

## A collage titled "KATKELL" featuring a tiger mascot, a crowd, and the text "Unleash Your Voice". The collage is layered with torn paper effects. The top section shows a crowd of people at an event. Below this, a large, stylized tiger head logo is prominent. The text "Unleash Your Voice" is written in a large, white, sans-serif font across the middle. At the bottom, a cartoon tiger mascot is shown running. The background is a mix of black and white photos of people and a repeating pattern of the word "COLLEGE".

**Original Artwork by Katrell Austin**

May 2, 2025





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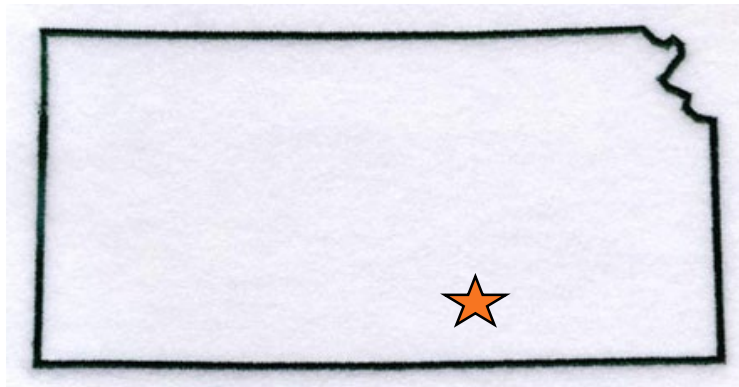


**2023-2024: 3,130 students**



**Over 50 Transfer pathways  
27 Career & Technical programs**

**Cowley College is committed to providing opportunities for learning excellence, personal achievement, and community engagement.**



**COWLEY  
COLLEGE**



# Learning Outcomes

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Attendees will learn:

- About metrics included with membership in the National Community College Benchmarking Project.
- About common data sources available publicly through IPEDS and by the State of Kansas.
- How dashboards can be used to clearly communicate data results to colleagues employed outside the data office.
- How the IE Office created a comprehensive review that demonstrates the College's commitment to shared governance.
- How the IE Office assesses the effectiveness of campus knowledge management to support organizational change and continued activities to address deficiencies.



# **The Purpose of the AIM**

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***Does Cowley College demonstrate commitment as an open-admissions community college?***

**Educational  
Access**

***Does Cowley College support students through curriculum, financial support, and services that remove roadblocks to retention?***

**Student  
Retention**

***Are Cowley College's students able to achieve their educational goals through award completion and job readiness?***

**Student  
Success**

**Institutional  
Effectiveness**

***Does Cowley College create sustainable organizational action that prioritizes student success?***



# Climbing the Quality Mountain

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Creation of teams for annual review

Creation of annual review schedule

Adoption of methods to access success

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Tableau dashboard creation

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Review of 2019 AIM metrics & targets

Review of data sources for benchmarking

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Selection of tools to assess organizational change

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Identification of Critical Success Factors

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# Comprehensive Understanding through Multiple Data Sources

**Customized IPEDS DATA FEEDBACK REPORT 2024**

**Traditional Credit/ Comprehensive Indicators**

**Enrollment Tracking**

Support tracking and comparing trends the registration process leading up to the start of classes and the subsequent census dates.



[https://kansasregents.gov/data/system\\_data](https://kansasregents.gov/data/system_data)

<https://nces.ed.gov/ipeds/use-the-data>

<https://nccbp.org/>

**Kansas Higher Education Statistics**

Profiles | High School | Fall Census | Enrollment | Retention | Transfers | Credentials | Graduation | Student Success Index | Employment & Wages | Tuition | Finance | Resources



# AIM: Educational Access

**Integrated  
PostSecondary Data  
System/Data  
Feedback Report  
(IPEDS)**

**% of all students  
enrolled, by  
race/ethnicity and % of  
students who are women  
(DFR: Fall Enrollment  
Survey)**

**Kansas Higher  
Education Statistics  
(KHEStats)**

**Enrollment for all  
delivery methods by  
headcount and  
Race/ethnicity**

**National Community  
College  
Benchmarking Project  
(NCCBP)**

**High school graduates  
(Form 13)**

**Noel Levitz Student  
Satisfaction Inventory  
(SSI)**

**Admissions & Financial  
Aid Scale Items**

**Campus Support Scale  
Items**

**Support Services Scale  
Items**





# AIM: Retention

## Integrated PostSecondary Data System/Data Feedback Report (IPEDS)

First to second fall retention of first time, degree seeking (DGS) students

Average net price of attendance for first time, full time, DGS students

% first time, full time, DGS students receiving grant aid by grant source

% of first time, full time DGS students receiving any type of loan

## National Community College Benchmarking Project (NCCBP)

Credit developmental retention, success (Form 8)

Credit developmental retention, success, first college-level (Form 9)

Retention & success core academic skills (Form 11a)

Online/distance learning credit hours & grades (Form 17)

## Noel Levitz Student Satisfaction Inventory (SSI)

Financial Aid Support

Sense of Belonging (Campus Climate & Student Centeredness Scales)

Challenges (Strategic Planning Report)



# AIM: Student Success

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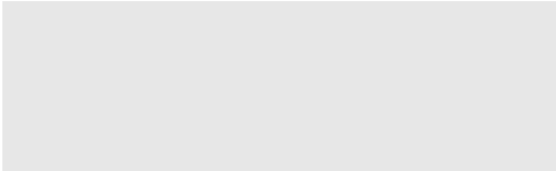
**Integrated  
PostSecondary Data  
System/Data  
Feedback Report  
(IPEDS)**

