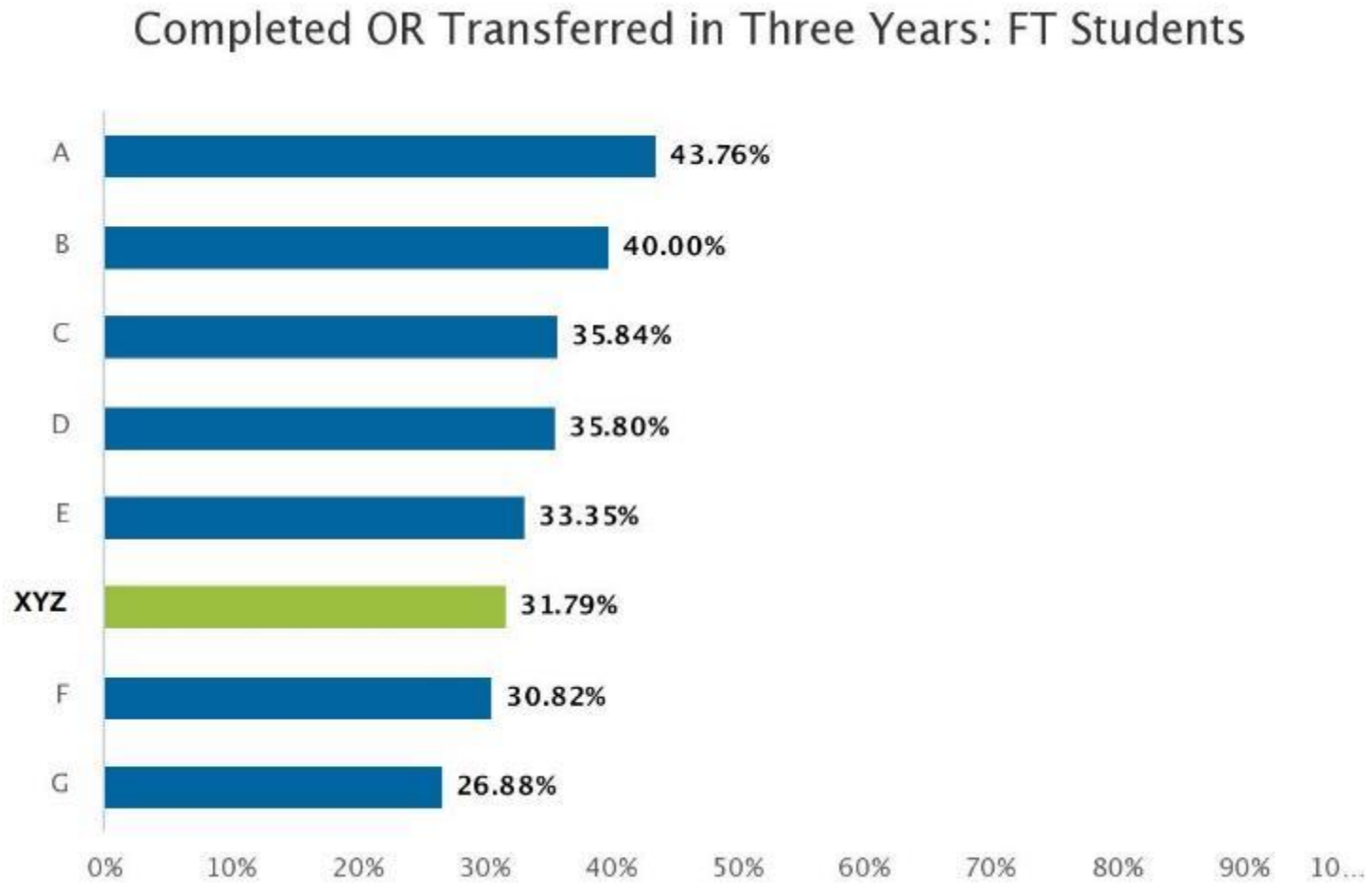
Before Guided Pathways



After Guided Pathways

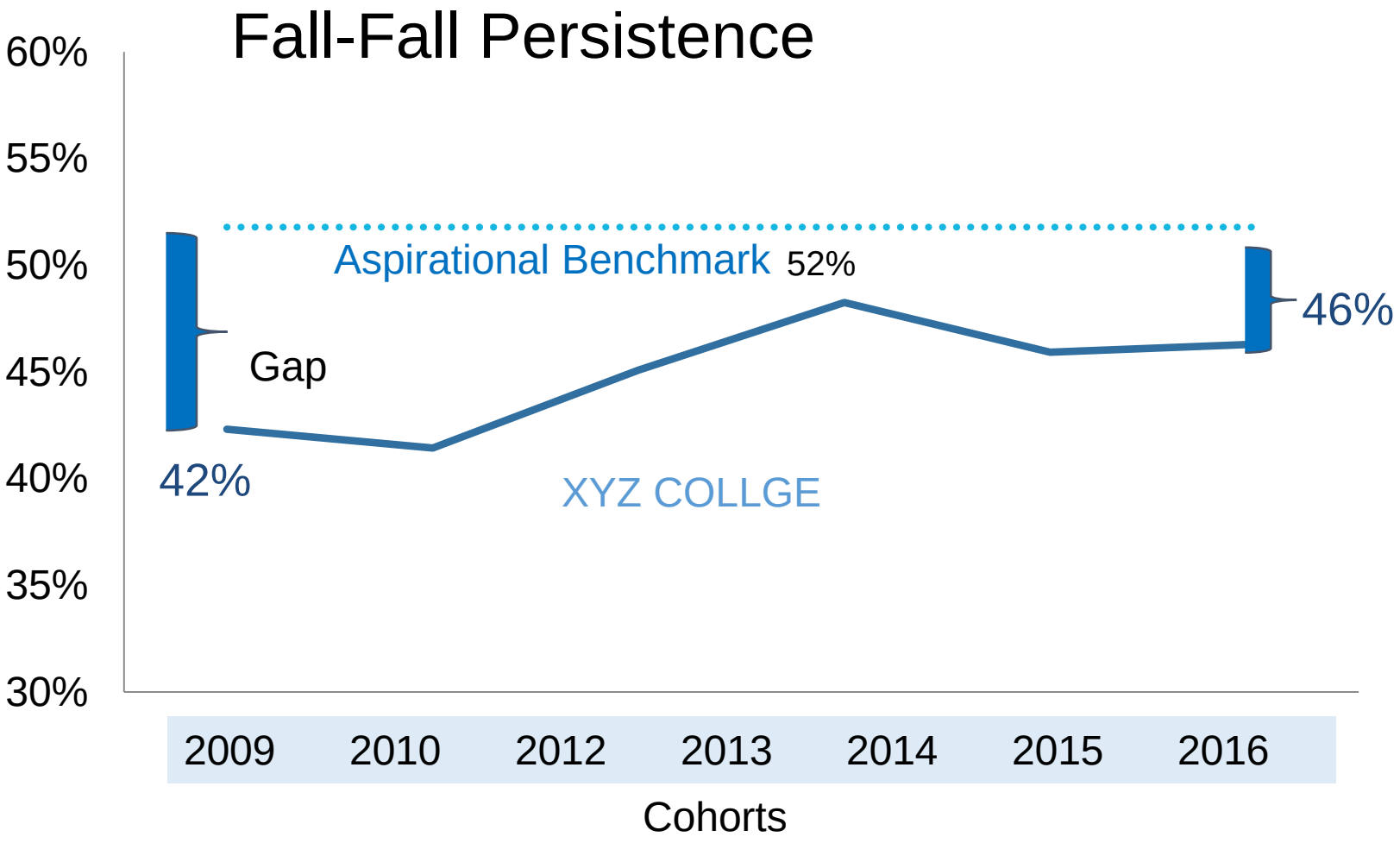


After Guided Pathways - Peers



Guided Pathways - Trends

Gap Analysis



Tips for Assessing Initiatives

- Plan how you are going to measure success ahead of time and stick with the message
- Choose measures carefully
- Set goals for the initiative's success rates (aspirational benchmarks)
- One initiative at a time
- More than one measure may be appropriate
- Continue to track progress
- Use Gap Analysis

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BY SCOTT ADAMS

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Take Aways

- Trend analysis and peer comparisons are tools for evaluating effectiveness of initiatives
- Use benchmarking to determine where you need improvements and to assess the results of initiatives
- Plan how to assess initiative results BEFORE you implement the initiative

Crosswalk: HLC and NCCBP

Lou Guthrie, Director, National Higher Education Benchmarking Institute

Higher Learning Commission
Policy Title: Criteria for Accreditation CRRT.B.10.010

Higher Learning Commission Policy Book, June 2016

Information highlighted in blue refers to specific sections of the National Community College Benchmark Project (NCCBP) that can be used to provide data to support the accreditation criterion. The data could be available as comparison data with national medians, comparisons with peer colleges or trends of a single institution.

National Community College Benchmark Project, 2017

Criterion 1: Mission

Core Components

1.A. The institution's mission is broadly understood within the institution and guides its operations

1. The mission statement is developed through a process suited to the nature and culture of the institution and is adopted by the governing board
2. The institution's academic programs, student support services, and enrollment profile are consistent with its stated mission.

