

# Community College *of* Philadelphia

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## Institutional Data From a National Perspective

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## Data to improve student success at CCP

- What have we been doing?
- National Participation
  - Achieving the Dream since 2006
  - IPASS (Integrated Planning and Advising for Student Success) since 2015
  - Pathways Project since 2015
  - NCCBP (National Community College Benchmarking Project) since 2006
  - VFA (American Association of Community College's Voluntary Framework for Accountability) since 2014
- Internal Focus
  - Micro-view
  - Building a culture of evidence tied to student Success
  - Use of institutional data to achieve student success goals
  - Measures of program effectiveness
  - Tracking students through developmental progress

## What can we add?

- Macro view, looking beyond our institutional walls
- Who are our peer institutions?
- Which institutions look similar to CCP?
- Which institutions stimulate our aspirational goals?
- Which institutions implement innovative practices?

## Why is this important?

- Middle States new accreditation model is now in effect. Changes include:
  - Eight-year self-study cycle
  - **Annual Institutional Updates (AIUs)**
  - Midpoint peer review (MPPR) of institutional AIUs

## What do we know?

- AIU annual data collection begins this Spring, Spring 2018
- AIU standard definitions have been established
- AIUs will be presented as five-year trends
- Data will be provided with institutional context for the Mid-Point Peer Review

## AIU Measures of Context

- Context
  - Fall Enrollment
  - Degree offerings
  - FT/PT Enrollment
  - 12-Month Enrollment
  - FTE
  - Race/Ethnicity
  - Age of students
  - Pell Recipients
  - Distance Ed (none, some, all)

## AIU Measures of Student Achievement

- Student Achievement
  - Retention rates
  - Graduation rates, 200% and 150%
  - 150% graduation rate by race/ethnicity and gender
  - 150% and 200% graduation and transfer Rates

## Who are our peers?

- Developed two models
- Colleges that look like us
  - Public
  - Large (10,000 – 23,000 headcount enrollment)
  - Urban
  - Associate degree highest award
  - Identified 29 institutions
- 2017 Aspen Award Finalists
  - Identified 5 institutions

## Comparison Group

Large, public, urban, associates degree-granting institutions

- Bakersfield College
- Bunker Hill Community College
- Central Piedmont Community College
- City Colleges of Chicago-Wilbur Wright College
- Community College of Allegheny County
- CUNY Bronx Community College
- CUNY Kingsborough Community College
- CUNY LaGuardia Community College
- CUNY Queensborough Community College
- Del Mar College
- El Centro College
- Erie Community College
- Fresno City College
- Laney College
- Los Angeles Mission College
- Los Angeles Pierce College
- Los Angeles Trade Technical College
- Mesa Community College
- Metropolitan Community College Area
- Metropolitan Community College-Kansas City
- Milwaukee Area Technical College
- Oklahoma City Community College
- Phoenix College
- Richland College
- Riverside City College
- Saint Louis Community College
- San Diego City College
- Tulsa Community College
- Wayne County Community College District

## Aspirational Group

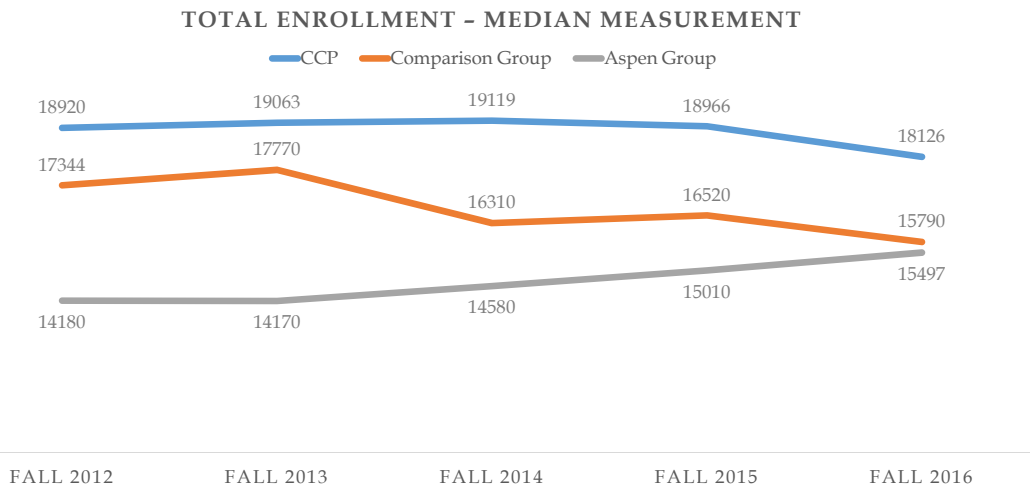
2017 Aspen Award finalists

- Mount San Jacinto Community College (California)
- Broward College (Florida)
- Indian River State College (Florida)
- Lake Area Technical Institute (South Dakota)
- Odessa College (Texas)