**Number of recipients &  
awards conferred**

**100% & 150%  
completion rates for first  
time students**

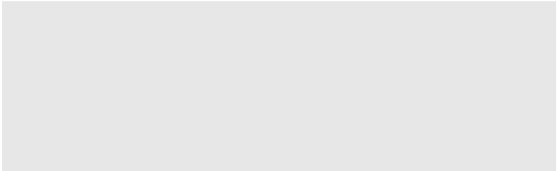
**Kansas Higher  
Education Statistics  
(KHEStats)**

**Transfer out to all state  
universities in Kansas:  
Average credit hours &  
transferred GPA**



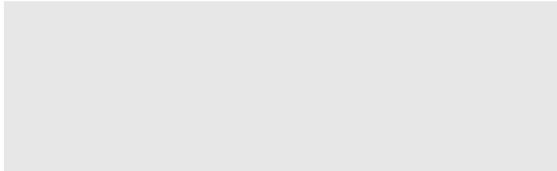
**Kansas Training  
Information Program  
(K-TIP)**

**Employment in Kansas  
for residents of Kansas  
(entry year following  
award completion)**



**National Community  
College  
Benchmarking Project  
(NCCBP)**

**100% completion &  
transfer out to four year  
institutions (Form 2)**



# AIM: Institutional Effectiveness

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1. **Student Goal Attainment:** Average athletic team GPA; Academic year DFW Rate (%)

2. **Satisfaction with Instruction:** CoursEval overall course satisfaction; SSI Instructional Effectiveness Scale

3a. **Use & Impact of Academic Support Services:** Co-curricular activities; Library; Tutoring

3b. **Use & Impact of Student Support Services:** Mental health & counseling services; satisfaction with residential housing

4. **Satisfaction with Support Services:** SSI Academic Advising, Admissions & Financial Aid, Campus Climate, Campus Services, Registration Effectiveness, & Student Centeredness Scales

5. **Financial Impact & Sustainability:** Cash carryover percentage; Audit report exceptions; Mill levy; Dorm utilization percentage



# AIM: Institutional Effectiveness

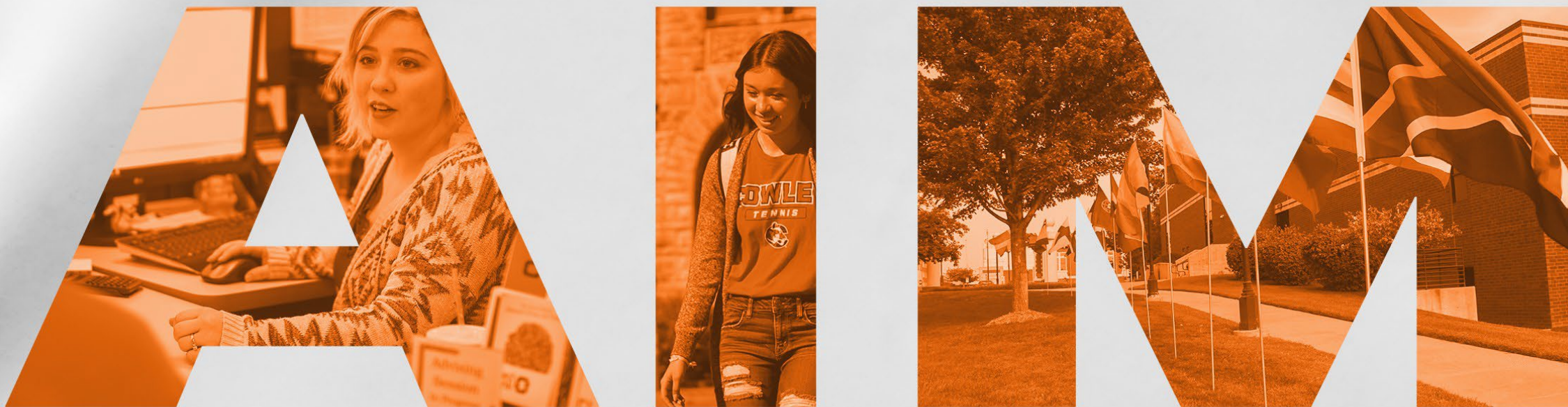
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**6. FTE & Student Recruitment:** Admissions application receipts; Applicant to student conversion rate; Website report card; Campus tours; General education FTE; Career & technical education FTE; Marketing dollars spent per FTE

**7. Financial Accountability & Support to Students:** Three year student loan default rate; Average student loan debt to financial aid cost of attendance ratio; Scholarship discount percentage; Increase in Tuition & Fees for in district residents; Excel in CTE aid to service area dual credit students; Unpaid student debt at close of fall term

**8. Safe & Ethical Campus Environment:** SSI Safety & Security Scale; Annual Security Report: Reportable Crimes; Academic integrity violations per FTE; NL Culture of honesty custom campus item; Fair & unbiased classroom (SSI item))

**9. Community Service & Stakeholder Support:** Advisory Committee overall satisfaction; In district dual credit students served; Strategic planning stakeholder satisfaction; Golden Tigers' total seats filled; ACES community services hours per FTE; Overall Employee Satisfaction (Noel Levitz CESS)



**COWLEY<sup>®</sup>** **COLLEGE**  
Accountability & Institutional Measures

# AIM Educational Access

## Market Penetration: Credit Enrollment

Data Source: NCCBP, Form 14a



### National Peer Cohort Comparison



How does Cowley College compare to the National Cohort?

Market penetration is defined at the NCCBP as unduplicated credit headcount in an academic year divided by the service area total population.

Cowley College's success rates for both remedial math and writing courses is lower than the National Cohort's median score.

### Kansas & Border State Peer Cohort Comparison



How does Cowley College compare to its regional peer group?