NCCBP Form 18. Student Services: FTE Staff/Student Ratio

Information in this form can be used to illustrate that student support services staff to student ratios are consistent with its stated mission

NCCBP Form 1. Student Information

Enrollment information is available in this form, including full-time and part-time breakouts, Pell elibible and recipient students, race/ethnicity break-downs, first-generation, median student age, sex of students and other characteristics can be used to illustrate that the insitution is consistent with its mission.

Contact Information

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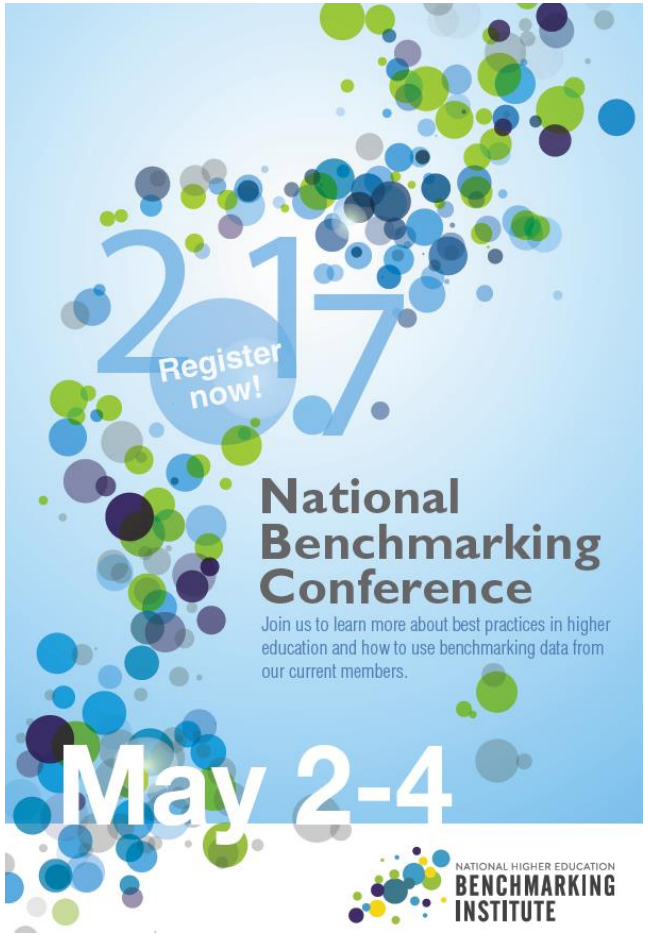
Learn More about Benchmarking and Best Practices

