

Original Artwork by Cadence Shivey

Turn Data into Insights and Lead with Purpose!

Debbie Phelps, MPS ◆ Holly Harper, CPA

2025 HLC Annual Conference
April 8, 2025



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Executive Director of Institutional Effectiveness



Holly Harper, CPA
Vice President of Finance and Administration

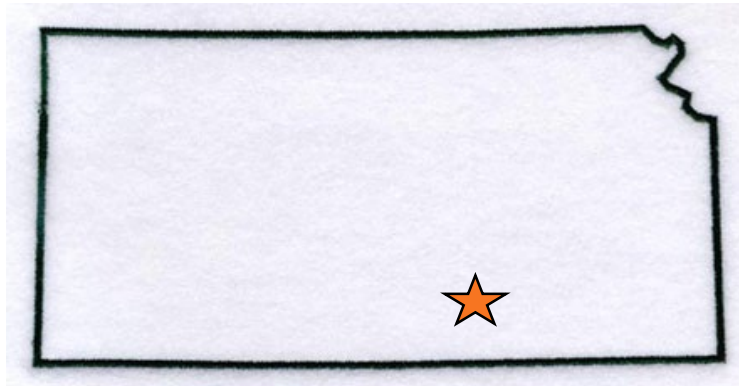


2023-2024: 3,130 students



**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**



Task One: Selecting the Project Focus

Administrative Council Review of the Final Systems Portfolio Report

General targets for goal-setting

Lack of external benchmarks with cohort comparison

“Serving the purposes intended, which is a necessary component of a fully-developed knowledge management process.”

Task Two: Identifying Aligned Priorities

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

Values: We are accountable to the community to educate students and to sustain and improve society.

2018-2021 Strategic Plan Institutional Priority: Knowledge Management

Identify appropriate data collection methods and measures for continuous quality improvement activities.

Capitalize on current assessment activities to include a clear decision-making process for approving and implementing recommendations.



Accountability & Institutional Measures

Historical set of key performance indicators developed as a member of the AQIP Pathway

100% and 150% Completion

Athletic Student Success

Community Service and Support

Employment or Transfer Out

Financial Impact and Sustainability

Financial Support to Students

FTE and Student Recruitment

Persistence & Retention

**Remedial and Gateway Course
Success**

Safe & Secure Campus Environment

Satisfaction with Instruction

**Satisfaction with and Use of Support
Services**

Stakeholder Satisfaction



Climbing the Quality Mountain



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



Reorganization of the AIM



INSTITUTIONAL EFFECTIVENESS



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



AIM Educational Access

Service Area Dual Credit High School Students First Fall Enrollment After High School Completion

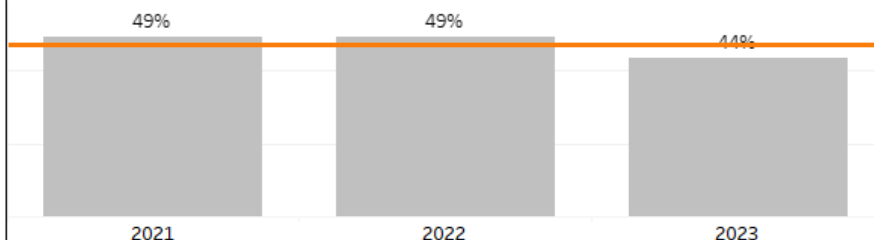
Data Source: Cowley College Student Information System



Success Rate

Award Completion During and/or Enrollment After for Dual Credit Students

First Fall After High School Graduation



Target: All High School Partners



Meet or exceed 3 Year Average:
47%

Most Recent Collection Year
Fall of 2024

47%



Use Filter to Select Partner School



☒ (All)

- ☐ Argonia High School (SU)
- ☐ Arkansas City High School (CL)
- ☐ Belle Plaine Senior High School (SU)
- ☐ Caldwell High School (SU)
- ☐ Cedar Vale Memorial High School (CQ)
- ☐ Central of Burden JR-SRr High School (CL)
- ☐ Conway Springs High School (SU)
- ☐ Dexter High School (CL)

Enrollment for First Fall after High School Graduation Breakdown

Use Filter to Select Partner School



☒ (All)

