



Original Artwork by Katrell Austin

Maximize Data Support to Meet Institutional & Accreditation Needs using NCCBP Metrics

Debbie Phelps
Cowley College

2025 National Benchmarking Conference
June 16-18, 2025



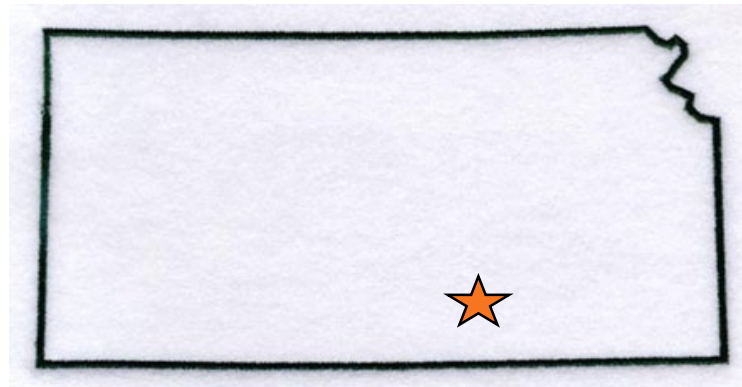


2023-2024: 3,130 students



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

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



Learning Outcomes

Attendees will learn:

- **About metrics included with membership in the National Community College Benchmarking Project**
- **How dashboards can be used to clearly communicate data results to colleagues employed outside the data office.**
- **How the Institutional Effectiveness (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.**



Campus Data Support through the AIM

**Educational
Access**

**Student
Retention**

**Student
Success**

Institutional Effectiveness



Climbing the Quality Mountain

Three Year Project

Creation of teams for annual review
Creation of annual review schedule
Adoption of methods to access success

Tableau dashboard creation

Review of 2019 AIM metrics & targets

Review of data sources for benchmarking

Selection of tools to assess organizational change

Identification of Critical Success Factors



Alignment with Accreditation Activities

Educational Access

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

Mission

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

Values

***Accountability:** We are accountable to the community to educate students who make positive contributions to society.*

HLC Criterion 1. Mission

***1.B. Mission and Public Good:** The institution's operation of the academic enterprise demonstrates its commitment to serving the public good.*



Alignment with Accreditation Activities

Student Retention

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

Mission

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

Values

Accountability: *We provide a high-quality education while empowering students to take an active role in their success and advocate for their future.*

HLC Criterion 3. Teaching & Learning for Student Success

3.G. Student Success Outcomes: The institution's student success outcomes demonstrate continuous improvement, taking into account the student populations it serves and benchmarks that reference peer institutions.



Alignment with Accreditation Activities

Student Success

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

Mission

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

Values

Accountability: *We provide a high-quality education while empowering students to take an active role in their success and advocate for their future.*

HLC Criterion 3. Teaching & Learning for Student Success

3.G. Student Success Outcomes: The institution's student success outcomes demonstrate continuous improvement, taking into account the student populations it serves and benchmarks that reference peer institutions.



Alignment with Accreditation Activities

Institutional Effectiveness

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

Values

Accountability: Our employees are reliable, dedicated to mission, and focused on delivering excellence.

Integrity: We commit to a fair learning environment where academic, personal, and professional standards reflect honesty and integrity.

HLC Criterion 4. Sustainability: Institutional Effectiveness, Resources & Planning

4.C. Planning for Quality Improvement: The institution engages in systematic strategic planning for quality improvement. It relies on data, integrating its insights from enrollment forecasts, financial capacity, student learning assessment, institutional operations and the external environment.



Building Comprehensive Understanding



Customized
**IPEDS
DATA
FEEDBACK
REPORT
2024**

Cowley County Community College
Arkansas City, KS

A screenshot of the NCCBP Benchmark Project website. The header includes the NCCBP logo, navigation links (HOME, CONFERENCE, BENCHMARKS, BENEFITS, HOW TO JOIN, CONTACT US), and buttons for CONFERENCE 2025, FREE WEBINAR, SCHEDULE PREVIEW, and SIGN IN. The main content area features a large image of three students walking, with a green overlay box titled "Traditional Credit/ Comprehensive Indicators" containing text about the traditional NCCBP covering enrollments, student success, completion, transfers, persistence, retention, satisfaction, student performance, college financials, and other institutional effectiveness measures. A smaller section titled "Enrollment Tracking" is visible on the right.