BenchmarkingInstitute.org

Maria Harper-Marinick

Randy Swing



Benchmarking Projects for Community Colleges

National Community College Benchmark Project

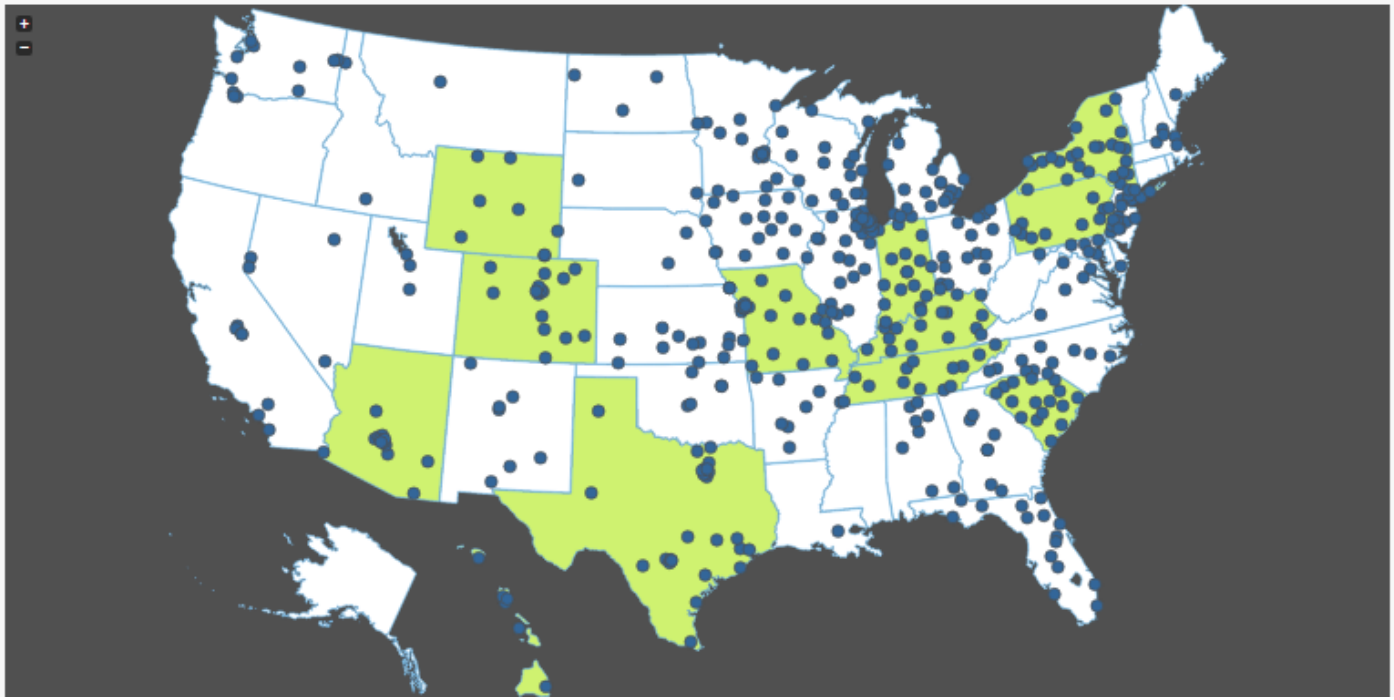
https://nccbp.org/

NCC BP National Community College Benchmark Project | Credit & Non-credit

PEER INSTITUTIONS

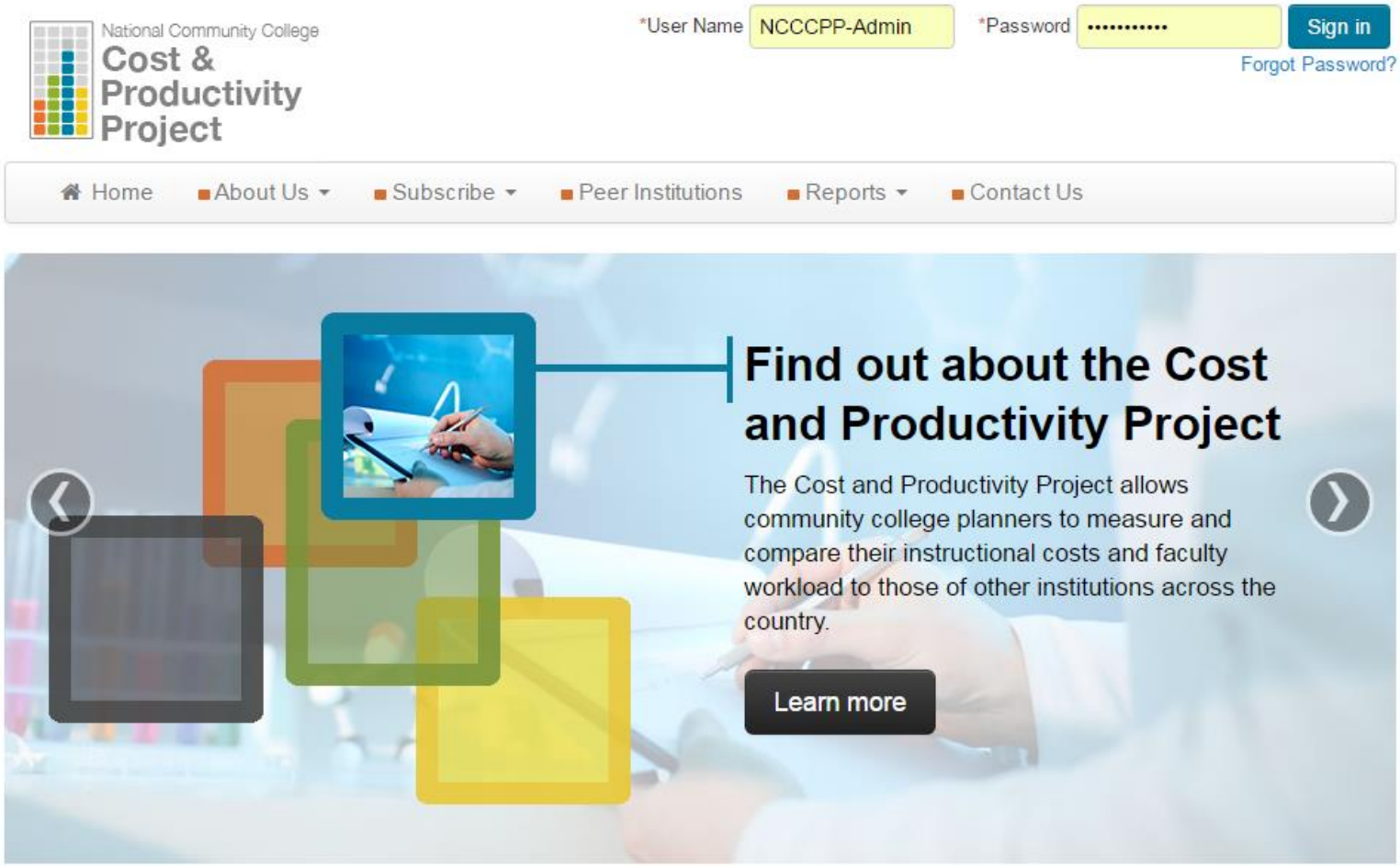
Since 2004, over 400 two-year institutions have participated in the National Community College Benchmark Project (NCCBP) including the state systems of New York (SUNY), Indiana (Ivy Tech), Missouri, Pennsylvania, Wyoming, Hawaii, South Carolina and other systems including Maricopa County and Dallas County Community College District.

