Kirkwood

October 12, 2007

Data-Informed Leadership and Process Improvement

Start Here. Go Anywhere!

www.kirkwood.edu
Kirkwood Futures Initiative

As a college, departments, and teams:

1.0 We set the standard for learning excellence.
2.0 We create personalized, engaging learning experiences.
3.0 We develop and deliver effective stakeholder-focused education and training.
4.0 We are engaged in a collaborative data-informed solutions culture.
5.0 We optimize the use of our finances, physical and technological infrastructure.
## Session Objectives

- Review highlights of three studies:
  1. Community College Benefits Study
  2. National Community College Benchmarking Project
  3. Community College Survey of Student Engagement

- Identify effective and ineffective data use practices
- Identify measures for College Action Statement
- Increase understanding of process-outcome relationships
Kirkwood Community College –
A Multi-Mission College

Kirkwood is a comprehensive, multi-mission learning-centered college.
Kirkwood Community College

What is Kirkwood’s economic impact on the community and students?

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Community College Benefits Study: Fact Sheet

• Why is it important for every administrator to understand the economic impact of Kirkwood on the community and students?

• Based upon this study what key insights and understandings do we share?
Kirkwood: A Multi-Mission College

**Academic Transfer**
- 100 Programs of Study
- Adult Basic Education
- Anytime/Anywhere Distance Learning
- Applied Science and Technology
- Arts and Sciences
- Career Edge Academies/Workplace Learning Connection
- Career Option Programs
- College 101
- Corrections Education
- Honors Program
- Interactive Instructional Television
- Learning Communities
- Service Learning
- Special Transfer Programs (ADVANCE, Bioinformatics, Biotechnology)

**Entrepreneurial College**
- 5000+ Continuing Education Classes
- Agri-Terrorism
- Avian Influenza
- Biofuels
- Community Colleges For International Development
- Heritage Senior Intern Program
- League For Innovation
- National Mass Fatalities Institute
- National Institute For Environmental Health and Safety

**Workforce Development**

**Employer Services**
- Grow Iowa Values Initiatives
- Organizational Assessments
- Skills To Employment Dislocated Worker Program
- Skills Advantage
- Small Business Development
- Specialized Occupational Certificates and Diplomas
- Training and Outreach Services
- VITAL

[www.kirkwood.edu](http://www.kirkwood.edu)
Kirkwood: A Multi-Mission College

What outcome measures focus us?

What data do we rely upon?

Academic Transfer

Workforce Development

Entrepreneurial College

What processes produce these results?

Have we mapped these processes?

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A Multi-Mission College With An Action Statement

By 2010 Kirkwood will increase enrollment, learner engagement/success through innovative program development and effective enrollment management processes.

How will we measure our progress on this statement? What data do we use? What processes do we improve?
What’s most important for us to remember about the data examined today?

- Data does not talk and will never tell us the whole story.
- How we frame our talk reveals what we value.
- How do/will we respond and react when we achieve at a high level?
- How do/will we respond and react when our outcomes are less than desirable?
- What processes must we improve to get better results?
National Community College Benchmarking Project

• Why is benchmarking information useful to us?
• How should we use it?
• What does this data tell us?

• Per this report what are our relative strengths?
• Per this report what are our weaker areas?
National Community College Benchmark Project
1.0 Learning Excellence and 2.0 Learner Experience

<table>
<thead>
<tr>
<th>Satisfaction</th>
<th>Score</th>
<th>Percentile</th>
</tr>
</thead>
<tbody>
<tr>
<td>Choose To Attend This College Again</td>
<td>4.22/5.00</td>
<td>97th percentile</td>
</tr>
<tr>
<td>Overall Impression of Quality</td>
<td>3.98/5.00</td>
<td>78th percentile</td>
</tr>
</tbody>
</table>

www.kirkwood.edu
# National Community College Benchmark Project

## 1.0 Learning Excellence and 2.0 Learner Experience

<table>
<thead>
<tr>
<th>Institution-Wide Credit Grades (Fall 2005)</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Percent Withdrew</td>
<td>20.65% 94&lt;sup&gt;th&lt;/sup&gt; percentile</td>
</tr>
<tr>
<td>Percent Completed</td>
<td>79.35% 6&lt;sup&gt;th&lt;/sup&gt; percentile</td>
</tr>
<tr>
<td>Percent Completers Successful</td>
<td>86.60% 72&lt;sup&gt;nd&lt;/sup&gt; percentile</td>
</tr>
<tr>
<td>Percent A and B Grades</td>
<td>51.53% 27&lt;sup&gt;th&lt;/sup&gt; percentile</td>
</tr>
</tbody>
</table>

**Academic Success:** Achievement of a grade of A, B, C or P for a course.
# National Community College Benchmark Project