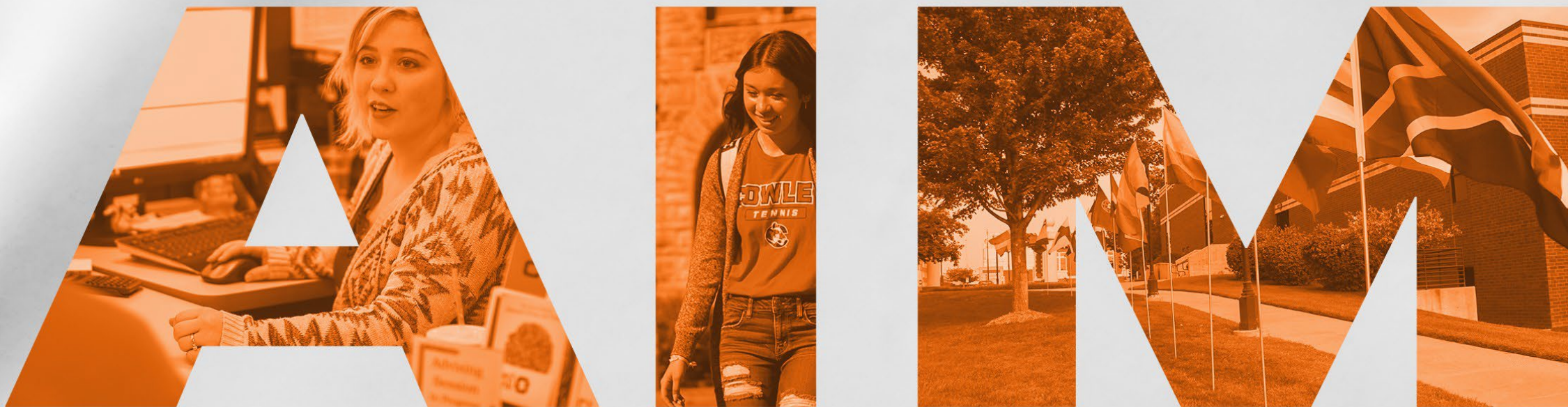
<https://nccbp.org/>



Kansas Higher Education Statistics

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





COWLEY[®] COLLEGE
Accountability & Institutional Measures

AIM: Educational Access

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

Jenzabar One Student Information System

Research Question:

"How many of the service area high school students who enrolled in college coursework **during high school** continued their enrollment at Cowley College after their high school graduation?"

NCCBP Form 13: High School Graduates

Research Question:

"How many service area high school graduates, **regardless of college enrollment status during high school**, enrolled at Cowley College after their high school graduation?"