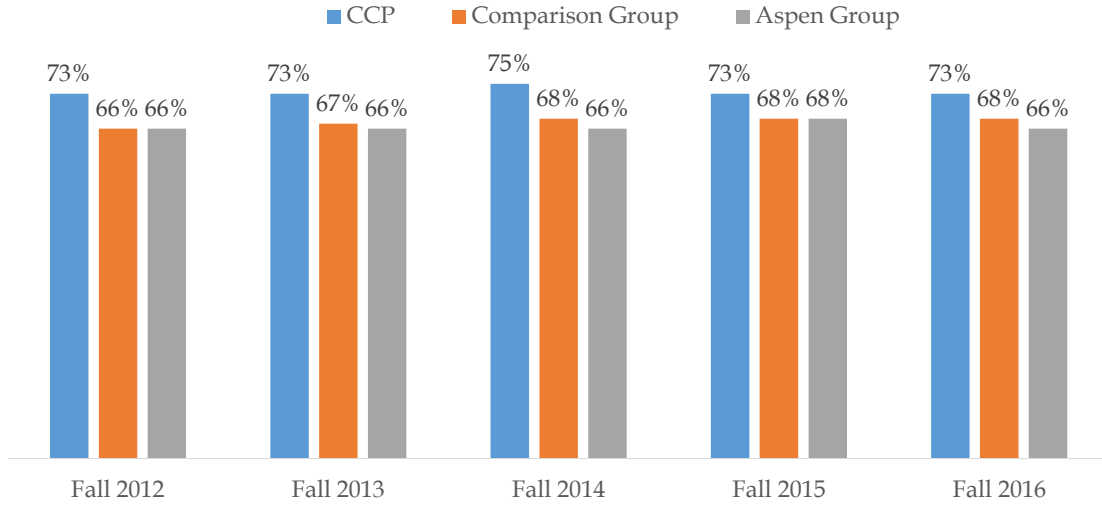
# Measures of Context

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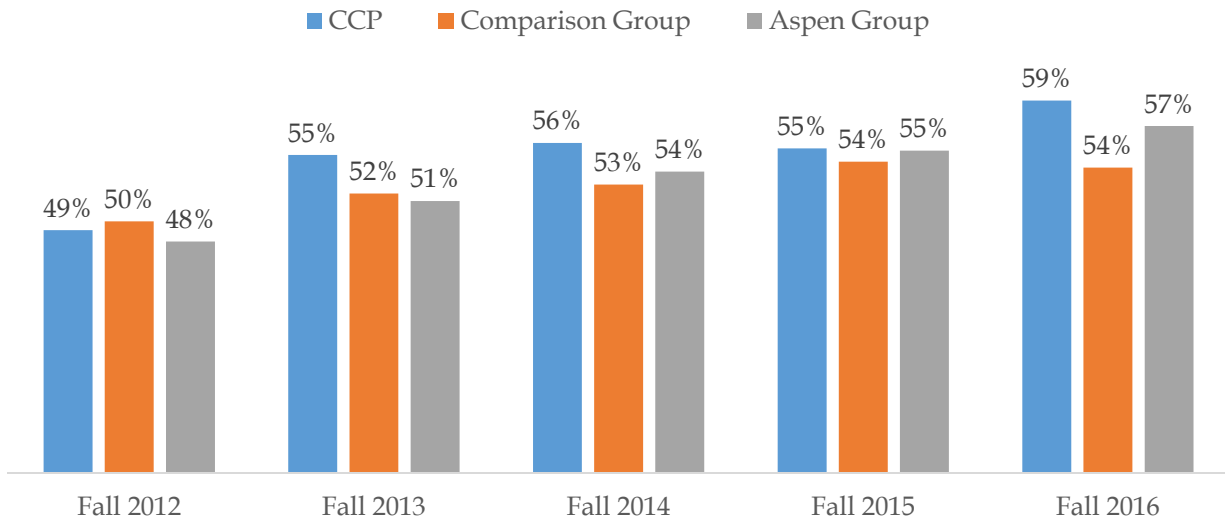
## Fall Enrollment for CCP and Selected Peer Groups