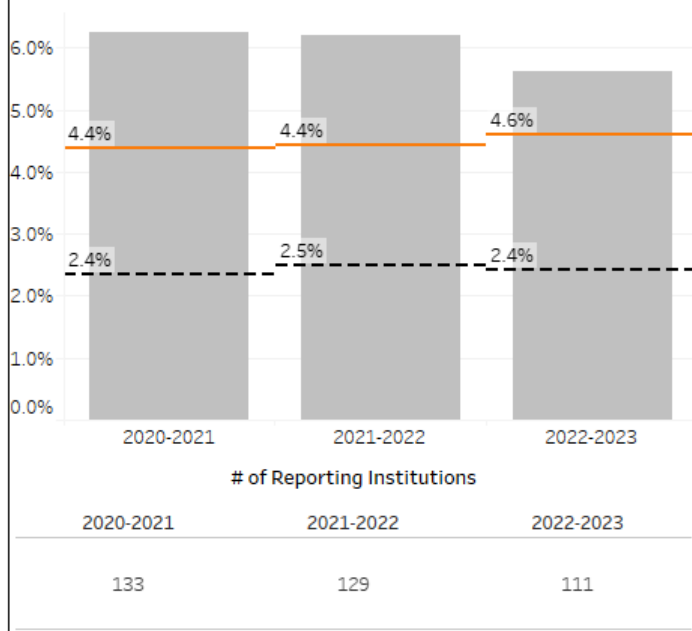
The College has been a top performer for the most recent three data collection cycles in comparison to the members of its regional peer group.

How does Cowley College compare to the National Cohort?

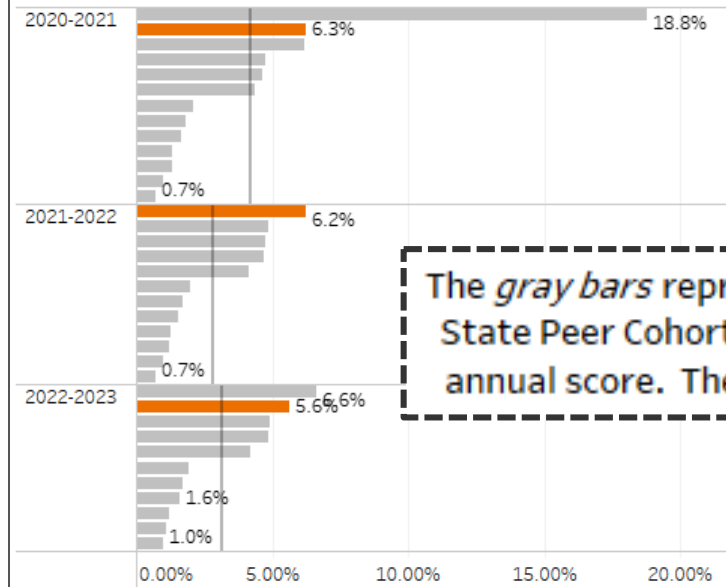
Market penetration is defined at the NCCBP as unduplicated credit headcount in an academic year divided by the service area total population.

Cowley College's success rates for both remedial math and writing courses is lower than the National Cohort's median score.

#### Year of Enrollment



#### Reported Value (%)



The *gray bars* represent scores from the members of the Kansas & Border State Peer Cohort (NCCBP); the *orange bars* represent Cowley College's annual score. The *gray line* represents the average reported value (%).

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# AIM Educational Access

## Noel Levitz Student Satisfaction Inventory: Enrollment Management

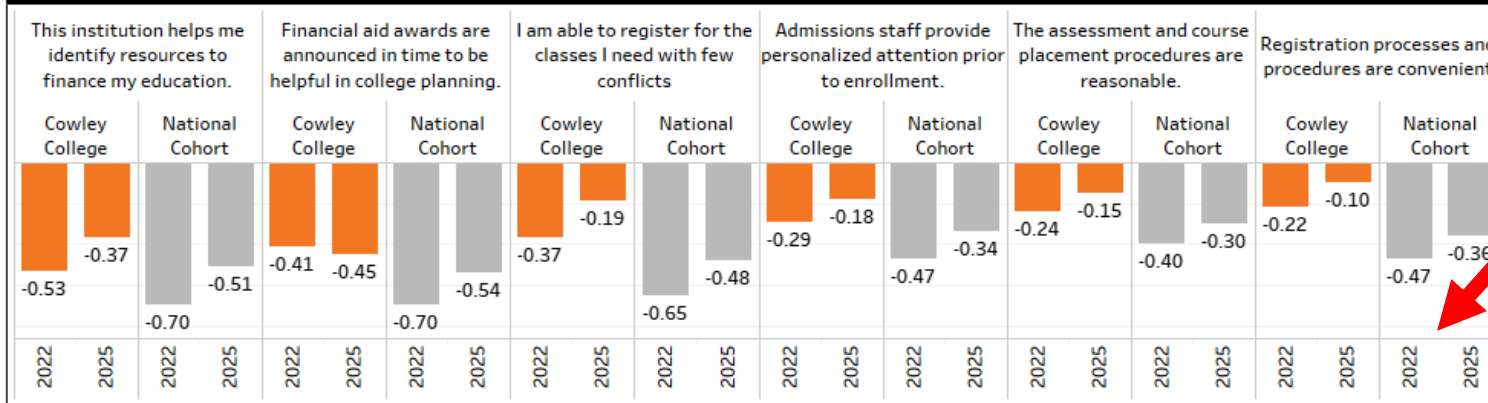
2022 & 2025 Administrations



### Performance Gap: Cowley College Students with National Community College Cohort Comparison

Performance Gap is defined as "the difference between the importance score and the satisfaction score." A negative score indicates student satisfaction is lower than student rating of importance. The smaller the gap, the closer the importance and satisfaction score values.

The paired gap scores below are arranged from the largest gap score to the smallest for Cowley College.