Form 13: High School Graduates

High School Graduate Enrolling Rate for Service Area, Public High Schools

Data Source: NCCBP, Form 13

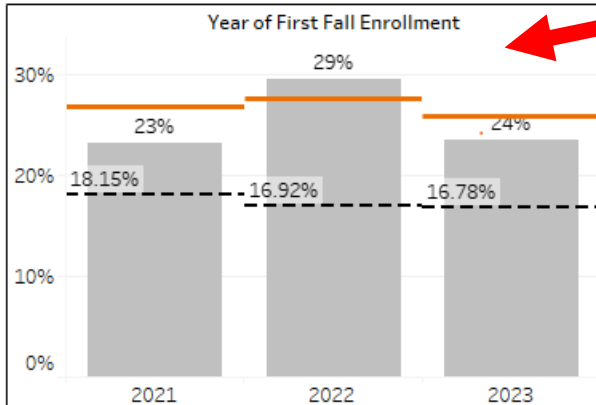


National Peer Cohort Comparison



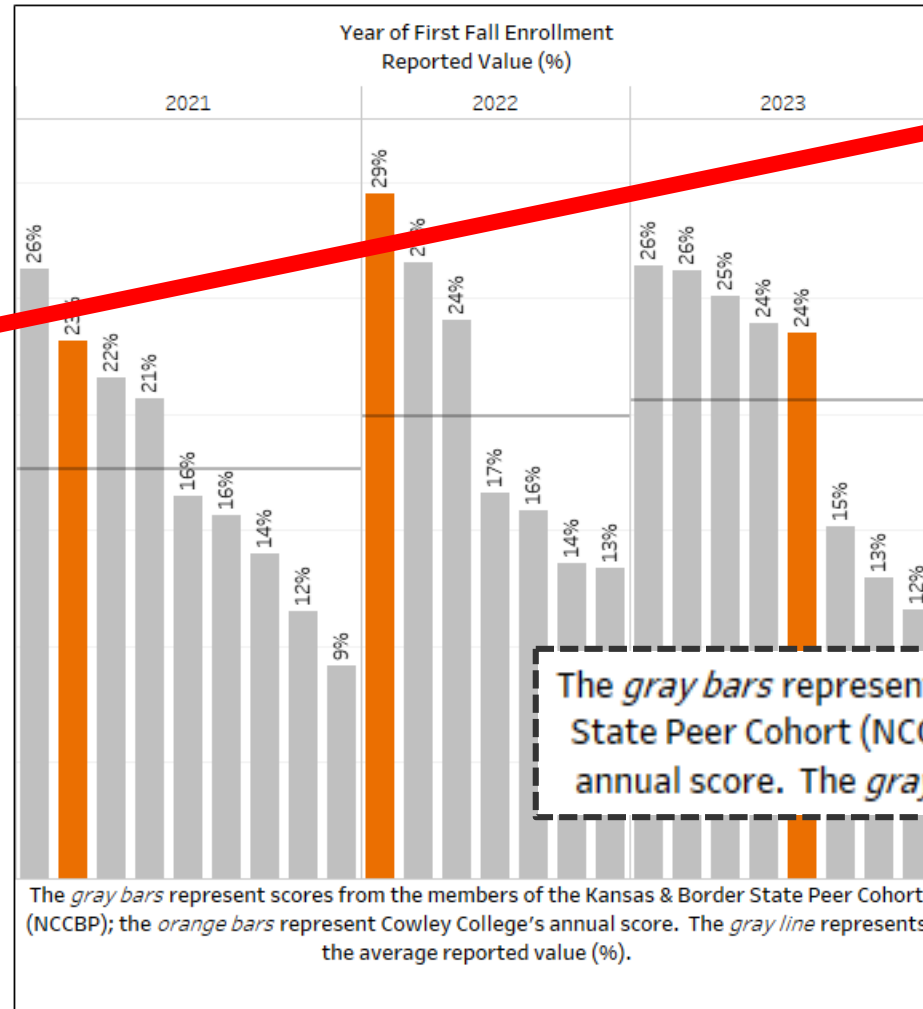
How does Cowley College compare to the National Cohort?

Enrollment by service area dual credit high school students decreased 5% from 2022 FA to 2023 FA. Cowley College's 2023 FA score exceeds the national cohort's 50th percentile but did not exceed the 90th percentile.



| # of Reporting Institutions (National Cohort) | | | |
|---|------|------|------|
| | 2021 | 2022 | 2023 |
| # of Reporting Institutions | 77 | 80 | 89 |
| Cowley College National Rank (%) | 81% | 94% | 79% |

Kansas & Border State Peer Cohort Comparison



How does Cowley College compare to the National Cohort?

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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 (%).



NCCBP Form 14a: Market Penetration Students

Market Penetration: Credit Enrollment

Data Source: NCCBP, Form 14a



National Peer Cohort Comparison

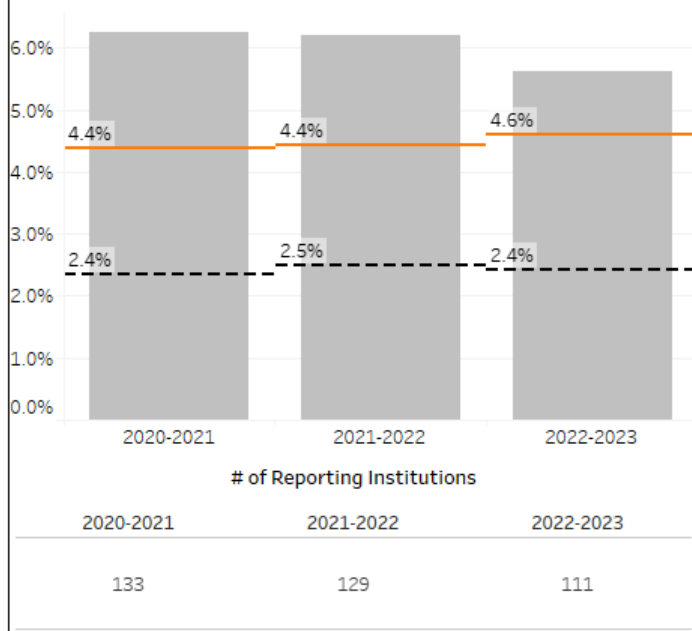


How does Cowley College compare to the National Cohort?

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.