- ☐ Argonia High School (SU)
- ☐ Arkansas City High School (CL)
- ☐ Belle Plaine Senior High School (SU)
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- ☐ Central of Burden JR-SRr High School (CL)
- ☐ Conway Springs High School (SU)
- ☐ Dexter High School (CL)
- ☐ Mulvane High School (SU)
- ☐ Oxford High School (SU)
- ☐ South Haven Kansas High School (SU)
- ☐ Udall High School (CL)
- ☐ Wellington High School (SU)
- ☐ Winfield High School (CL)

Unduplicated High School Enrollment at Selected Partner School

	2021	2022	2023	2024
	378	367	368	350

Enrollment Rate at Selected Partner School

	2021	2022	2023	2024
Enrolled for First Fall after High School Completion	33%	36%	32%	29%
Did Not Enroll for First Fall; Earned Pre First Fall Award	16%	13%	12%	18%
Did Not Enroll for First Fall; No Earned Award	51%	51%	56%	53%



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?

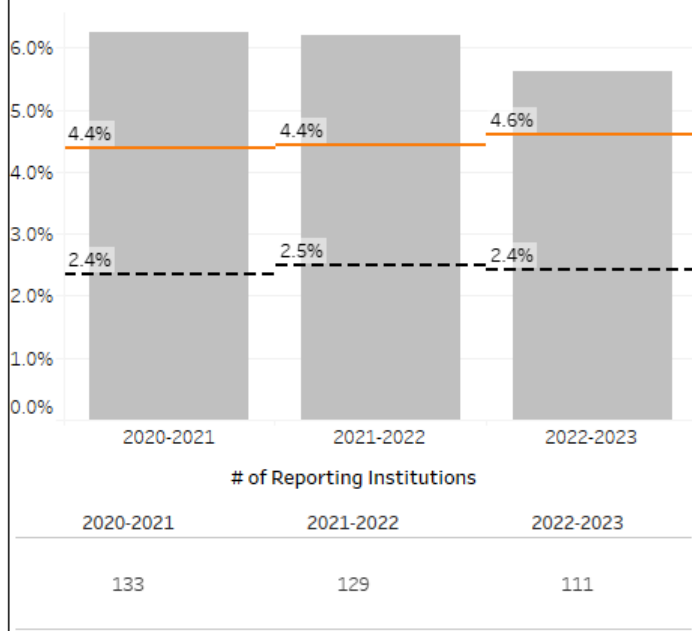
The College has been a top performer for the most recent three data collection cycles in comparison to the members of its regional peer group.

How does Cowley College compare to the National Cohort?

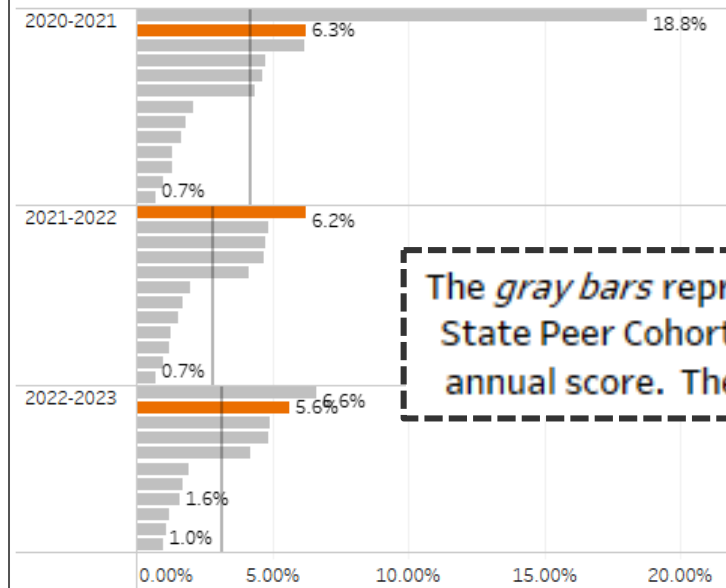
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Year of Enrollment



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 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%

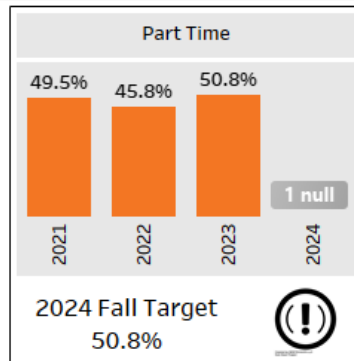
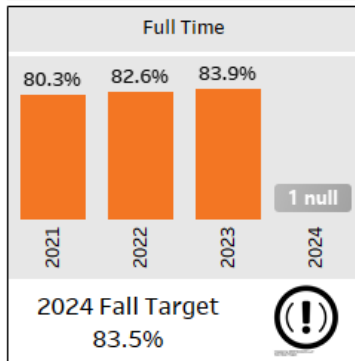
Target = 81.8% Target = 48.8%