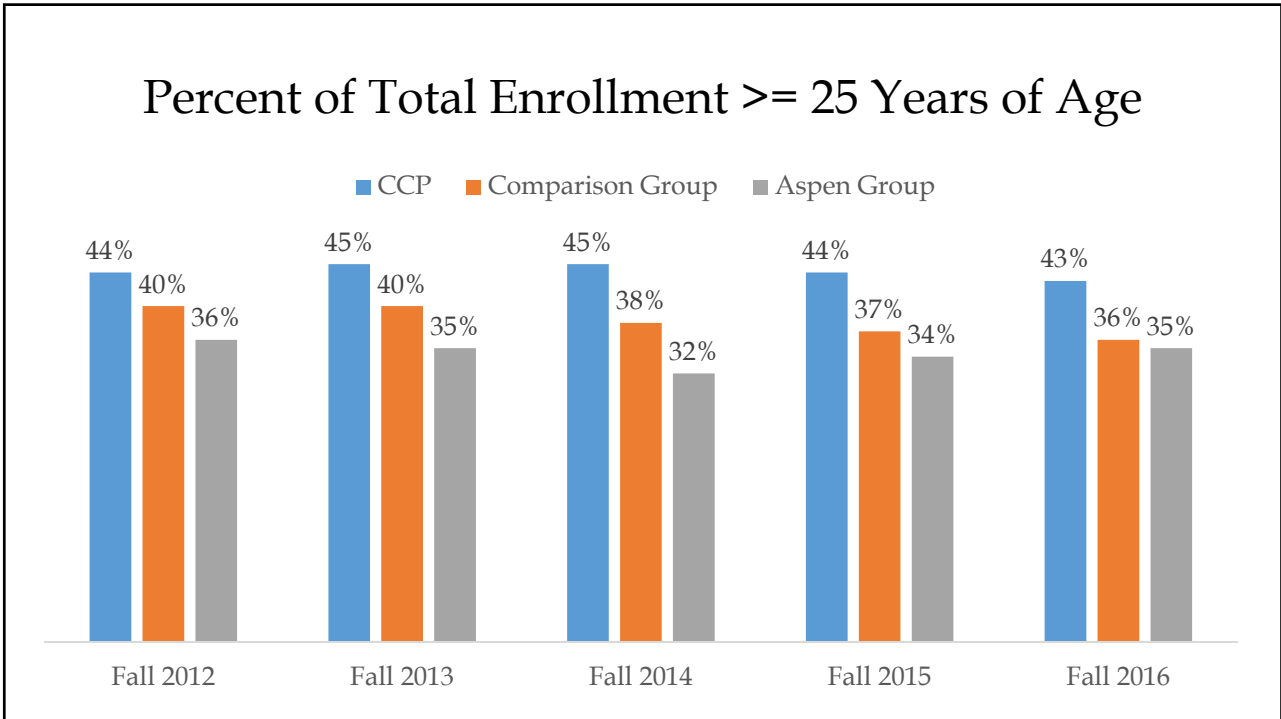
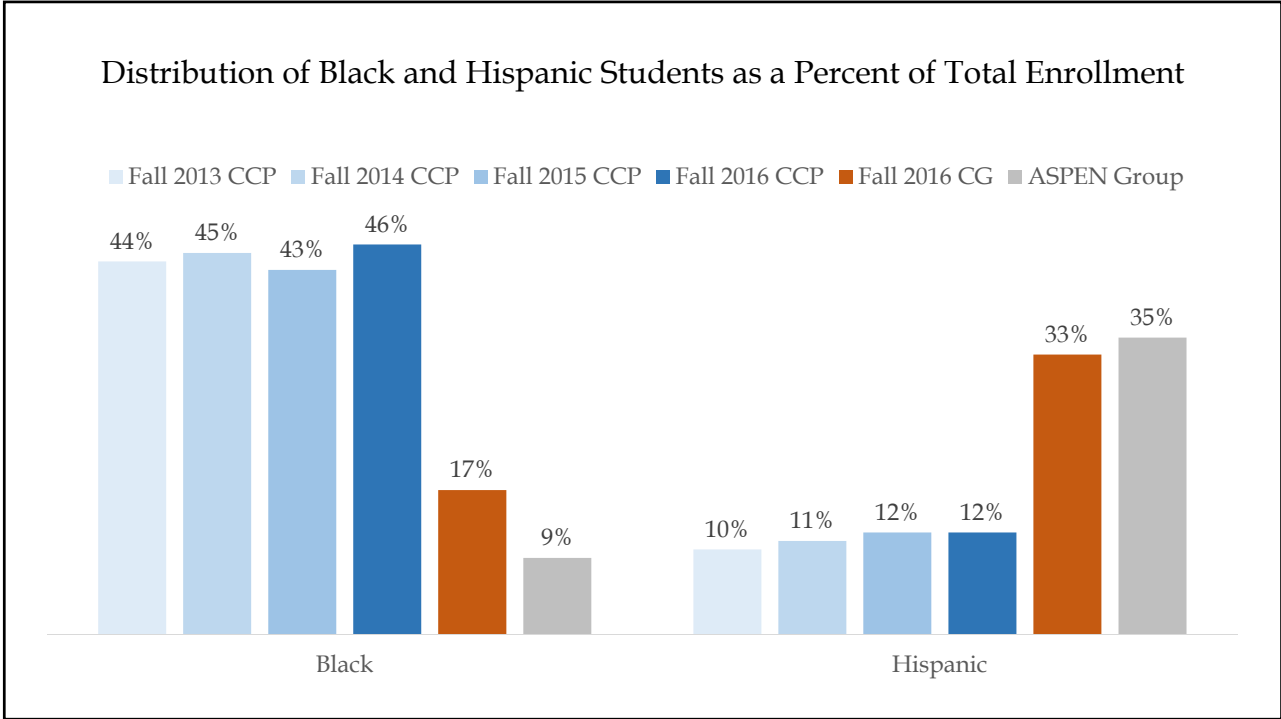