Year of Enrollment



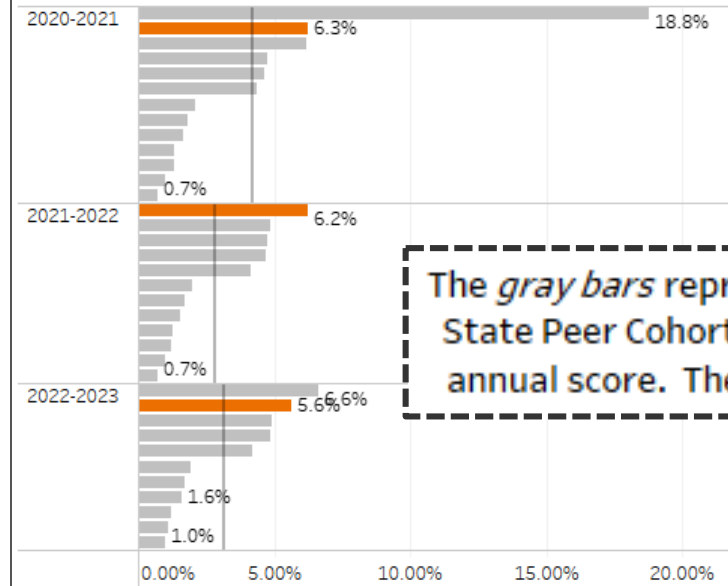
Kansas & Border State Peer Cohort Comparison



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.

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

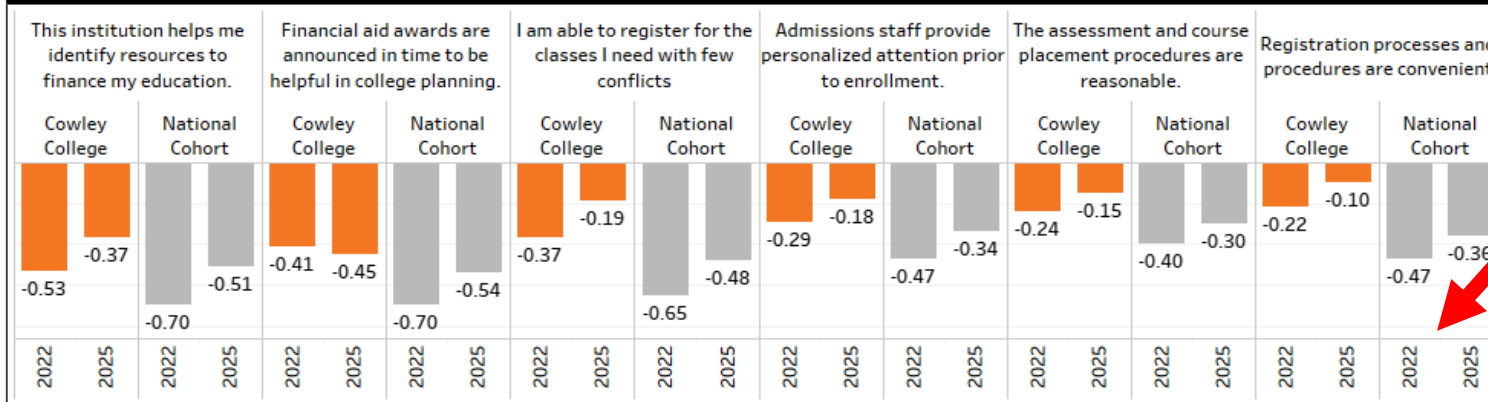
2022 & 2025 Administrations



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: Retention

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

Jenzabar One Student Information System

Research Questions:

""What proportion of the student body is underprepared for college?"

"What are the remedial courses success rate for underprepared students?"