### Performance Gap Feedback Comparison: First Time College Students with All Students

<p>Take time to notice the differences and/or similarities in performance gap scores between the two student groups</p>	First Time Students	
	2022	2025
	This institution helps me identify resources to finance my education.	
	-0.44	-0.33
	Financial aid awards are announced in time to be helpful in college planning.	
	-0.36	-0.22
	I am able to register for the classes I need with few conflicts	
	-0.35	-0.19
	The assessment and course placement procedures are reasonable.	
	-0.19	-0.23
	Admissions staff provide personalized attention prior to enrollment.	
	-0.25	-0.13
	Registration processes and procedures are convenient	
	-0.11	-0.07

Trend analysis

Disaggregated data to identify needs of student subgroups



# AIM Student Retention

## Student Persistence & Retention Goal Setting

The AIM Retention dashboard set includes first year fall to spring persistence and first to second fall retention information for goal-setting and for diagnostic purposes. Each dashboard includes information about a metric that students must typically meet in order to progress toward degree completion. Metrics included are both direct measures of student success and indirect measures that influence student retention.

### Purpose

Cowley College uses the AIM to guide action that supports student success.

### Metrics

Academic success metrics include completion of remedial coursework; completion of English and math gateway courses following remediation; completion of English and math gateway courses by college-ready students; successful online course completion; and first year grade point average (GPA).

Student support metrics include financial support to students; sense of belonging information; and organizational challenges as identified by Ruffaloni-Noel Levitz's Student Satisfaction Inventory.

### Peer Comparison

Information from the National Community College Benchmarking Project (NCCBP) and the National Center for Educational Statistics' IPEDS surveys is included for peer comparison. IPEDS peers were chosen based on sector (Public, 2-year); Institution headcount (1,000 - 4,999); Highest degree offered (Associate's); Degree of urbanization (Town: Fringe, Distant, Remote); Open admissions policy (Yes); Has full-time first-time undergraduates (Yes); and All programs offered completely via distance education (No).

#### PY First Time 2023 Fall Cohort Goal Status: Met

Full Time = 83.9%    Part Time = 50.8%

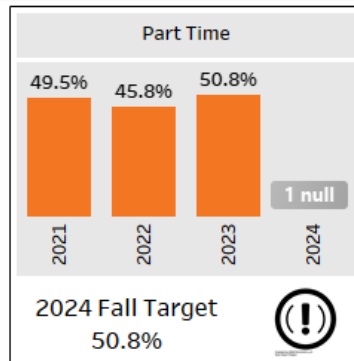
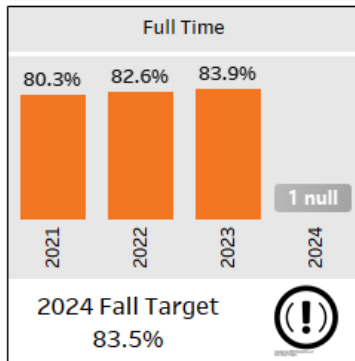
Target = 81.8%    Target = 48.8%

#### PY First Time 2023 Fall Cohort Goal Status: Met

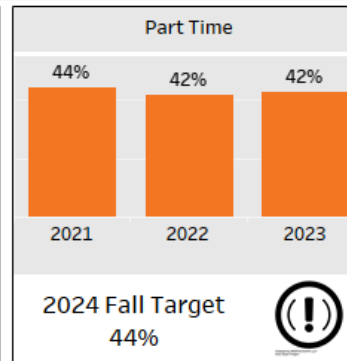
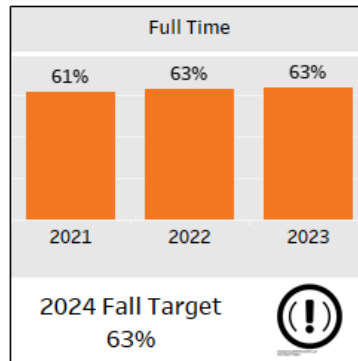
Full Time = 63%    Part Time = 42%

Target = 61.5%    Target = 40%

#### Overarching Goal: First Year Fall to Spring Persistence 2023 Fall Cohort



#### Overarching Goal: First to Second Fall Retention 2023 Fall Cohort



## 3.G. Student Success Outcomes

HLC Criteria for Accreditation



# AIM Student Success

## Accountability and Institutional Measures (AIM) Student Success Goal Setting for 2025-2026



Overarching Goals: Are they "ambitious, attainable and appropriate"?

**# of Awards Conferred**  
Target => 872  
Year-Year Target Change:  
+3.9%

### Summary



2024-2025  
# of Awards:  
IPEDS Completions Survey



**150% IPEDS Graduation  
Rates Survey (GRS)  
Completion Only Rate**  
2021 FA & 2022 FA Cohort  
Target => 48%

150% Completion Rate  
All Cohort Members



Completion Rate for  
2021 FA: 47%  
2024 IPEDS Winter Collection



### 150% GRS Cohort Goal Setting for % Completed

For cohort year 2020, the graduation rate within 150% of normal time at 2-year postsecondary institutions was 39.4%. This is based on 1,421 institutions. (NCES)

Cowley College 4 Year Average Rate: 45.5% (955 of 2,097)

	2018 Fall Cohort	2019 Fall Cohort	2020 Fall Cohort	2021 Fall Cohort
	42.6%	47.4%	47.4%	44.7%

KS Peer Cohort Comparison Completion Rate (2024 IPEDS DFR)