1.0 Learning Excellence and 2.0 Learner Experience

<table>
<thead>
<tr>
<th>Distance Learning Grades (Fall 2005)</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Percent Withdrew</td>
<td>28.62%</td>
</tr>
<tr>
<td>Percent Completed</td>
<td>71.38%</td>
</tr>
<tr>
<td>Percent Completers Successful</td>
<td>84.72%</td>
</tr>
<tr>
<td>Percent A and B Grades</td>
<td>46.65%</td>
</tr>
</tbody>
</table>

**Academic Success:** Achievement of a grade of A, B, C or P for a course.
# National Community College Benchmark Project

## 1.0 Learning Excellence and 2.0 Learner Experience

<table>
<thead>
<tr>
<th>Credit Developmental/Remedial Course Retention (Fall 2005)</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Math Retention Rate</td>
<td>76.25%</td>
<td>23rd percentile</td>
</tr>
<tr>
<td>Writing Retention Rate</td>
<td>91.37%</td>
<td>76th percentile</td>
</tr>
<tr>
<td>Reading/Writing Retention Rate</td>
<td>97.03%</td>
<td>95th percentile</td>
</tr>
<tr>
<td>Reading Retention Rate</td>
<td>92.11%</td>
<td>75th percentile</td>
</tr>
</tbody>
</table>

**Retention Rate:** Rate of students who did not graduate and are still enrolled in the institution.
# National Community College Benchmark Project

## 1.0 Learning Excellence and 2.0 Learner Experience

<table>
<thead>
<tr>
<th>Retention in Core Academic Skill Areas (Fall 2005)</th>
</tr>
</thead>
<tbody>
<tr>
<td>English Comp I Retention Rate</td>
</tr>
<tr>
<td>English Comp II Retention Rate</td>
</tr>
<tr>
<td>College Algebra Retention Rate</td>
</tr>
<tr>
<td>Speech Retention Rate</td>
</tr>
</tbody>
</table>

**Retention Rate:** Rate of students who did not graduate and are still enrolled in the institution.
# National Community College Benchmark Project

## 1.0 Learning Excellence and 2.0 Learner Experience

<table>
<thead>
<tr>
<th>Credit, College-Level (Non-Developmental) Course Retention (Fall 2005)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Retention Rate</td>
</tr>
<tr>
<td>Enrollee Success Rate</td>
</tr>
<tr>
<td>Completer Success Rate</td>
</tr>
</tbody>
</table>

**Retention Rate**: Rate of students who did not graduate and are still enrolled in the institution.

**Enrollee Success Rate**: Rate of students achieving grades of A, B, C or P to those students enrolled in the course.

**Completer Success Rate**: Rate of students achieving grades of A, B, C or P to those students completing the course (grades of A, B, C, D, P or F).
National Community College Benchmark Project
1.0 Learning Excellence and 2.0 Learner Experience

<table>
<thead>
<tr>
<th>Credit Developmental/Remedial Enrollee Success in First College-Level Courses (Fall 2004 Cohort)</th>
</tr>
</thead>
<tbody>
<tr>
<td>*Math Enrollee Success Rate</td>
</tr>
<tr>
<td>Writing Enrollee Success Rate</td>
</tr>
</tbody>
</table>

* Of the 446 students who successfully completed the highest level developmental math course in Fall 2004 (i.e. grade of A, B, C, or P), 190 enrolled in a college-level math course within one year and 133 successfully completed that course.

**Enrollee Success Rate:** Rate of students achieving grades of A, B, C or P to those students enrolled in the course.
• Of those starting in a developmental math course, approximately 46% successfully complete the course.

• Of those students, less than 30% successfully complete a college-level math course.
## National Community College Benchmark Project

### 3.0 Partnerships

<table>
<thead>
<tr>
<th>High School Graduates Enrolling At Institution (Fall 2005)</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>% of Enrolling Public High School Students</td>
<td>28.88%</td>
<td>84&lt;sup&gt;th&lt;/sup&gt; percentile</td>
</tr>
<tr>
<td>% of Enrolling Private High School Students</td>
<td>11.96%</td>
<td>46&lt;sup&gt;th&lt;/sup&gt; percentile</td>
</tr>
</tbody>
</table>
National Community College Benchmark Project

3.0 Partnerships

<table>
<thead>
<tr>
<th>Student Performance At Transfer Institutions (Most Recent AY)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cumulative First Year GPA</td>
</tr>
<tr>
<td>Average First-Year Credit Hours</td>
</tr>
</tbody>
</table>

Transfer Performance: Performance of students with 12 credits or more who transferred to public or private four-year institutions during the most recent academic year for which data are available.
National Community College Benchmark Project