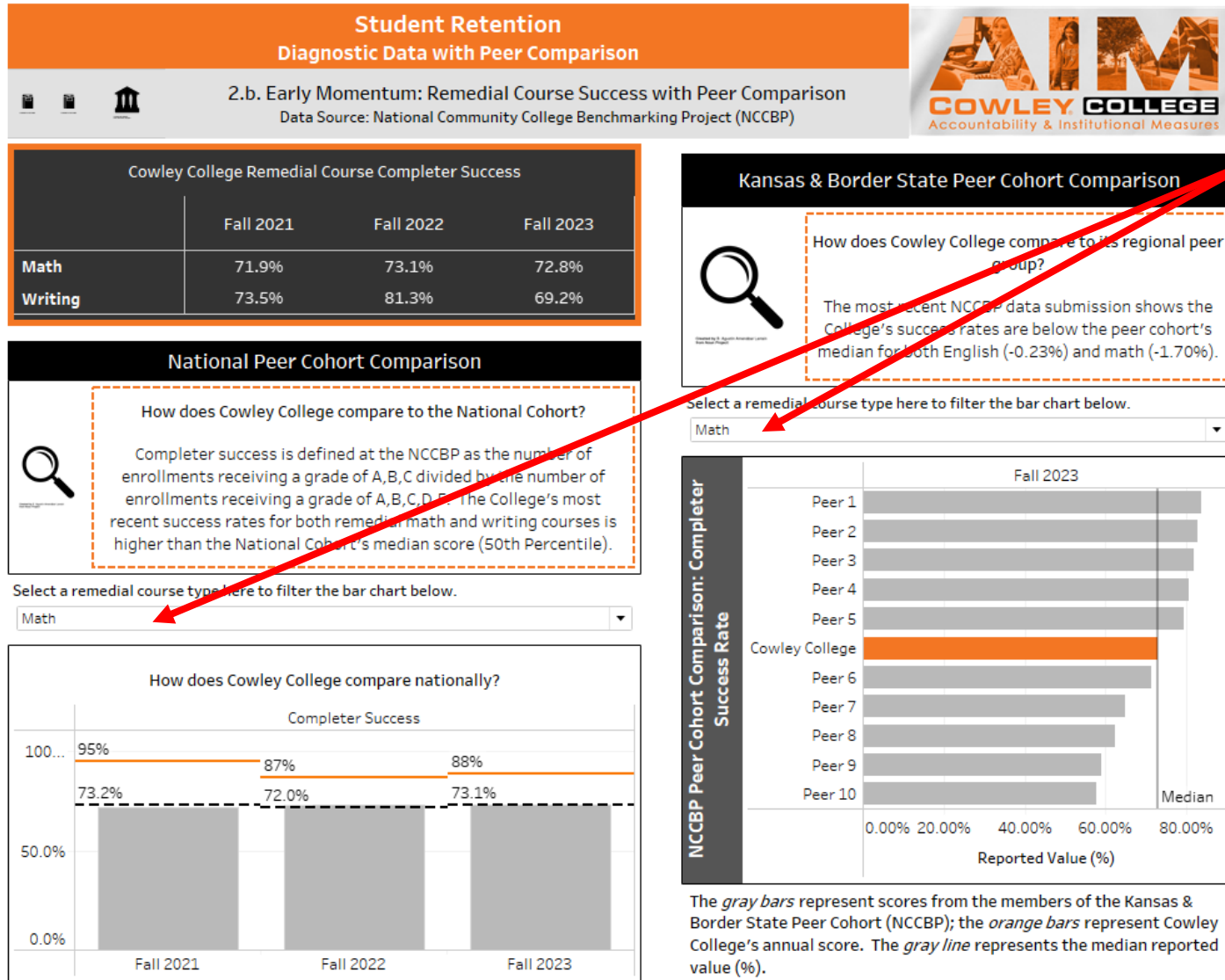
NCCBP Form 13: High School Graduates

Research Question:

"How does remedial course retention and success for students at Cowley College compare to a national cohort and regional peer cohort?"



NCCBP Form 8: Credit Developmental Retention, Success



From Jenzabar One SIS

| Select a remedial course | Filter the results by gender | Filter the results by Pell sta.. |
|--------------------------|------------------------------|----------------------------------|
| College Algebra wReview | (All) | (All) |

| DFW Rate (%): All Remedial Enrollments | | | |
|---|-----------|-----------|-----------|
| The DFW Rate is calculated by dividing the number of course enrollments that receive a final grade or designation of D, F or W by the total number of course enrollments. | | | |
| All Students | | | |
| | 2022-2023 | 2023-2024 | 2024-2025 |
| DFW % | 29% | 23% | 31% |
| # of Enrollments receiving ABC Grades | 128 | 140 | 146 |
| # of Enrollments receiving DFW Grades | 53 | 41 | 66 |
| Total # of Enrollments | 181 | 181 | 212 |

| International Students | | | | Historically Underserved Students | | | |
|---------------------------------------|-----------|-----------|-----------|---------------------------------------|-----------|-----------|-----------|
| | 2022-2023 | 2023-2024 | 2024-2025 | | 2022-2023 | 2023-2024 | 2024-2025 |
| # of Enrollments receiving ABC Grades | 27 | 19 | 25 | # of Enrollments receiving ABC Grades | 33 | 49 | 41 |
| # of Enrollments receiving DFW Grades | 1 | 2 | 4 | # of Enrollments receiving DFW Grades | 17 | 23 | 29 |
| DFW % | 4% | 10% | 14% | DFW % | 34% | 32% | 41% |