### Success Rate: Completed and/or Transferred Out

#### Women

	Fall of		
	2019	2020	2021
Success Rate	70%	69%	72%

#### Pell Recipients

	Fall of		
	2019	2020	2021
Success Rate	60%	60%	63%

#### Student Athletes

	Fall of		
	2019	2020	2021
Success Rate	79%	72%	88%

#### International Students

	Fall of		
	2019	2020	2021
Success Rate	71%	50%	79%

**IPEDS  
Custom  
Data  
Feedback  
Report**

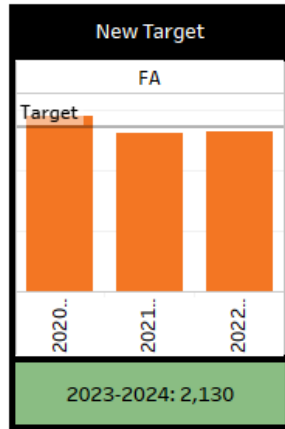




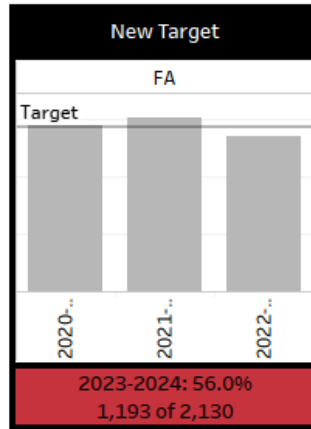
# AIM Institutional Effectiveness

## 6. FTE and Student Recruitment

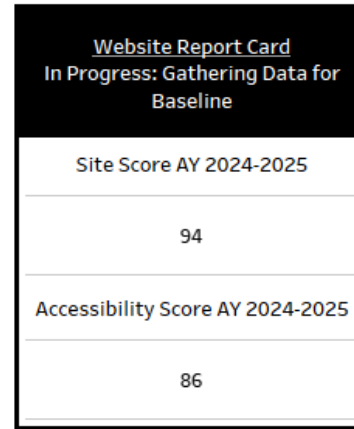
### Admissions Application Receipts



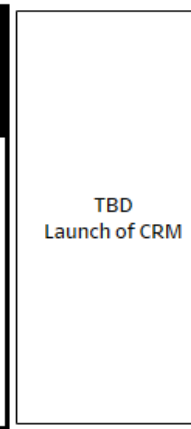
### Applicant to Student Conversion Rate



### Access to Information

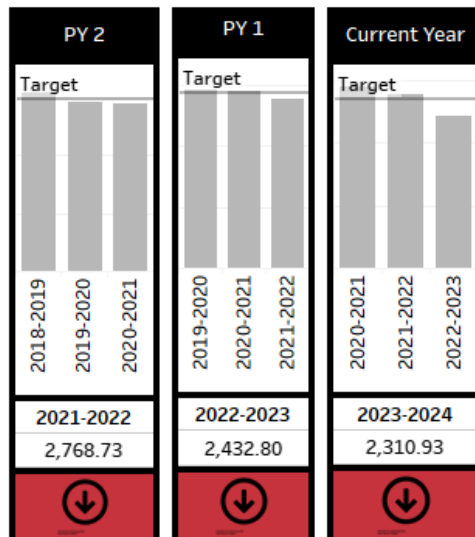


### Campus Tours

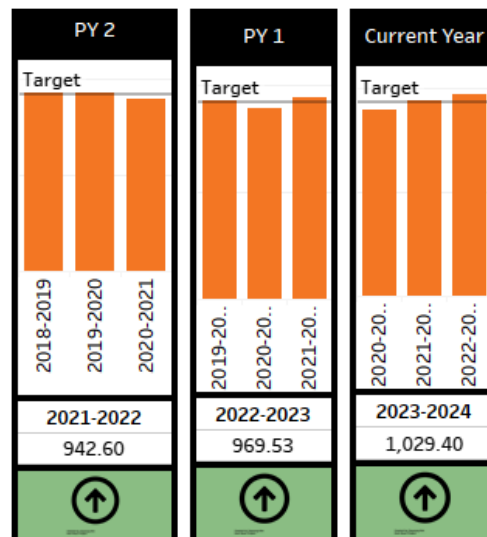


### Annual Enrollment: Full Time Equivalency (FTE)

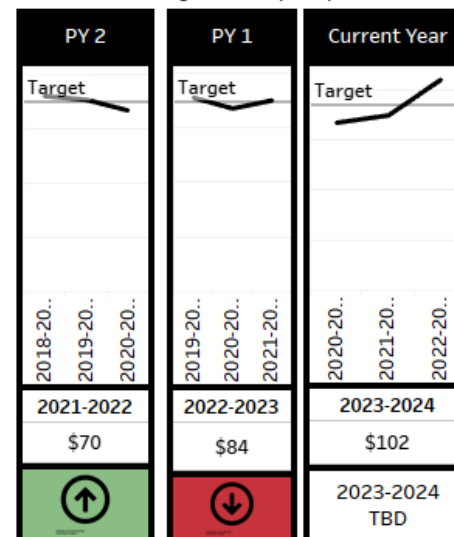
#### General Education



#### Career and Technical Education



#### Marketing Dollars Spent per FTE



## 4.B. Resource Base & Sustainability

HLC Criteria for Accreditation



# AIM Student Retention

**Student Retention**  
Diagnostic Data with Peer Comparison (IPEDS; NL SSI)

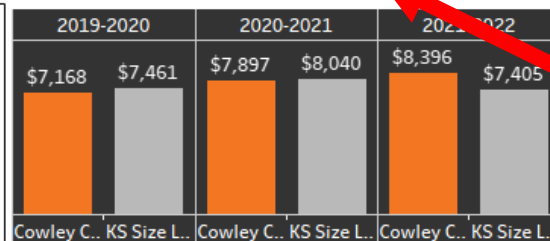
5.a. Financial Support to Students

Data Sources: Integrated Postsecondary Data System (IPEDS); Noel Levitz Student Satisfaction Inventory (SSI)

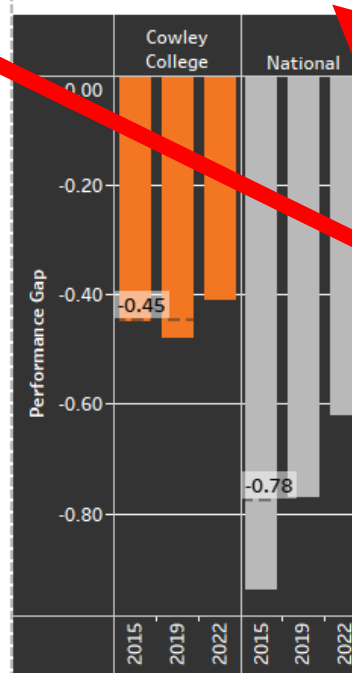


Average Net Price of Attendance for Full Time, DGS, First Time College Students

Take some time to compare financial indicators of support at Cowley College with a national set of peers. Two important data points to think about is the decreasing % of students receiving Pell Grant aid and the corresponding difference with the KS peer cohort, and the higher % of students receiving loan aid.