PY First Time 2023 Fall Cohort Goal Status: Met

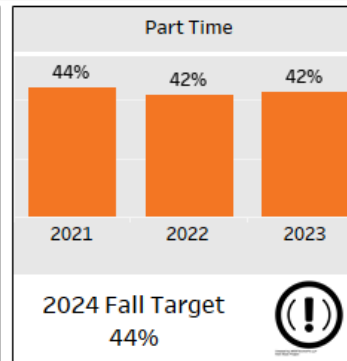
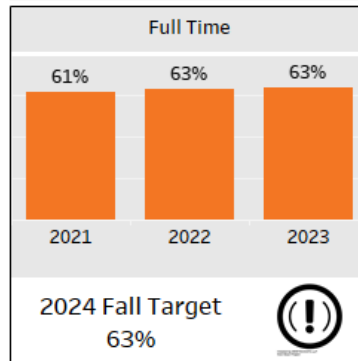
Full Time = 63% Part Time = 42%

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



4.C. The institution pursues educational improvement through goals and strategies that improve retention, persistence and completion rates in its degree and certificate programs.



3.G. Student Success Outcomes



AIM Student Retention

Student Retention: 2024-2025 Response by Departments & Teams

	Lead	Target Student Group(s)	Action
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 rate while ensuring students are successful in first, college-level classes (ENG221 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 prerequisite to corequisite to meet new state performance goals. Development of Quantitative Reasoning course is underway.
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.
	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

Institutional Action



AIM Student Retention

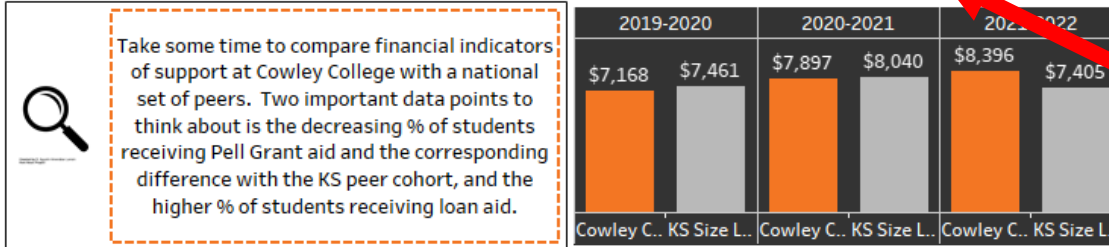
Student Retention
Diagnostic Data with Peer Comparison (IPEDS; NL SSI)

5.a. Financial Support to Students

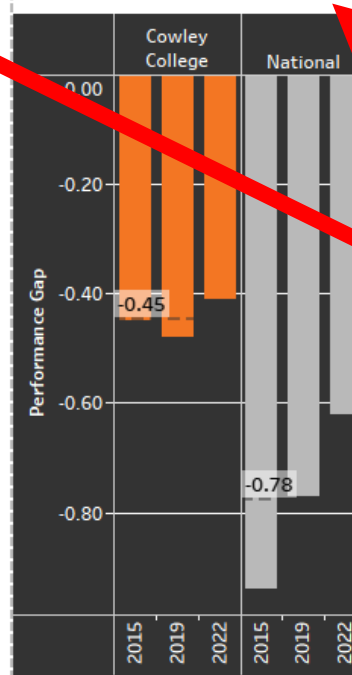
Data Sources: Integrated Postsecondary Data System (IPEDS); Noel Levitz Student Satisfaction Inventory (SSI)