## Part-time Enrollment as a Percent of Total Enrollment

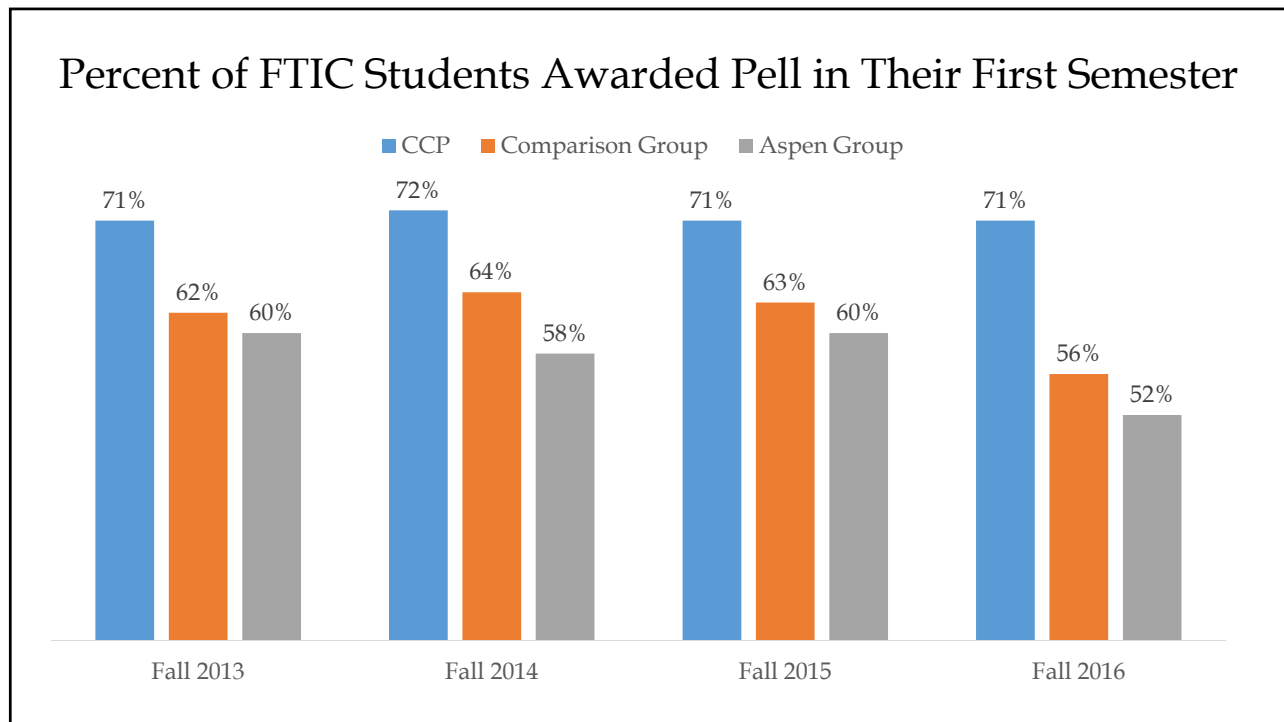


## Percent of Under-represented Minority (URM) Students









## Summary of Context

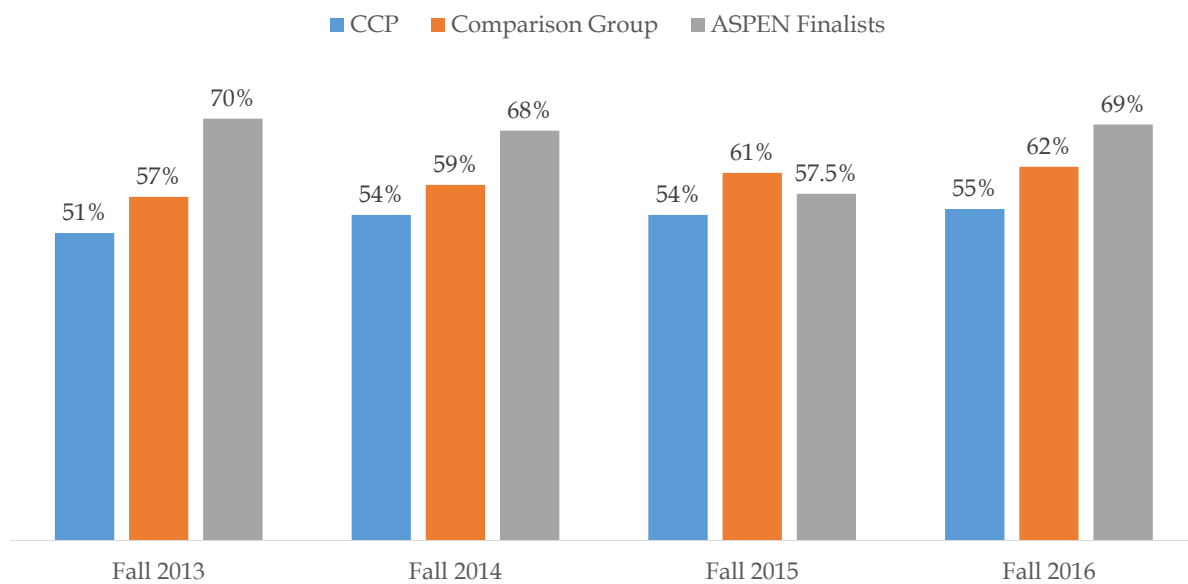
CCP is above the median with regards to:

- Headcount
- Part-time enrollment
- Percentage of URM students
- Percentage of non-traditional students
- FTIC Pell recipients

## Student Achievement

- Retention rates
- Graduation rates, 200% and 150%
- 150% graduation rate by race/ethnicity and gender
- 150% and 200% graduation and transfer rate