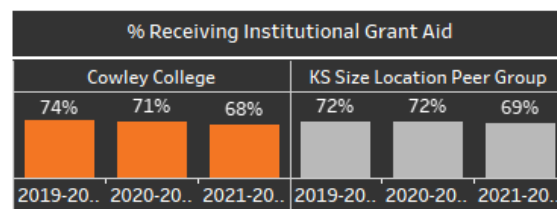
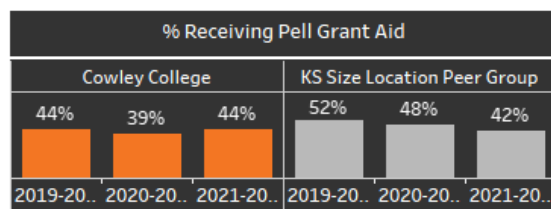
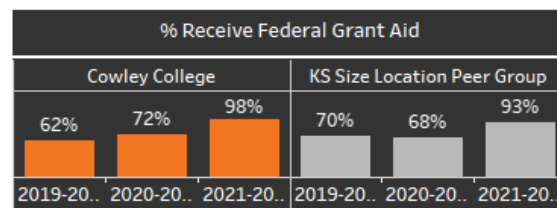
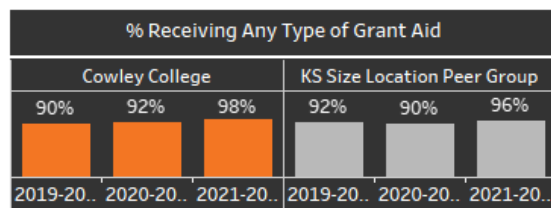


Financial Aid Support Scale (SSI)

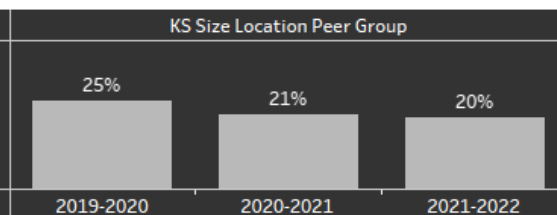
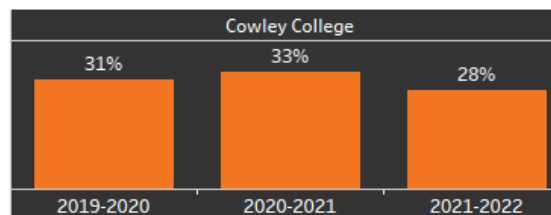


**Indirect & direct measures**

% of Full Time, DGS, First Time College Students Receiving Grant Aid by Funding Source



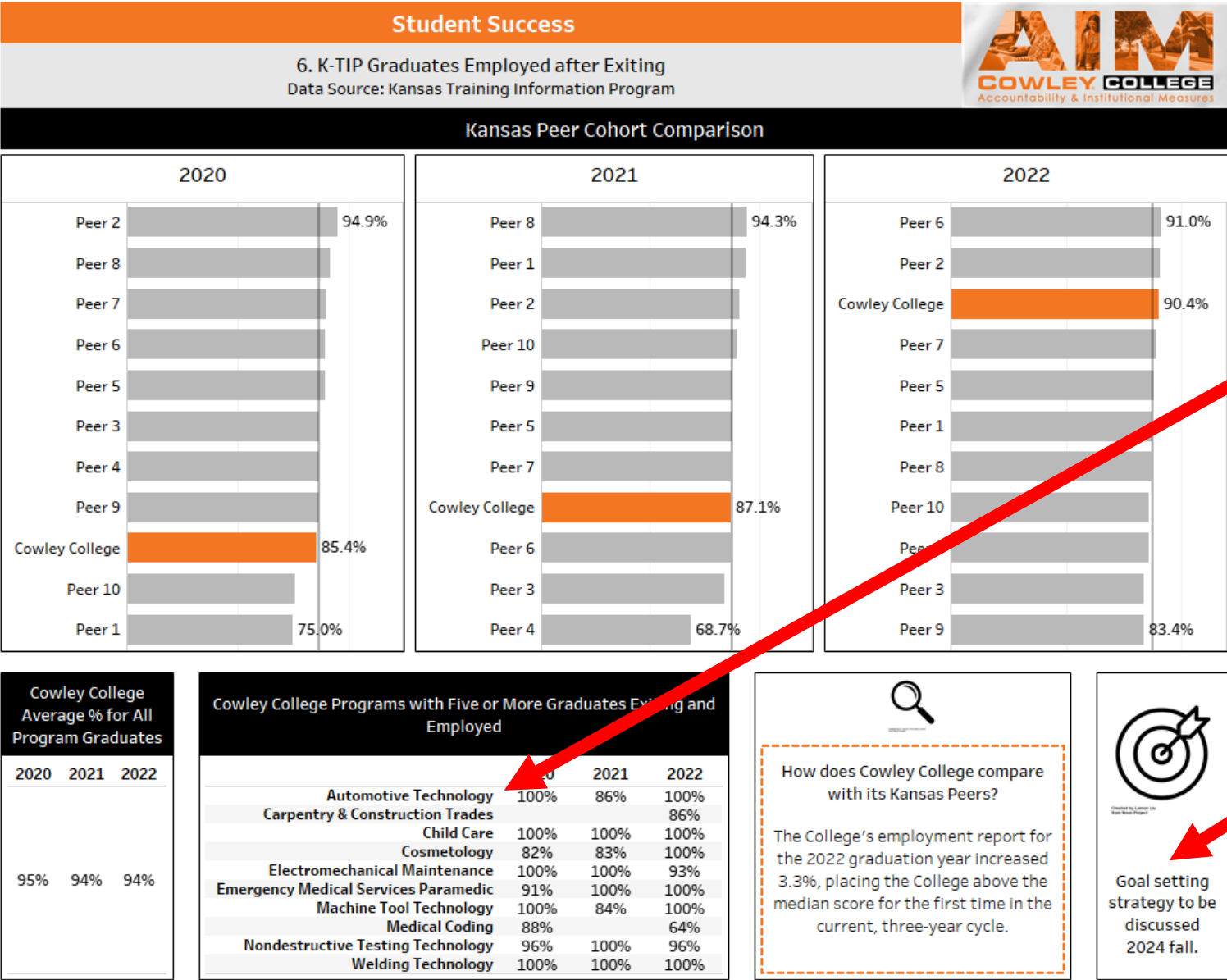
% of Full Time, DGS, First Time College Students Receiving Any Type of Loan