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

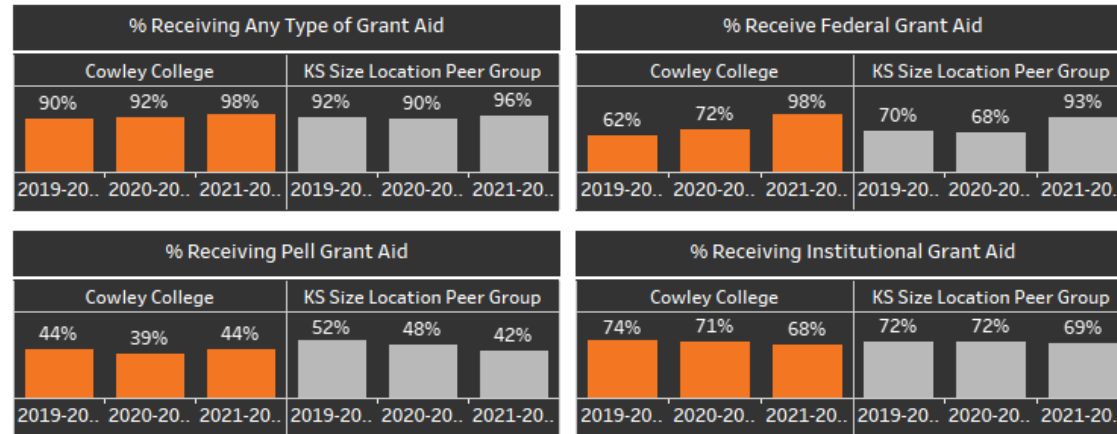


Financial Aid Support Scale (SSI)