3.0 Partnerships

<table>
<thead>
<tr>
<th>Fiscal Year Business and Industry Productivity (2006)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Companies Served</td>
</tr>
<tr>
<td>Net Revenue</td>
</tr>
</tbody>
</table>
**National Community College Benchmark Project**

**3.0 Partnerships**

<table>
<thead>
<tr>
<th>Market Penetration: Credit and Non-Credit Students (2005-06)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Credit Student Penetration Rate</td>
</tr>
<tr>
<td>Non-Credit Student Penetration Rate</td>
</tr>
</tbody>
</table>

**Penetration Rate:** Rate of participation within a service area.
### Proportions of Students That Complete a Degree or Certificate or Transferred Within Three Years (Fall 2003 Cohort)

<table>
<thead>
<tr>
<th></th>
<th>Completed Degree</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Full-time, first-time</td>
<td>33.11%</td>
<td>89&lt;sup&gt;th&lt;/sup&gt; percentile</td>
</tr>
<tr>
<td>Part-time, first-time</td>
<td>7.22%</td>
<td>61&lt;sup&gt;st&lt;/sup&gt; percentile</td>
</tr>
<tr>
<td><strong>Transferred</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Full-time, first-time</td>
<td>19.65%</td>
<td>61&lt;sup&gt;st&lt;/sup&gt; percentile</td>
</tr>
<tr>
<td>Part-time, first-time</td>
<td>20.28%</td>
<td>88&lt;sup&gt;th&lt;/sup&gt; percentile</td>
</tr>
<tr>
<td><strong>Completed and Transferred</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Full-time, first-time</td>
<td>52.76%</td>
<td>83&lt;sup&gt;rd&lt;/sup&gt; percentile</td>
</tr>
<tr>
<td>Part-time, first-time</td>
<td>27.50%</td>
<td>87&lt;sup&gt;th&lt;/sup&gt; percentile</td>
</tr>
</tbody>
</table>

**Completion and Transfer:** Based on the unduplicated credit headcounts of first-time, full- and part-time degree- and certificate-seeking students.
# National Community College Benchmark Project

## 4.0 People and Culture

<table>
<thead>
<tr>
<th>Service</th>
<th>Staff Size</th>
<th>FTE</th>
<th>Percentile</th>
</tr>
</thead>
<tbody>
<tr>
<td>Career Services</td>
<td>30,224</td>
<td>.50 FTE</td>
<td>99th percentile</td>
</tr>
<tr>
<td>Counseling/Advising</td>
<td>1,555</td>
<td>9.72 FTE</td>
<td>81st percentile</td>
</tr>
<tr>
<td>Recruitment/Admissions/Registration</td>
<td>1,715</td>
<td>8.81 FTE</td>
<td>82nd percentile</td>
</tr>
<tr>
<td>Financial Aid</td>
<td>2,067</td>
<td>7.31 FTE</td>
<td>69th percentile</td>
</tr>
<tr>
<td>Student Activities</td>
<td>7,556</td>
<td>2.00 FTE</td>
<td>89th percentile</td>
</tr>
<tr>
<td>Testing and Assessment Services</td>
<td>2,084</td>
<td>7.25 FTE</td>
<td>30th percentile</td>
</tr>
</tbody>
</table>
Community College Survey of Student Engagement (CCSSE)

- Why study engagement?
- What does our CCSSE data tell us?
## Community College Survey of Student Engagement (CCSSE)

<table>
<thead>
<tr>
<th>Benchmark</th>
<th>Kirkwood 2005</th>
<th>Kirkwood 2007</th>
</tr>
</thead>
<tbody>
<tr>
<td>Active and Collaborative Learning</td>
<td>51.0</td>
<td>53.0</td>
</tr>
<tr>
<td>Student Effort</td>
<td>46.3</td>
<td>43.8</td>
</tr>
<tr>
<td>Academic Challenge</td>
<td>49.7</td>
<td>50.0</td>
</tr>
<tr>
<td>Student-Faculty Interaction</td>
<td>51.1</td>
<td>52.6</td>
</tr>
<tr>
<td>Support for Learners</td>
<td>48.0</td>
<td>48.5</td>
</tr>
</tbody>
</table>
# Community College Survey of Student Engagement (CCSSE)

<table>
<thead>
<tr>
<th>Benchmark</th>
<th>Kirkwood Ranking - XL Colleges</th>
</tr>
</thead>
<tbody>
<tr>
<td>Active and Collaborative Learning</td>
<td>7th out of 30</td>
</tr>
<tr>
<td>Student Effort</td>
<td>28th out of 30</td>
</tr>
<tr>
<td>Academic Challenge</td>
<td>16th out of 30</td>
</tr>
<tr>
<td>Student-Faculty Interaction</td>
<td>6th out of 30</td>
</tr>
<tr>
<td>Support for Learners</td>
<td>12th out of 30</td>
</tr>
</tbody>
</table>
Community College Survey of Student Engagement (CCSSE)