First-Year Retention Rates of First-time, Full-time Degree Seeking Students



## Graduation Rates

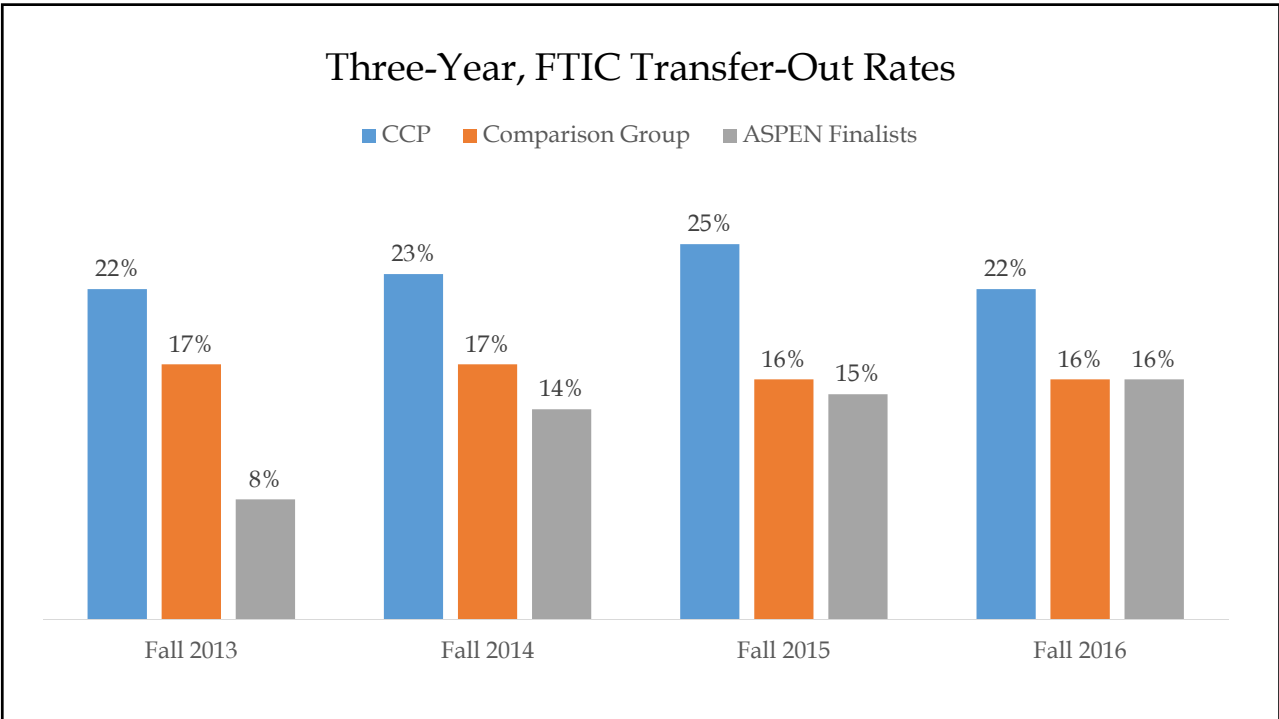
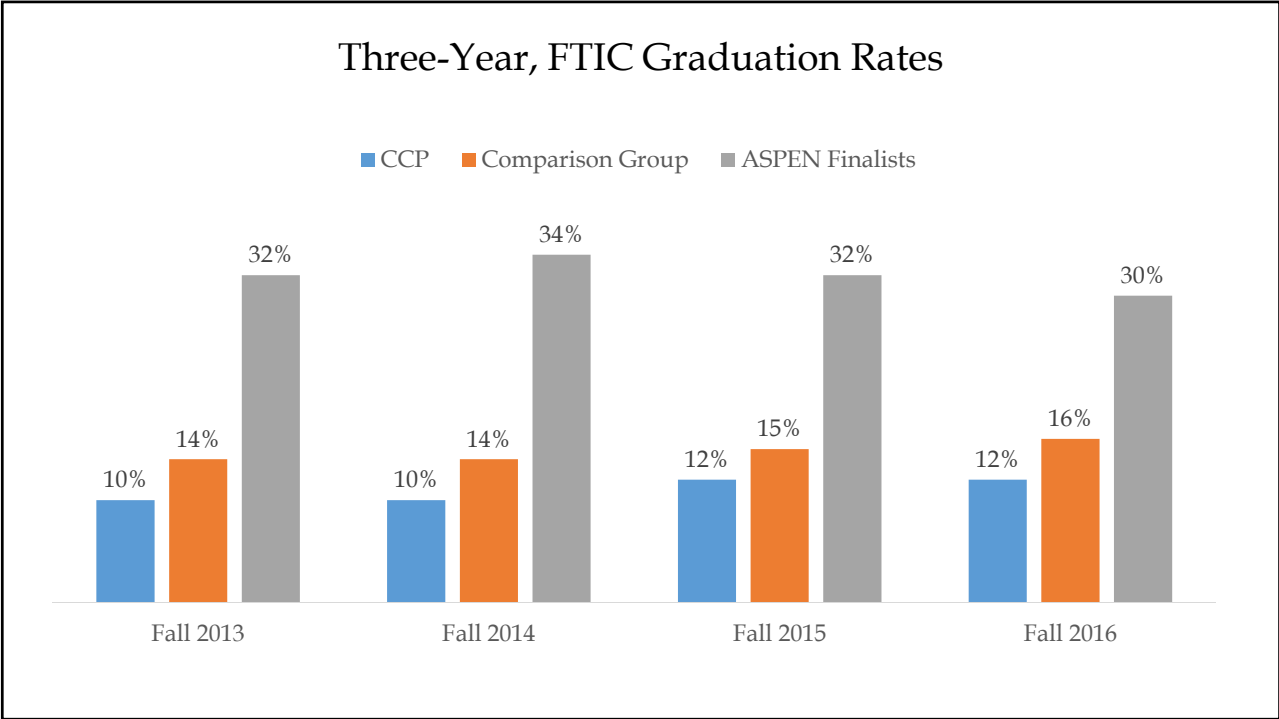
- National Clearinghouse data finds that within six years of entering, only 26.7% of community college students complete a degree or certificate at the college where they first enrolled.