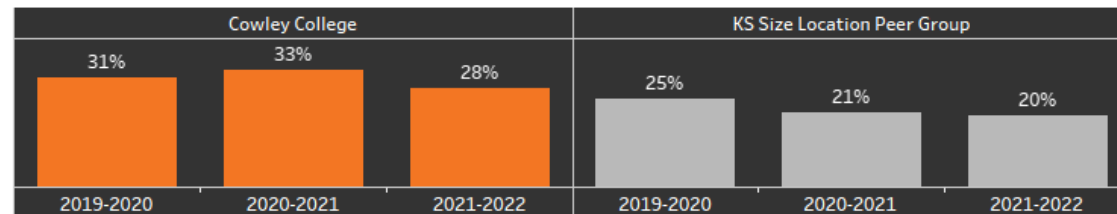


Indirect & direct measures

% 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

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**



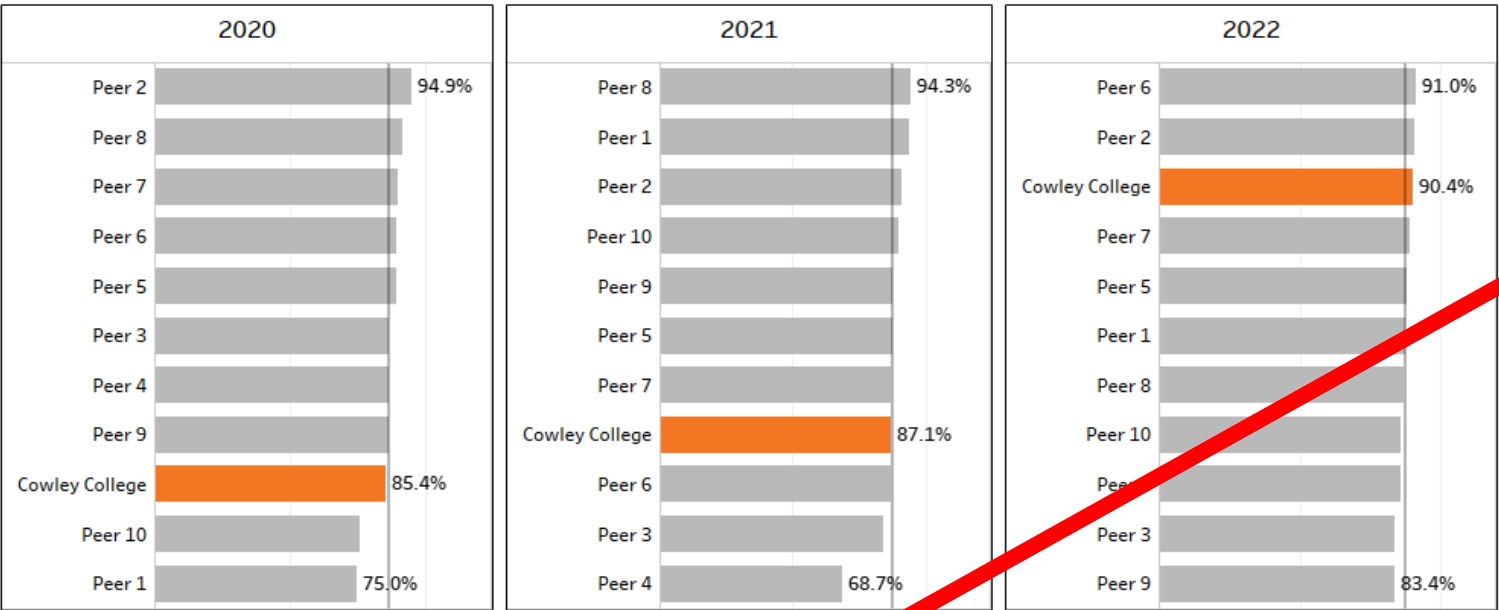
AIM Student Success

Student Success

6. K-TIP Graduates Employed after Exiting
Data Source: Kansas Training Information Program



Kansas Peer Cohort Comparison



Breakdown
by Program

New
Metric

Cowley College Average % for All Program Graduates

2020	2021	2022
95%	94%	94%

Cowley College Programs with Five or More Graduates Exiting and Employed

	2020	2021	2022
Automotive Technology	100%	86%	100%
Carpentry & Construction Trades		86%	
Child Care	100%	100%	100%
Cosmetology	82%	83%	100%
Electromechanical Maintenance	100%	100%	93%
Emergency Medical Services Paramedic	91%	100%	100%
Machine Tool Technology	100%	84%	100%
Medical Coding	88%		64%
Nondestructive Testing Technology	96%	100%	96%
Welding Technology	100%	100%	100%



How does Cowley College compare
with its Kansas Peers?

The College's employment report for
the 2022 graduation year increased
3.3%, placing the College above the
median score for the first time in the
current, three-year cycle.



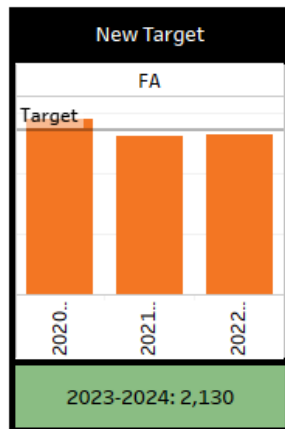
Goal setting
strategy to be
discussed
2024 fall.