Student Effort Compared to XL Colleges

- **Small Colleges**
- **Medium Colleges**
- **Large Colleges**
- **Extra-Large Colleges**

<table>
<thead>
<tr>
<th>Benchmark Score</th>
<th>A. Your College</th>
<th>B. Your Group</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>43.8</td>
<td>49.2</td>
</tr>
<tr>
<td></td>
<td>51.1</td>
<td>50.1</td>
</tr>
<tr>
<td></td>
<td>50.1</td>
<td>49.5</td>
</tr>
</tbody>
</table>

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Community College Survey of Student Engagement (CCSSE)

Student Effort Compared to Iowa Colleges

![Bar Chart]

Benchmark Score

A. Your College
B. Your Group

43.8
49.0
Before we begin discussing setting a retention measure for the college, let’s take a quick look at how many students we have lost since the official count day.
Enrollment Result Indicator

By 2010, increase fall credit course retention rate by ___% in 2008-09 and ___% in 2009-10.

Assumption: Maintenance of 15,000 students plus retained enrollees with 6 credit hours at $100 per credit hour.

<table>
<thead>
<tr>
<th>Increase</th>
<th>1%</th>
<th>2%</th>
<th>3%</th>
<th>4%</th>
<th>5%</th>
<th>6%</th>
<th>7%</th>
<th>8%</th>
<th>9%</th>
<th>10%</th>
</tr>
</thead>
<tbody>
<tr>
<td>%ile</td>
<td>10\textsuperscript{th}</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>70\textsuperscript{th}</td>
</tr>
<tr>
<td># student</td>
<td>150</td>
<td>300</td>
<td>450</td>
<td>600</td>
<td>750</td>
<td>900</td>
<td>1050</td>
<td>1200</td>
<td>1350</td>
<td>1500</td>
</tr>
<tr>
<td>$</td>
<td>$90K</td>
<td>$180K</td>
<td>$270K</td>
<td>$360K</td>
<td>$450K</td>
<td>$540K</td>
<td>$630K</td>
<td>$720K</td>
<td>$810K</td>
<td>$900K</td>
</tr>
</tbody>
</table>
Introduction to Process-Outcome Improvement

Definition of a Process

A process is an end-to-end organized group of related activities that together create a result of value for our learners and/or partners.
Introduction to Process-Outcome Improvement

Old Process Model

INPUT

OUTPUT
Introduction to Process-Outcome Improvement

Continuous Process Improvement Model

**INPUT**
Learner and partner needs and wants

**PROCESS**
Our mapped “end-to-end organized group of related activities/decisions that we study to create results of value for our learners and/or partners.”

**OUTPUT**
Measures of value created for our learners and partners

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Introduction to Process-Outcome Improvement

What process-outcome model are we seeking to master?
Introduction to Process-Outcome Improvement

**Process Improvement** (collaborative process learning indicators)

**What we control**
- Decision to use and share best practices
- Choices to learn together and trust
- Skills to map out our processes
- Effort to document process improvements
- Maintain inventory of shared maps

**Process Measure** (leading indicators)

**What we monitor/adjust**
- Examine early indicators
- Study process in action
- Make predictions
- Make adjustments

**Outcome Measure** (lagging indicators)

**What happened**
- Analyze numbers _after_ process is over

**Impact Measure** (overall generalized result)

**What we think/do/accept**
- Decide what to increase, decrease, refine, or keep the same
- Invest in innovation, process improvement, or maintain the status quo (live with what we have always done)
Introduction to Process-Outcome Improvement

**Process Improvement** (collaborative process learning indicators)

**Process Measure** (leading indicators)

**Outcome Measure** (lagging indicators)

**Impact Measure** (overall generalized result)

**What we control**

**What we monitor/adjust**

**What happened**

**What we think/do/accept**

**Recruitment Example**

- Design/map process to best benefit potential student and college; design into process “value add’s” and make sure waste is removed
- # of applications requested
- # of applications received
- Proportion of those who enroll
- Student satisfaction with process
- Increased, decreased, or same enrollment

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Introduction to Process-Outcome Improvement

**Process Improvement** (collaborative process learning indicators)
What we control

**Process Measure** (leading indicators)
What we monitor/adjust

**Outcome Measure** (lagging indicators)
What happened

**Impact Measure** (overall generalized result)
What we think/do/accept

**Retention Example**

• Design/map process to best ensure student success—value added early interventions

• # of student early alerts with documented follow-up interventions per subject area

• Proportion of those who return from fall-to-spring and fall-to-fall and enroll in at least 6 hours

• Increased, decreased, or same enrollment

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