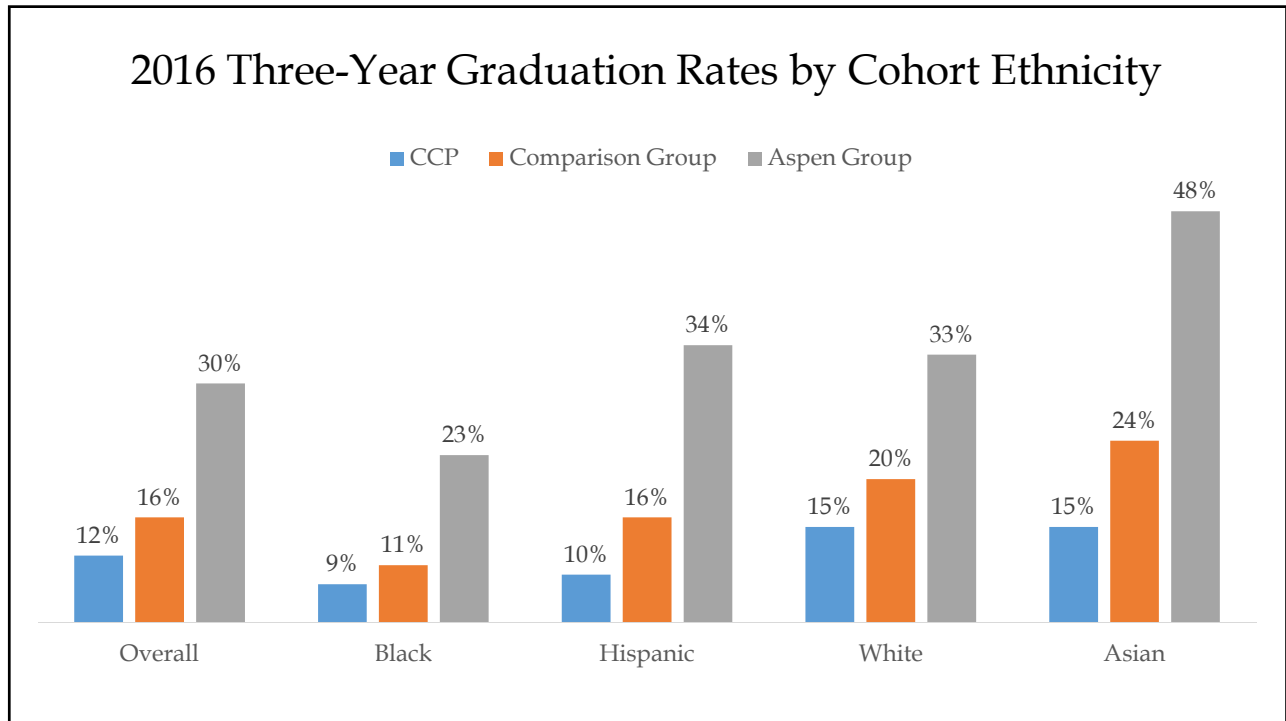
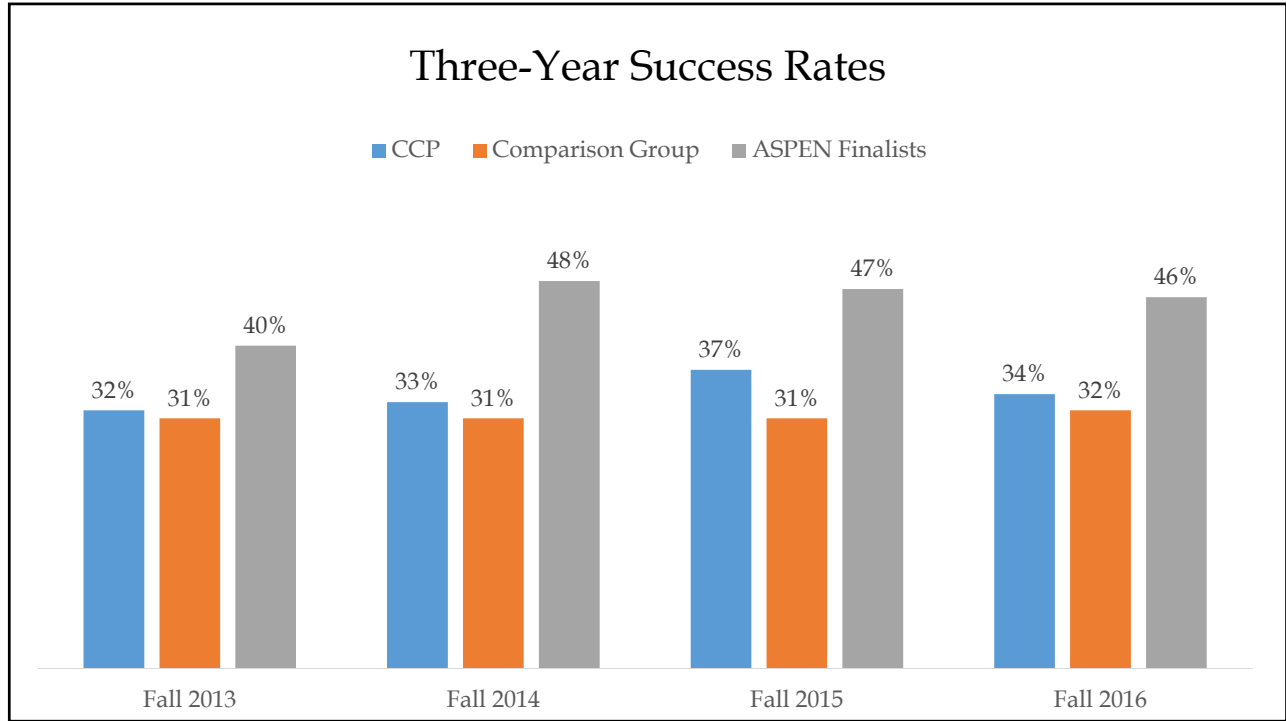
National Benchmark: Six-Year Outcomes and First Completion for Students Who Started at Two-Year Public Institutions