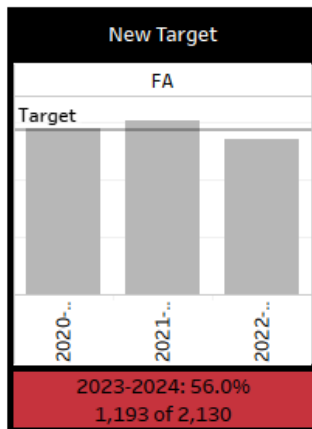
AIM Institutional Effectiveness

6. FTE and Student Recruitment

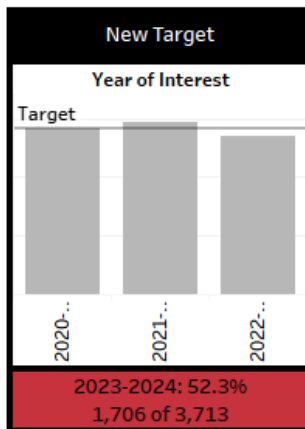
Admissions Application Receipts



Applicant to Student Conversion Rate



Access to Information



Access to Information

Website Report Card
In Progress: Gathering Data for Baseline

Metric	Score
Site Score AY 2024-2025	94
Accessibility Score AY 2024-2025	86

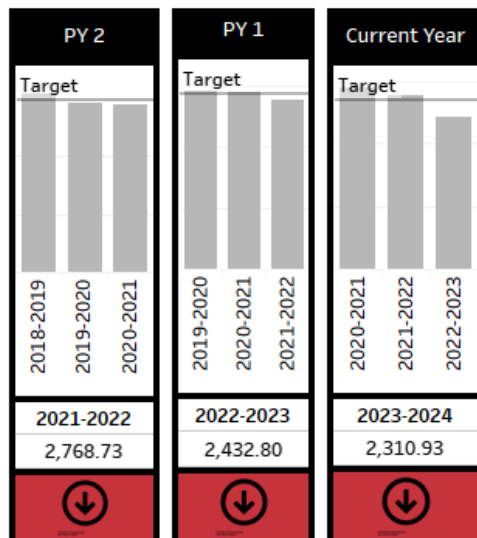
Campus Tours

TBD
Launch of CRM

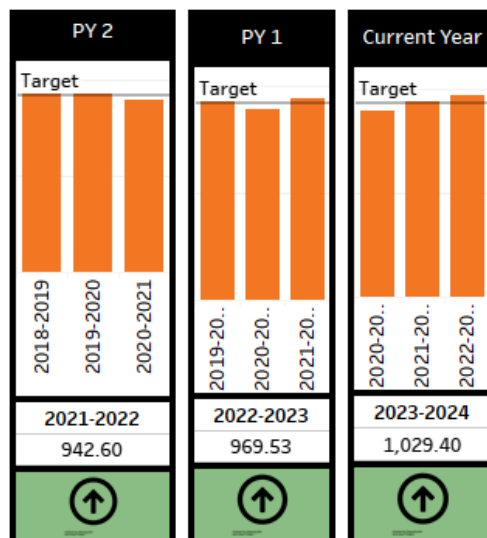
Living Document

Annual Enrollment: Full Time Equivalency (FTE)

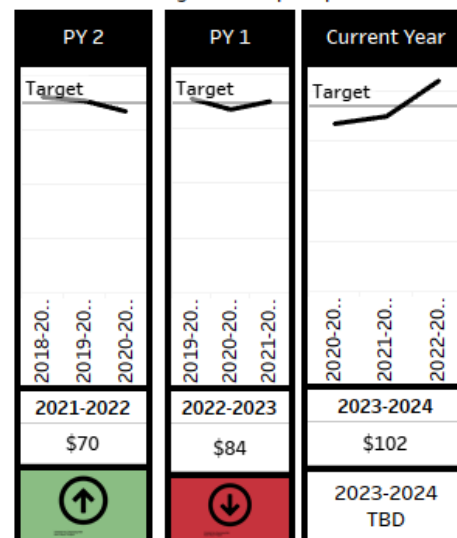
General Education



Career and Technical Education



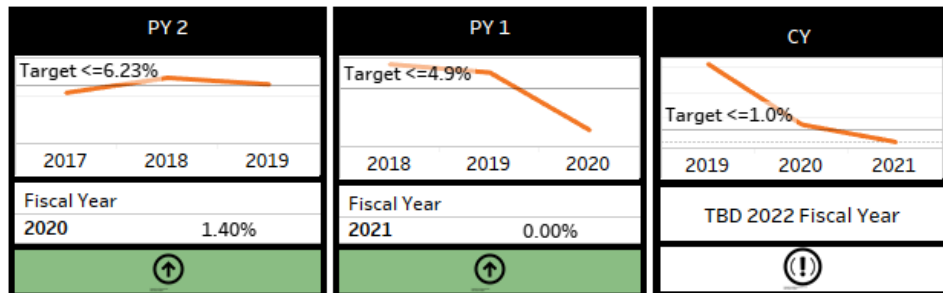
Marketing Dollars Spent per FTE



AIM Institutional Effectiveness

7. Financial Accountability and Support to Students

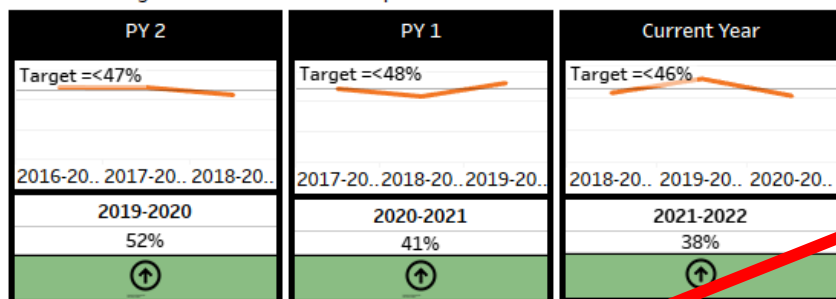
Three Year Student Loan Default Rate (Fiscal Year)



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



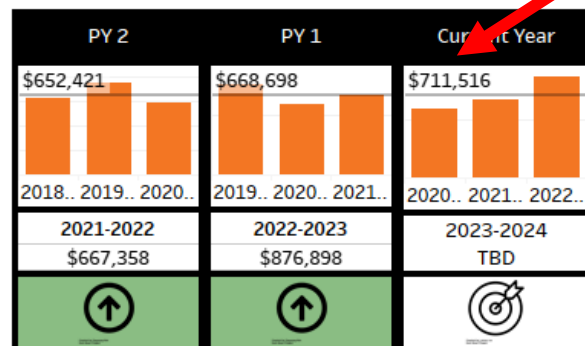
Scholarship Discount Percentage
Three Year Average