NCCBP Form 9: First College-Level following Remediation

Student Retention
Diagnostic Data with Targeted Analysis of Course Type

2.c. Early Momentum: Gateway Course Success Following Remediation
Data Source: National Community College Benchmarking Project (NCCBP)



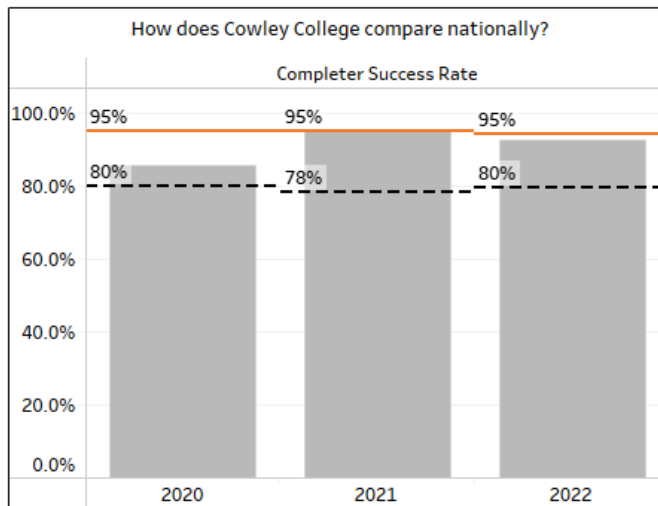
| Cowley College Gateway Completer Success Rate | | | |
|---|-------|-------|-------|
| | 2020 | 2021 | 2022 |
| Math | 85.7% | 95.1% | 92.6% |
| Writing | 93.0% | 99.0% | 88.9% |

How does Cowley College compare to the National Cohort?

Success rates for both English and math increased for the most recent NCCBP data submission, with both exceeding the national cohort's median score.

Select a gateway course type here!

Math



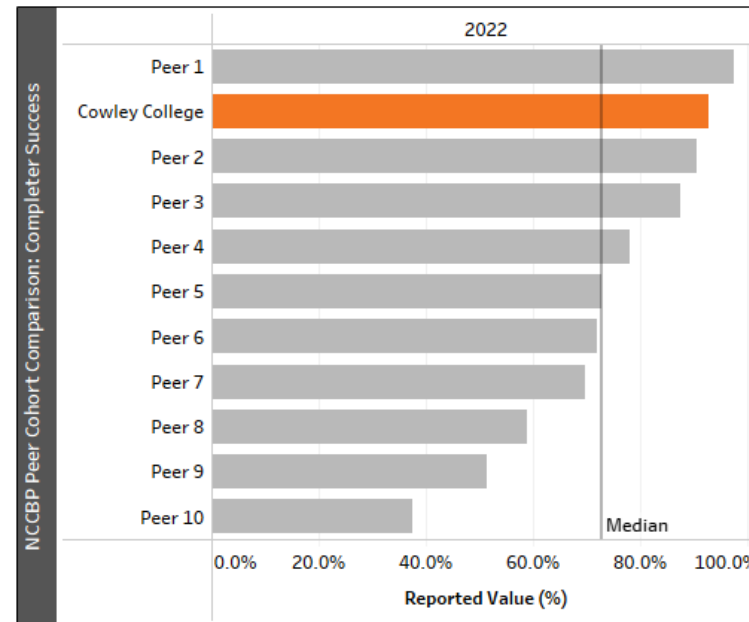
Kansas & Border State Peer Cohort Comparison

How does Cowley College compare to its regional peer group?

The College's success rates for both English and math gateway courses exceed the peer cohort's median score.

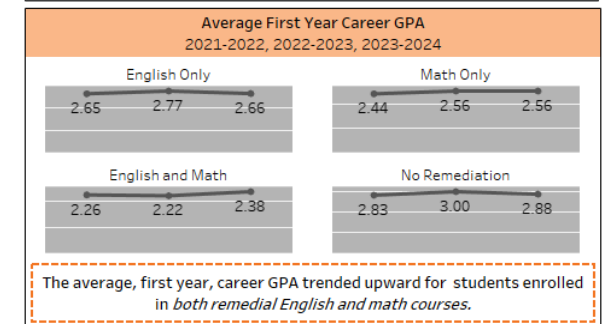
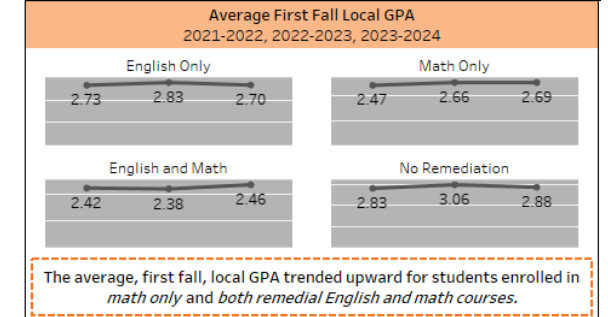
Select a gateway course type here to filter the bar chart below.