The states with system members are highlighted in green. To see a list of member colleges, click on each state. The blue dots represent colleges that have participated in the NCCBP for at least one year between 2007 and 2017.



Cost and Productivity Project

https://costandproductivity.org/



CCSSE http://www.ccsse.org/

Calendar | Join | Contact | Logout

CCSSE
Community College Survey of Student Engagement

About *CCSSE* | National Results | About the Survey | *CCSSE* Refresh | Faculty Survey | Tools | Members Only

Why *CCSSE*?

The Community College Survey of Student Engagement (*CCSSE*), a product and service of the Center for Community College Student Engagement, is a well-established tool that helps institutions focus on good educational practice and identify areas in which they can improve their programs and services for students.

Administered during the spring to mostly returning students, *CCSSE* asks about institutional practices and student behaviors that are highly correlated with student learning and retention. *CCSSE* serves as a complementary piece to the Survey of Entering Student Engagement (*SENSE*), with a more broad focus on the student experience.

CCSSE Registration Now Open for *CCSSE* 2017

Registration for the 2017 Community College Survey of Student Engagement (*CCSSE*) is currently underway. The Center invites community and technical colleges to participate and gain valuable insight into institutional practices and student behaviors that are highly correlated with student learning and retention.

The *CCSSE* instrument has been updated with a series of changes—edits to some items, removal of a few outdated items, and the addition of 11 items about Promising Practices—that will improve the quality of data available to colleges and make the survey more relevant in relation to changes in the community college field. All revisions were made with member colleges in mind, as the continued success of *CCSSE* ultimately depends on the survey's continued relevance and usefulness to the institutions it serves.

For more information, please contact info@cccse.org.

CCSSE 2015 Results Released

The Center is pleased to announce that the results from the

Ruffalo Noel Levitz

https://www.ruffalonl.com/

Satisfaction-Priorities Assessments

Strengthen the quality of student life and learning on your campus

Successful campuses continuously strive to improve the quality of the student experience. In order to do that, you need to know where to focus your efforts.

The Ruffalo Noel Levitz Satisfaction-Priorities Surveys help you pinpoint those challenges and priorities. They allow you to look at your institution inside and outside of the classroom, so you can analyze a wide spectrum of issues that affect the student experience. You'll see a clear picture of what you need to do now to improve student life, learning, and success.

Student Satisfaction Inventory™

The national standard in satisfaction assessment, the Student Satisfaction Inventory is ideal for traditional-aged undergraduate students.

Institutional Priorities Survey™

The companion survey to the Student Satisfaction Inventory, this instrument assesses the satisfaction and priorities of students as seen by administrators, faculty, and staff, offering a valuable comparison to your student data.