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

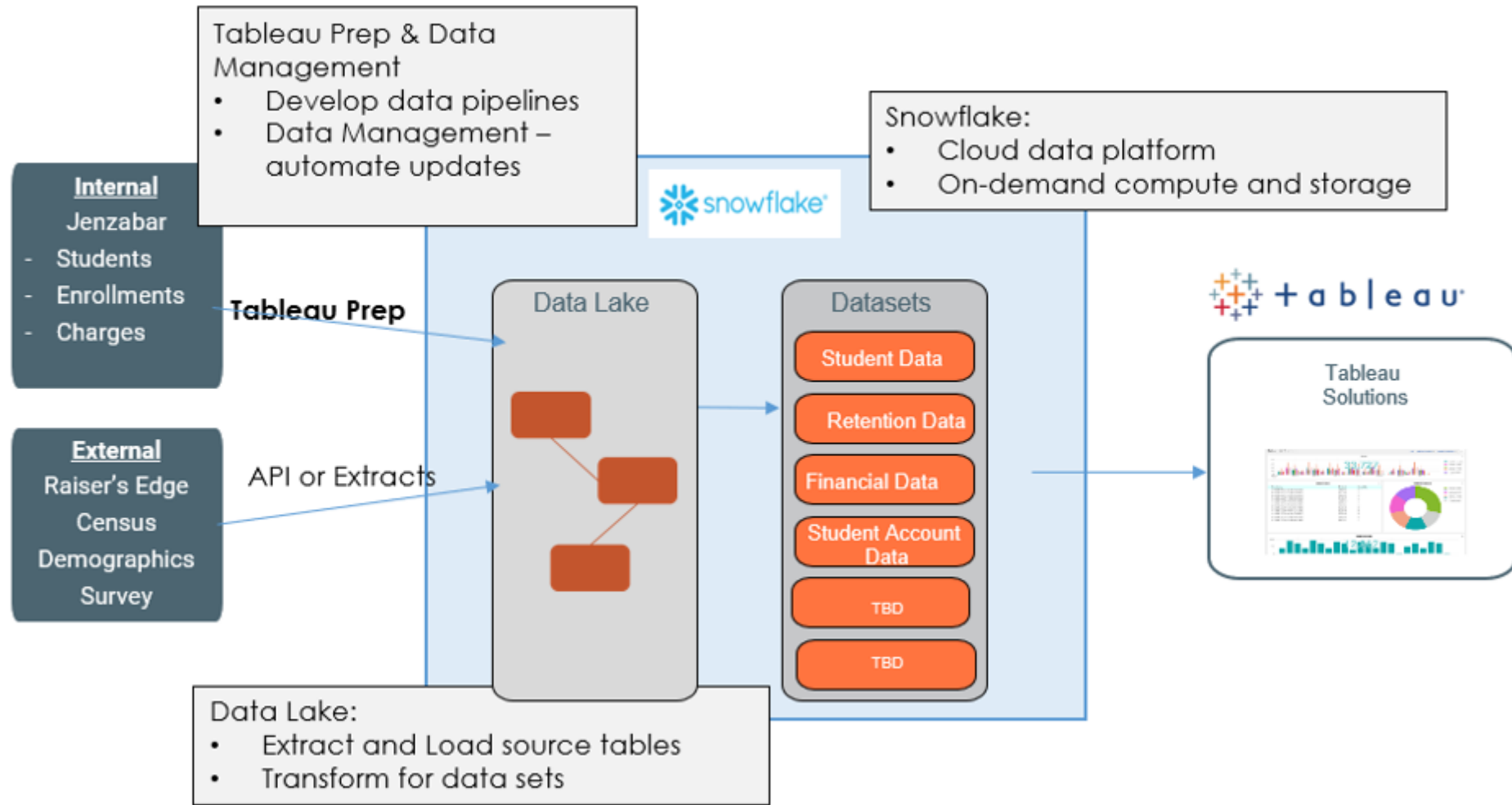


Unpaid Student Debt at Close of Fall ..

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



Technology Infrastructure



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.





Original Artwork by Claire Peri

Questions?

Contact us!

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