The bar chart above includes performance gap information from the SSI. Of note is the large mean difference between Cowley College's performance gaps over the past three years and the National Community College cohort's.



# AIM Student Success



Breakdown by Program

New Metric

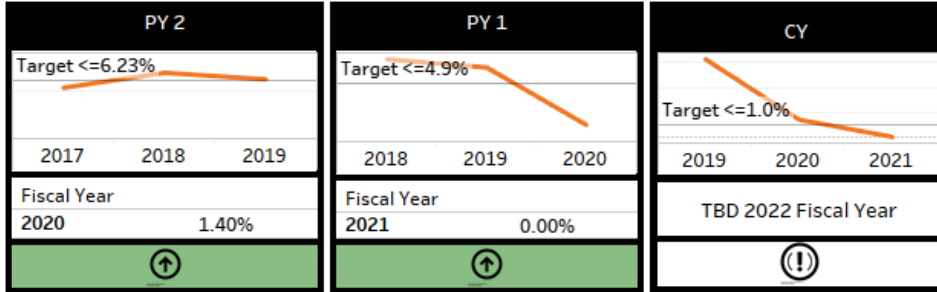




# AIM Institutional Effectiveness

## 7. Financial Accountability and Support to Students

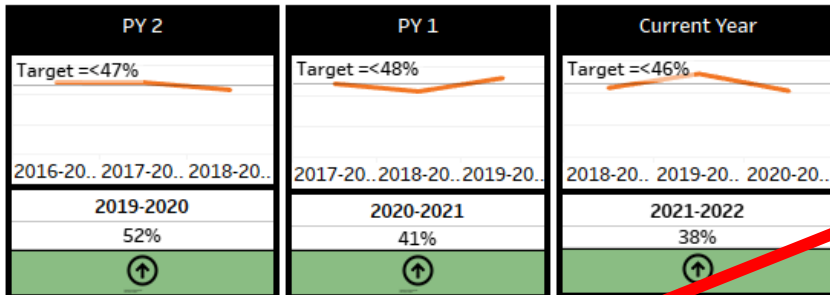
Three Year Student Loan Default Rate (Fiscal Year)



Cohort Comparison Fiscal Year 2020	
Kansas IPEDS Peers (10)	0.00%
Kansas Community Colleges (17)	0.26%
Regional Public Two Year	0.02%
National Public Two Year	0.32%

**Mission Support**

Average Student Loan Debt Compared to Financial Aid Cost of Attendance



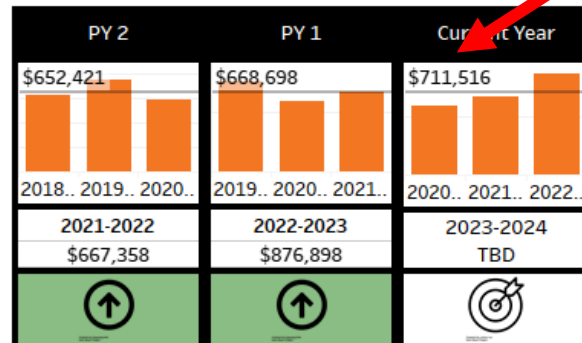
Scholarship Discount Percentage  
Three Year Average

PY 1	Current Year
26.43%	26.44%
2023	TBD
26.11%	Fiscal Year 2024
↓	

Increase in Tuition and Fees for Cowley County Residents  
Target <= \$2.00

PY 2	PY 1	Current Year
2021-2022	2022-2023	2023-2024
\$0	\$16	\$15
↑	↓	↓

Excel in CTE Aid to Service Area High School Students



Unpaid Student Debt at Close of Fall ..

Current Year		
Milestone	2023 FA	2024 FA
End of Term	16.9%	18.0%
End of FA Target <=15%		
↓		