Upcoming Events

National Conference on Student Recruitment, Marketing, and Retention

★ Conference

July 26-28, 2016

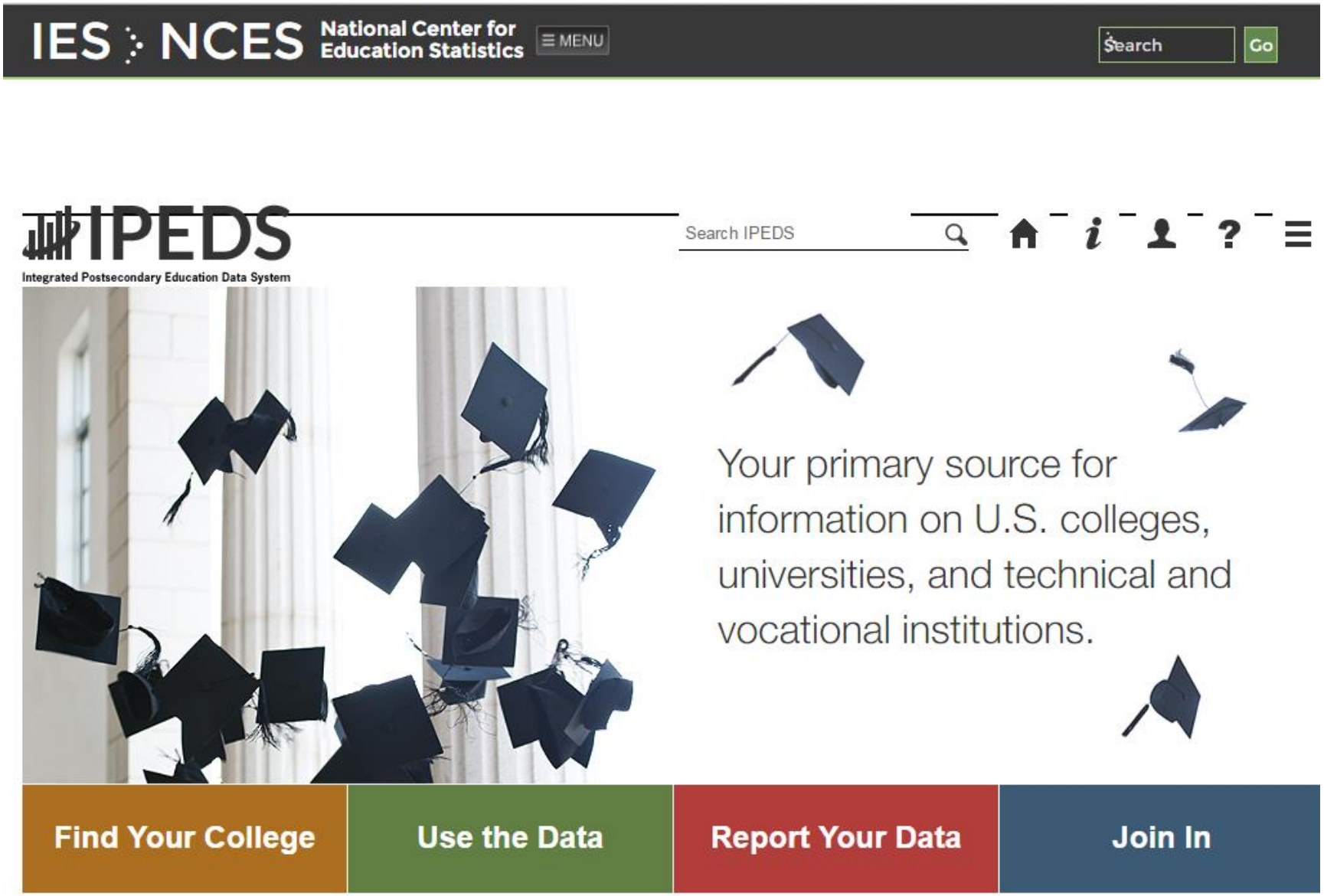
Dallas, TX

View all upcoming events »

Satisfaction-priorities research

These reports provide national benchmarks for student satisfaction and

IPEDS http://nces.ed.gov/ipeds/



IDEA's SRI

http://ideaedu.org/services/student-ratings-of-instruction/

Student Ratings of Instruction

The IDEA SRI is like no other system available for translating course evaluations into actionable steps to improve learning. The SRI system is supported by extensive research, controls for extraneous circumstances (e.g. class size, student motivation), and provides comparative scores. Faculty and administrators can easily integrate data into program planning, decision making, accreditation and institutional review processes. Through our partnership with Campus Labs, we offer a paperless solution with an intuitive, mobile-friendly interface.