Enrollment Intensity	Total Enrolled (#)	Total Completion Rate (%)	1st Completion at Same Institution (%)
Overall	1,088,813	39.29	26.67
Exclusively Full-Time	247,820	54.53	41.56
Exclusively Part-Time	107,598	20.31	18.36
Mixed Enrollment	733,336	36.93	22.86

National Benchmark: Six-Year Outcomes and First Completion for Students Who Started at CCP

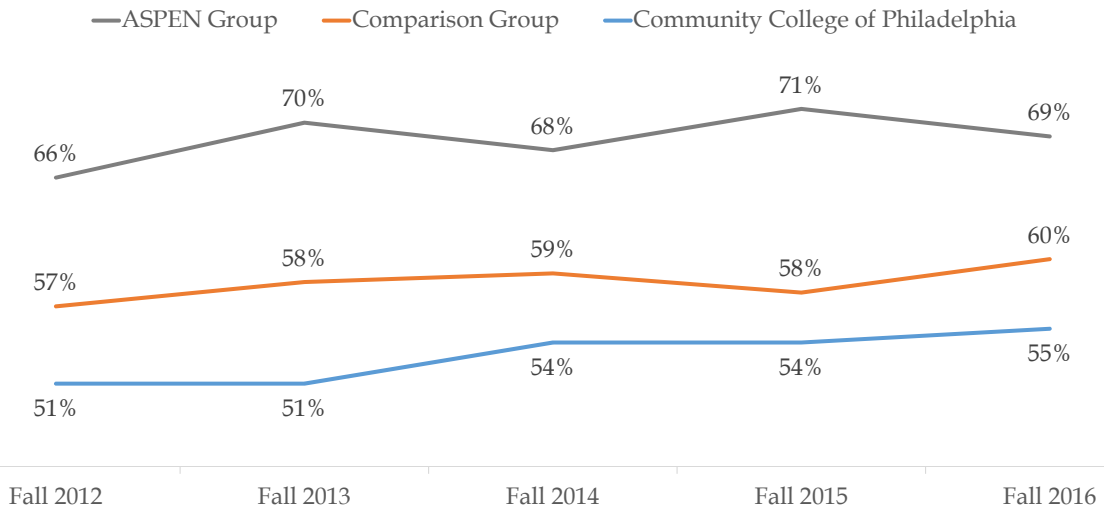
Enrollment Intensity	Total Enrolled (#)	Total Completion Rate (%)	1st Completion at Same Institution (%)
Overall	3,366	28.11	20.83
Exclusively Full-Time	391	38.90	24.57
Exclusively Part-Time	345	5.62	4.35
Mixed Enrollment	2,630	29.45	22.43