# Assessing Project Success

## Institutional Transformation Rubric Mean Scores: Administrative Council

Availability of Data for Decision-Making	To what extent are data available for decision-making across the institution?	2022	<div></div>
		2023	<div></div>
		2024	<div></div>
Culture of Inquiry	To what degree does the institution use data for self-examination to address a range of internal and external lines of inquiry?	2022	<div></div>
		2023	<div></div>
		2024	<div></div>
Data and Student Context	To what extent does the institution value understanding students' life contexts and experiences in its institutional research priorities and activities?	2022	<div></div>
		2023	<div></div>
		2024	<div></div>
Data Culture	To what degree does the institution use data to meet requirements, address stakeholders' expectations, and for continuous improvement?	2022	<div></div>
		2023	<div></div>
		2024	<div></div>
Data Literacy	To what extent are data literacy expectations established across the institution?	2022	<div></div>
		2023	<div></div>
		2024	<div></div>
Data Policies	To what extent are data policies established with input from stakeholders and continuously monitored to ensure alignment with institutional goals?	2022	<div></div>
		2023	<div></div>
		2024	<div></div>
Data Production	To what extent is data production coordinated across the institution?	2022	<div></div>
		2023	<div></div>
		2024	<div></div>
Data Quality	To what extent does the institution facilitate use of reliable data?	2022	<div></div>
		2023	<div></div>
		2024	<div></div>
Data Use to Identify Student Needs	To what degree does the institution use data to identify, inform, address, and evaluate student performance gaps across populations?	2022	<div></div>
		2023	<div></div>
		2024	<div></div>
Expectations of Organizational Data Use	To what extent are expectations for the use of data in decision-making established across the institution?	2022	<div></div>
		2023	<div></div>
		2024	<div></div>
Professional Development	To what extent does professional development align with expectations for data literacy across the institution?	2022	<div></div>
		2023	<div></div>
		2024	<div></div>
Student Feedback	To what extent does the institution use feedback from students to inform its lines of inquiry?	2022	<div></div>
		2023	<div></div>
		2024	<div></div>

## Prior to Current Year Change

2024  
Availability of Data for Decision-Making 0.43

Culture of Inquiry 0.17

Data and Student Context 0.02

Data Culture 0.52

Data Literacy 0.30

Data Policies 0.12

Data Production 0.12

Data Quality 0.36

Data Use to Identify Student Needs 0.32

Expectations of Organizational Data Use 0.02

Professional Development 0.19

Student Feedback -0.08

## Institutional Transformation Assessment (ITA)

Used with permission from American Association of State Colleges and Universities (AASCU)

## Institutional Effectiveness Self-Assessment

Used with permission from the SUNY Council on Assessment

## 4.C. Planning for Quality Improvement

HLC Criteria for Accreditation



# Closing the Feedback Loop

## Educational Access Review Team

January

Bilingual Admissions Representatives, Director of Dual Enrollment & Partnerships; Director of Student Enrollment & Success; Student Accessibility/Title IX Coordinator; Tiger Learning Center Educational Navigator; TRiO Upward Bound Director.

## Retention & Student Success

Fall In Service Week

Advising & Retention Coordinator; Assistant Athletic Director: Academics & Compliance; Bursar; Director of Distance Learning; Director of Student Life; English Faculty; Executive Director of Student Services; Faculty Department Chairs; Financial Aid & Scholarship Specialist; IMPACT (TRiO) English Specialist; IMPACT (TRiO) Math Specialist; Math Faculty; Registrar; Student Accessibility/Title IX Coordinator; Student Life Counselor; Tiger Learning Center Educational Navigator

## Institutional Effectiveness

Fall

President; Vice President of Academic Affairs; Vice President of Finance and Administration; Vice President of Information Technology; Cowley Education Associate (CEA) Faculty Liaison; Executive Director of Institutional Effectiveness; Executive Director of Student Services; Athletic Director; Director of Student Enrollment and Success.



# Responding to the Data

## Student Retention: 2024-2025 Response by Departments & Teams

	<u>Lead</u>	<u>Target Student Group(s)</u>	<u>Action</u>
Academic Affairs	English Faculty	Students enrolled in remedial English courses.	Improvements to remedial English education are embedded in the 2022-2025 Strategic Plan. Target for successful EBE completion is 36%. Faculty will use information provided for the 2023-2024 Academic Program Review to see how classes are serving different student populations. Faculty seek to find the balance between lowering DFW rates while also ensuring students are successful in first, college-level classes (ENG2211, ENG2212) after remediation.  EBE2208 updated to two courses, one for ELL students.
	Math Faculty	Students enrolled in remedial math courses.	Improvements to remedial math education are embedded in the 2022-2025 strategic plan. Faculty are currently assessing EBM courses in preparation for course type change from prerequisite to corequisite to meet new state performance goals. Development of a Quantitative Reasoning course is underway.
	<u>Lead</u>	<u>Target Student Group(s)</u>	<u>Action</u>
Athletics	Assistant Athletic Director for Academics & Compliance	Student Athletes	Increase the use of the Study Hall Tracking system to more than two teams. Increased data will allow for better comparison of student retention. Participation in Cowley Leaders at Work (CLAW) with other athletic department members to create strategy to address increased academic integrity violations.
	<u>Lead</u>	<u>Target Student Group(s)</u>	<u>Action</u>
Student Services	Accessibility Coordinator	Students with disabilities	Tracking of requests and responses to the "extended time for assignments" accommodation. Reminding students with extended test time and/or distraction-reduced area to use their accommodations Contacting and giving access to 10 students the GLEAN note-taking/recording app in the next week or two and monitoring how effective it is Increased checking in with students to see if they need additional help Increasing IMPACT tutoring references to students





# CFO Perspective: The Value of Investing in Data & Technology

## Strategic Investment in Data Infrastructure

### Tableau Licensing

Increased data accessibility

### Cloud-Based Data Lake

Centralized and streamlined data

Reduces stress on the student information system

Allows role-specific data access

## Financial Benefits of Data-Driven Decision Making

### Return on Investment (ROI)

Better budgeting

Increased student success

Higher efficiency.

### Revenue Optimization

Cost savings through data-driven insights.

## Moving from Data Collection to Data Maturity

### Early Stage

Infrastructure investment

### Current Stage

Increased data literacy across campus.

### Future Stage

Predictive analytics & deeper benchmarking

## Impact on Institutional Effectiveness

- AIM and financial insights align with accreditation & student success.
- CFO role in ensuring sustainable funding for ongoing improvement.



# Questions?

Original Artwork by Cole Batten



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