Learn More

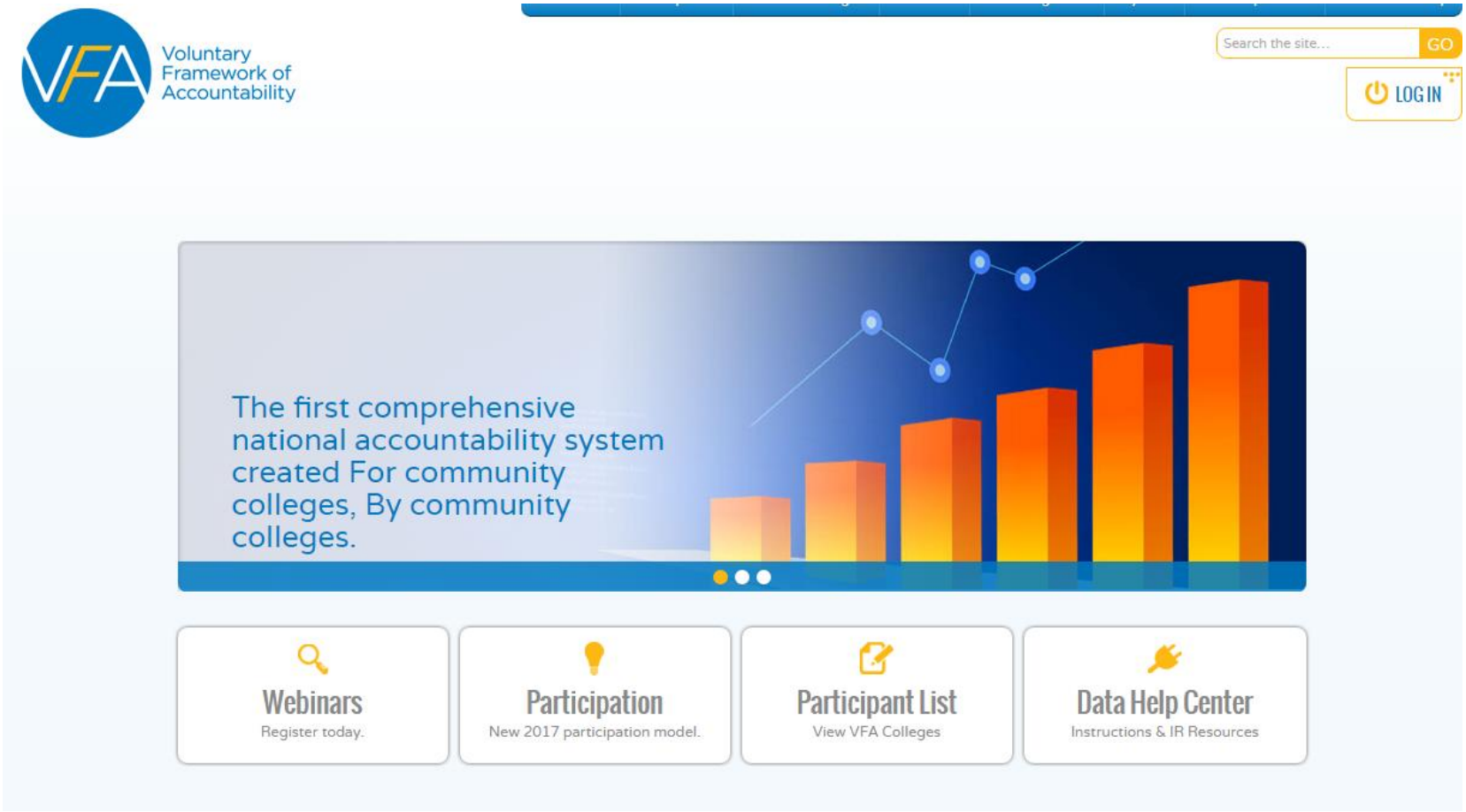
Feedback System for Administrators

Designed for executive leaders in higher education settings, IDEA's web-based Feedback System for Administrators gathers impressions on administrative styles, confidence, and job performance, while also identifying areas for improvement.

Learn More

VFA

http://vfa.aacc.nche.edu/Pages/default.aspx



Gallup/Purdue

http://www.purdue.edu/newsroom/gallup/

PURDUE UNIVERSITY | Gallup-Purdue Index

In the News | Resource Tools

- Survey: Former NCAA athletes fare well, but some males in pain
- Returning Vets Don't Feel Their College Understood Their Needs
- Graduates Exposed to Diversity Believe Degree More Valuable
- Second Gallup-Purdue Index asks: Is college worth the cost?

View more news

Gallup-Purdue Index Reports

Message from President Daniels

Support for Gallup-Purdue Index

Measuring the Most Important Outcomes of Higher Education

Purdue University, in partnership with Gallup and Lumina Foundation, released the inaugural Gallup-Purdue Index in May 2014. It is the largest representative study of college graduates in U.S. history.

The Gallup-Purdue Index measures the most important outcomes of higher education — Great Jobs, Great Lives — and provides higher education leaders with productive insights for meaningful performance improvements. The initiative aims to create a national movement toward a new set of measures, created by and for higher education, and to help foster a new level of accountability for the sector.

Purdue is charting a path of innovation, achievement and growth through its Purdue Moves initiative — leveraging our historic strengths within new organizational frameworks that harness the unstoppable power of this University. Based on the results of the Gallup-Purdue Index, Purdue is changing the student experience with greater focus on faculty-student interaction, increased internships, on-the-job training and experiential learning, and creative use of technology.

"Our survey clearly indicated that it wasn't so much where you go to college as much as it is how you go to college — what you extract from the campus experience. Students and their families are making a significant investment in college, and it should be done with eyes wide open."

Mitch Daniels, President
Purdue University

NACUBO

http://www.nacubo.org/Research.html

FEATURED PRODUCT

2015 Student Financial Services Benchmarking Study

The NACUBO Student Financial Services Policies and Procedures report illuminates a wide range of college and university student financial services issues. The report provides insights on tuition structures, collection procedures, financial literacy programs, and other facets of student financial service operations at NACUBO member institutions.