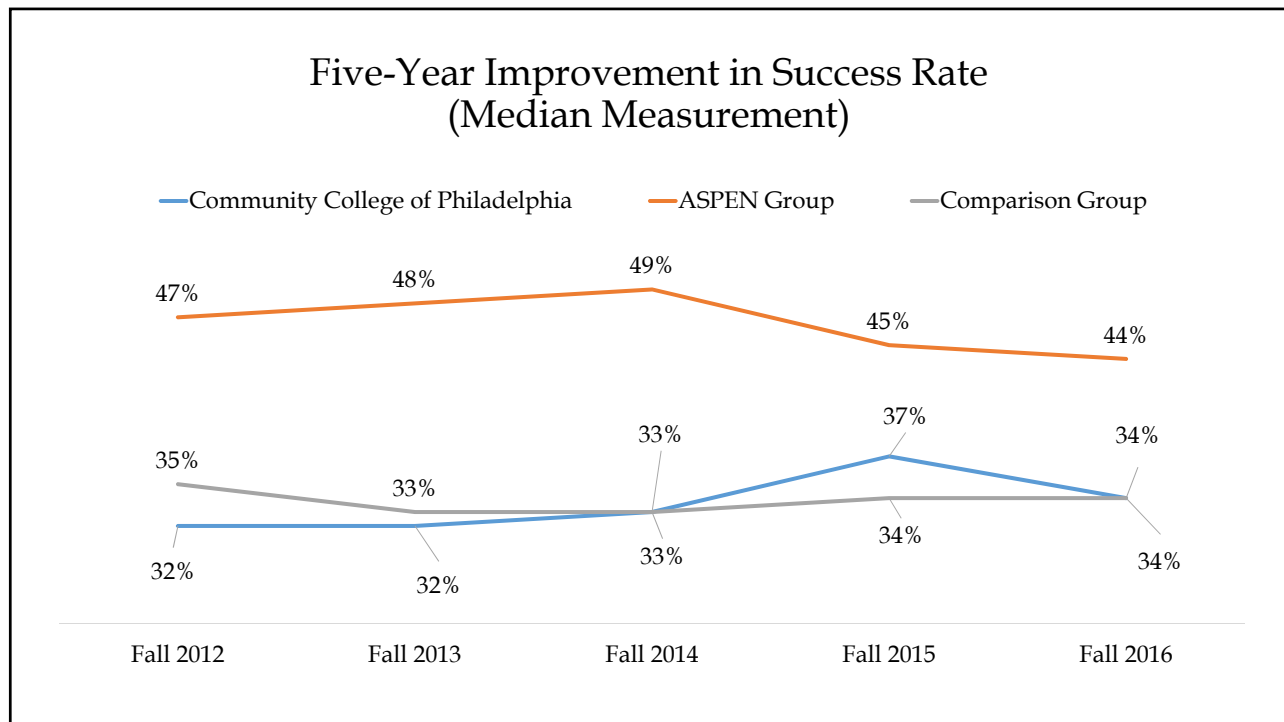




# Recap, Measures of Improvement

## Five-Year Improvement in Retention (Median Measurement)





## Benchmarking other institutional characteristics

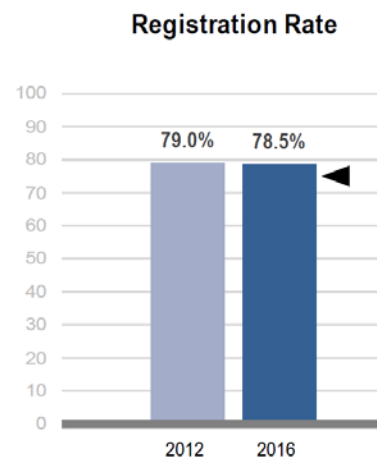
- We've seen data points illustrating a number of institutional challenges
- Let's look at institutional **strengths** and some **measures that aren't the "typical"** ones we report to Middle States, IPEDS, etc.

## Civic engagement at CCP

- Not related to Middle States but *is* related to our Strategic Plan
  - Part of “Student Experience” pillar
    - Increase academic and student development opportunities by integrating civic engagement and service learning into programs of study
    - Not easy to capture, can’t pull data from Banner
- NSLVE report
  - National Study of Learning, Voting, and Engagement
  - Ongoing study carried out by researchers at Tufts University
  - Measures civic engagement at institutional and national levels by leveraging publically available voting data and NSC data
  - Where do we stand?

## Civic engagement at CCP, cont.

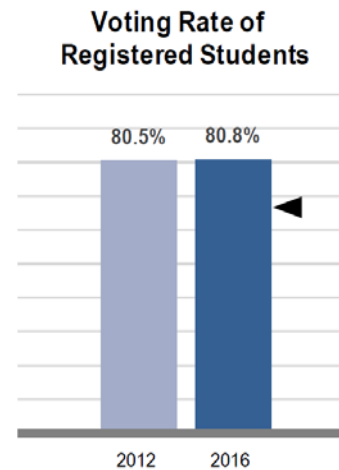
- About **79%** of CCP students were registered to vote during the 2012 (12,638) and 2016 (11,894) presidential elections
- Average among institutions nationwide is about **75%**
- **There are about 12,000-13,000 votes at CCP!**





## Civic engagement at CCP, cont.

- CCP students “follow through” in terms of civic engagement
- Of the approximately 12,000 students who were registered to vote in the 2012 and 2016 elections, nearly **81%** actually voted in those elections
- Average among institutions nationwide is approx. **67%**



## Social mobility at CCP

- CCP serves an economically disadvantaged population
  - Illustrated by chart showing percentage of Pell recipients
    - 71% in 2016
    - Percentage of students we could consider disadvantaged may be higher
    - How well does CCP serve those students in their efforts to improve their economic realities?
    - How *socially mobile* are students at CCP?
- Equality of Opportunity Project
  - Led by researchers from Harvard, Stanford, and Brown
  - Study seeks to measure change in students’ economic status relative to the economic status of their families
  - Data originates from millions of anonymous tax filings
  - New York Times compiled data in user-friendly dashboards
  - <https://www.nytimes.com/interactive/projects/college-mobility/>

## Social mobility at CCP, cont.

- What does the study reveal?
- Includes several important measures for understanding degree of economic disadvantage among our students
  - Median parent income - \$35,000 (for students born in 1991)
  - 24% come from families making <\$20,000
  - Important context for understanding institutional challenges (retention, graduation, etc.)
  - How do these students fare in terms of social mobility?

## Social mobility at CCP, cont.

- CCP is a leader in terms of social mobility among two-year inst.
- Disadvantaged students at CCP have better chance to improve economically realities than almost any two-year inst. in US
- Highlights previously unexplored institutional strength

Measure	Percent of students	CCP percentile rank
<b>Overall mobility index</b> – percentage of students who moved up two or more income quintiles	28%	98 <sup>th</sup> percentile (among two-year institutions)
<b>Mobility rate</b> – percentage of children from families in bottom quintile who go on to earn in the top quintile	2.85%	95 <sup>th</sup> percentile (among two-year institutions)

## From CCP to the Ivy League

- IR office was approached with the question
  - How many CCP students are going on to Ivy League institutions?
- Of the students who started at CCP within the last 10 years, about how many do you think transferred to an Ivy League institution?

## From CCP to the Ivy League, cont.

- Of the students who entered CCP for the first time between Spring 2006 and Spring 2016, **564** went on to enroll at an Ivy League institution
- Majority (469) enroll at UPenn, but students are represented at all 6 institutions
- Anecdotally supports idea that transfer is an inst. strength



Penn



COLUMBIA



HARVARD



Dartmouth



Yale



Cornell



BROWN



PRINCETON