Math



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 median reported value (%).

From Jenzabar One SIS

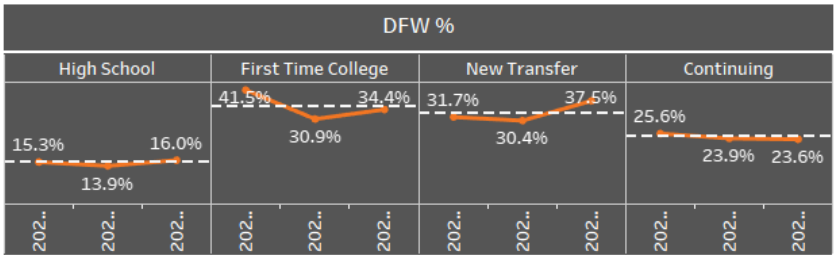



Take the time to think about how a college career can be significantly impacted by the need for remedial education during the very first term. What barriers might this student face in other subject matter course settings? What supports should the College provide within the academic setting?



NCCBP Form 17: Online/Distance Learning Grades

From Jenzabar One






Take time to compare the success rates in online courses for the student subgroups in the charts to the right. Ask yourself, "Which groups have a smaller % and are outperforming the All Student rate in the upper left chart?" and "Which groups have a larger % and are not performing at the same successful level as the All Student group?"

Student Retention

4.b. Online Course Completion with Peer Comparison

Data Source: National Community College Benchmarking Project (NCCBP)



National Peer Cohort Comparison

How does Cowley College compare to the National Cohort?

Completer success decreased 0.5% from 2021 to 2022, placing the College 5% below the 50th percentile....

Kansas & Border State Peer Cohort Comparison

How does Cowley College compare to its regional peer group?

The bar chart blow shows that Cowley College's completer success rate for online courses is near the bottom of the ranking with peer colleges.

Completer Success (ABC/ABCD)

| Year | Completer Success (ABC/ABCD) |
|------|------------------------------|
| 2021 | 88% |
| 2022 | 88% |
| 2023 | 89% |

2023 FA

| Peer | Completer Success (ABC/ABCD) |
|----------------|------------------------------|
| Peer 1 | 88% |
| Peer 2 | 88% |
| Peer 3 | 89% |
| Peer 4 | 89% |
| Peer 5 | 89% |
| Peer 6 | 89% |
| Peer 7 | 89% |
| Peer 8 | 89% |
| Peer 9 | 89% |
| Cowley College | 81% |
| Peer 10 | 84% |

Median

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 median reported value (%).

AIM: Student Success

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

Metric more reflective of community college student educational goals.

NCCBP Form 2: Completion or Transfer to Four Year Institutions

Research Question:

"How many of the degree-seeking, first time, full time fall cohort students completed or transferred out to four year colleges and universities on time?"



NCCBP Form 2: Completion or Transfer Out

Student Success



3. 100% (On Time) Completion and Transfer Out to Four Year Institutions with Peer Comparison

Data Source: National Community College Benchmarking Project (NCCBP)

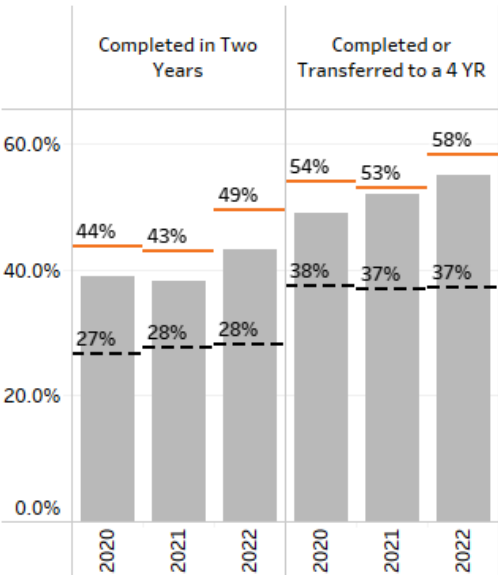


How does Cowley College compare to the National Cohort?

The College's rates for the two completion categories below all exceed the National cohort's median completion rate.