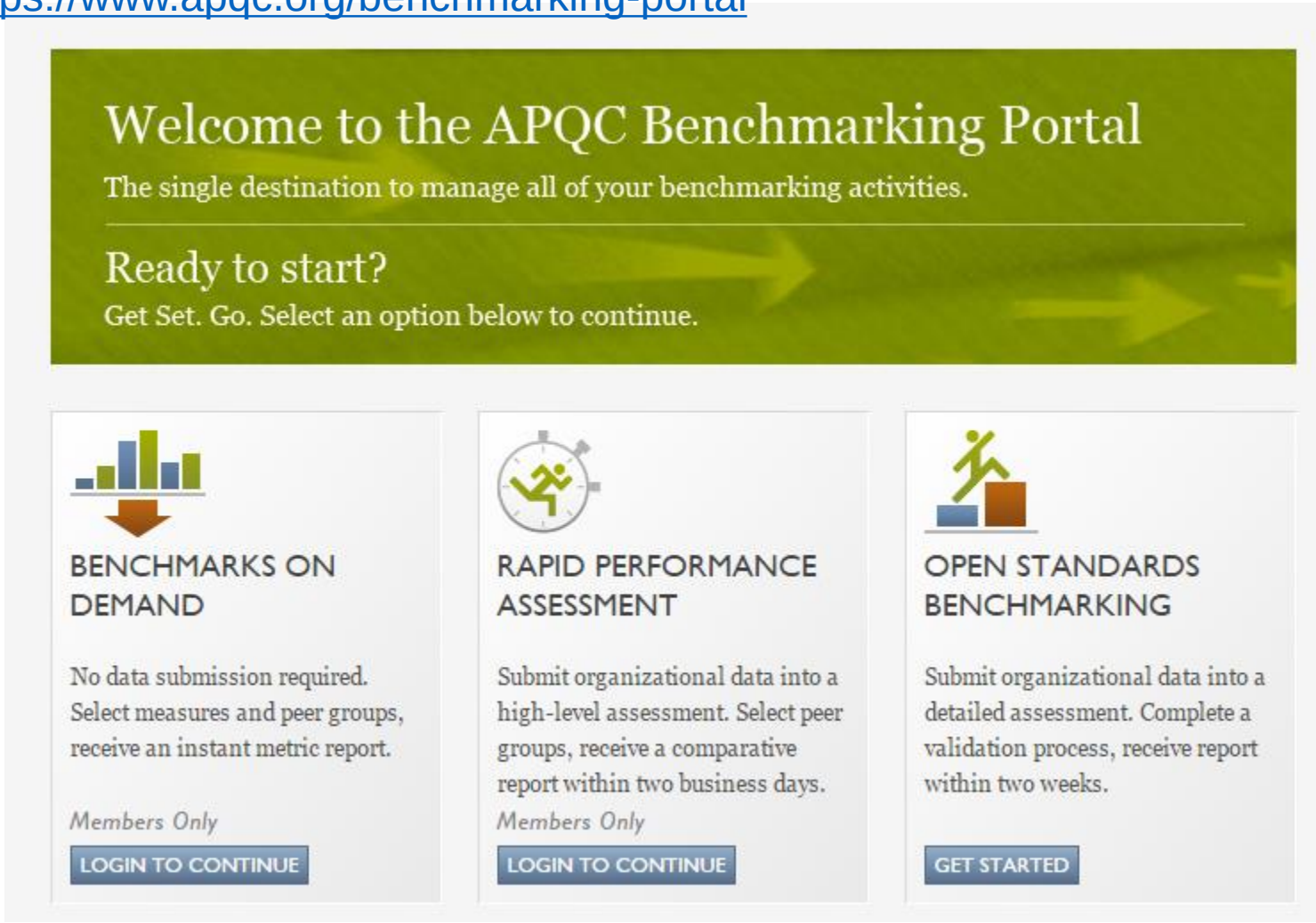
AAUP Faculty Compensation Survey

https://research.aaup.org/

SURVEY

The Faculty Compensation Survey is conducted annually by the **American Association of University Professors**. It is the largest independent source of data on both full-time and part-time faculty salaries and benefits. The survey is open to both two- and four-year United States colleges and universities. The study collects data on more than 375,000 faculty members from over 1,100 institutions. All 50 states and Puerto Rico are represented. Learn how to become a part of this important research. The ***Annual Report on the Economic Status of the Profession*** based on the FCS is published in the March-April issue of *Academe*, the AAUP magazine.

The survey includes both salary and benefit information by gender and by faculty rank -- professor, associate, assistant, instructor, lecturer, and faculty without a rank. Benefit information includes data on retirement, medical, dental, disability, tuition, FICA, unemployment, group life, and worker's compensation. Compensation information for senior administrators is also included, and there is a section covering part-time faculty and graduate teaching assistants.

APQC – American Productivity and Quality Center

https://www.apqc.org/benchmarking-portal