National Cohort Comparison

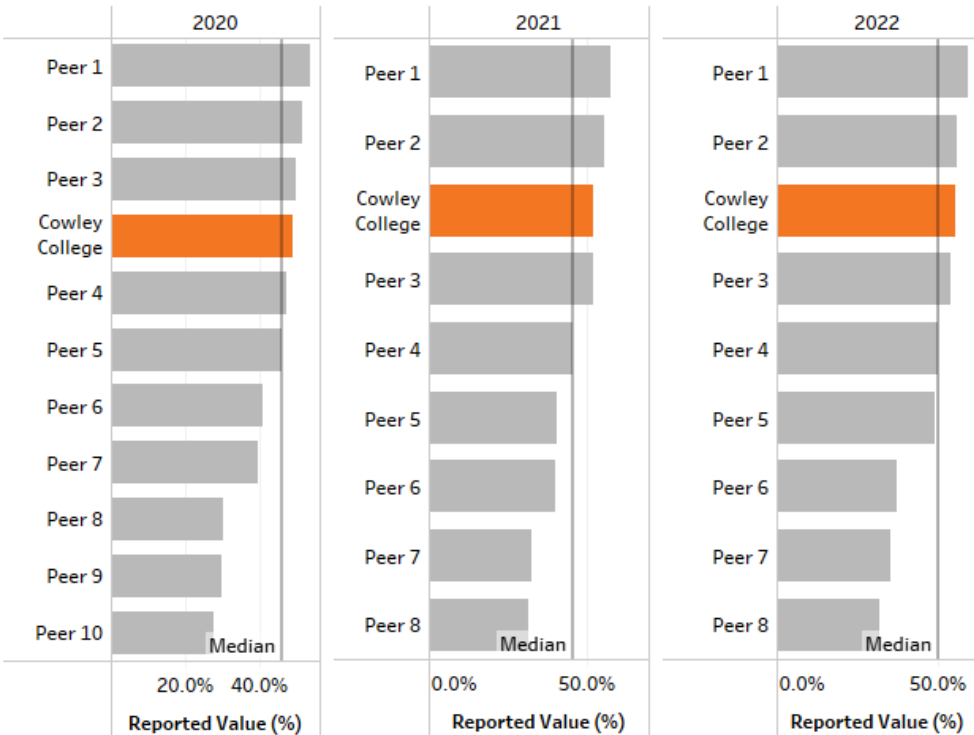
First Time, Full Time, Degree Seeking College Students



Kansas & Border State Peer Cohort Comparison

Select a completion category using the filter below

Completed or Transferred to a 4 YR in Two Years



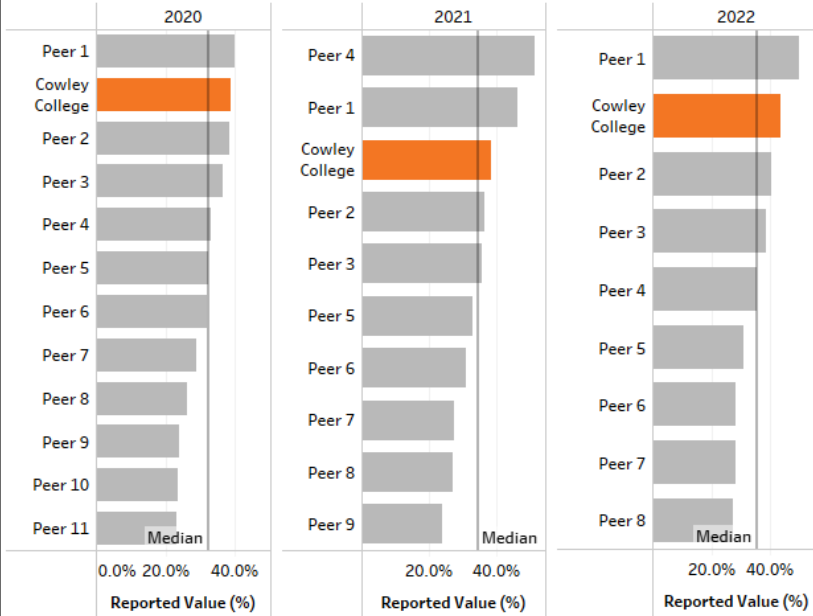
How does Cowley College compare to its regional peer group?

The College ranked in the top three for 100% or on time completion (Completed in Two Years category) for each of the past, three cohorts. Completion or transferred rates were above the cohort median rate for all three cohorts.

Kansas & Border State Peer Cohort Comparison

Select a completion category using the filter below

Completed in Two Years



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.



Questions?

Original Artwork by Cole Batten



SCAN ME

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