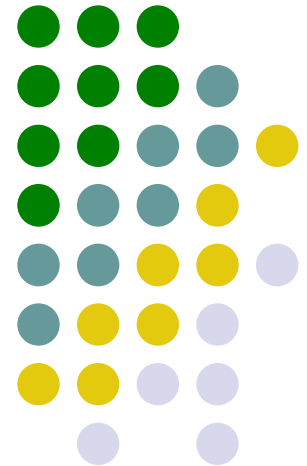
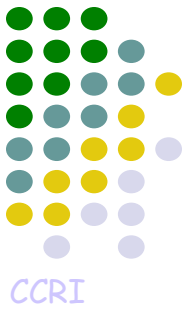


Community College of Rhode Island

Who Do We Serve and How Do
We Perform: It's About Choices

Executive Retreat: July 18, 2012
Dr. William LeBlanc
Director of Institutional Research & Planning

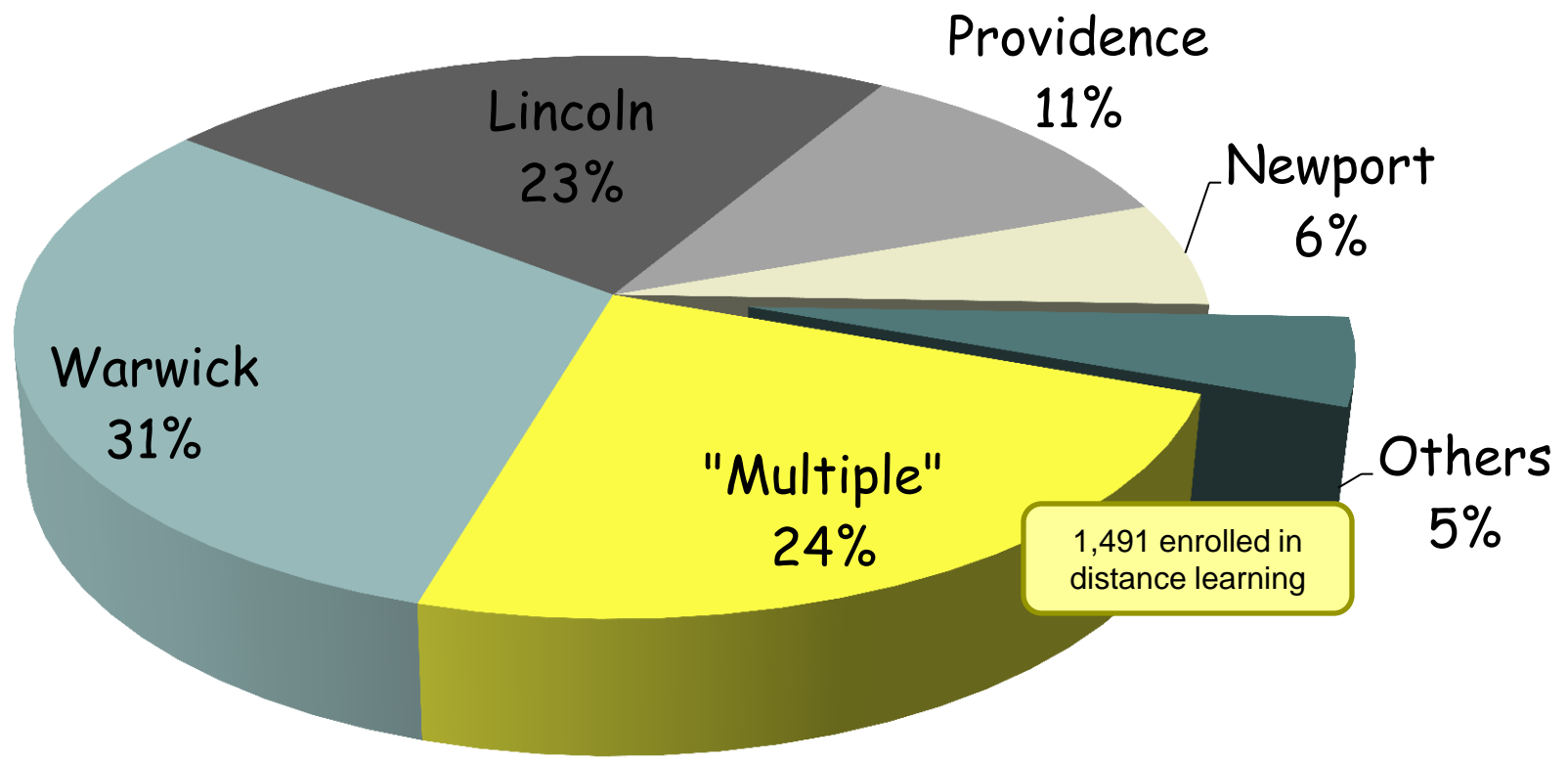
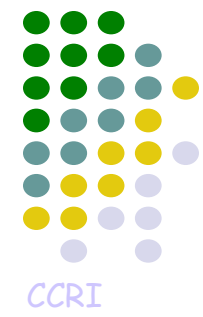




Outline Summary

- Title: Think about choices that would impact our performance and ultimately student success
- Demographics: Where we are or starting point
- Enrollment types: First time; continuing, etc.
- New High School Grads: FT/PT & placement rates; how do we best serve them?
- Outcomes: Sub-cohorts for first time students
- Outcomes/Output Examples: Nursing; retention; persistence
- Existing measures: VFA focus
- Highlights to frame choices
- “Great by Choice”

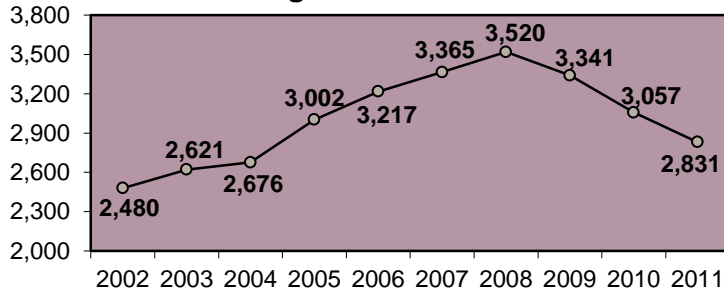
Community College of Rhode Island Enrollment by Site



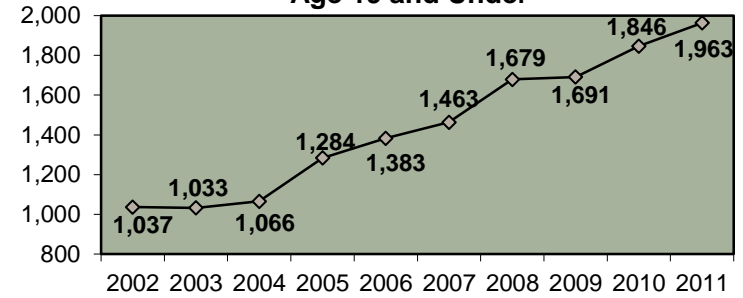
Others: Distance Learning; DownCity; Off-Campus; Television; Training & Development Contracts; Westerly Satellite; and Davies

CCRI: Fall 2002 to 2011 Age History

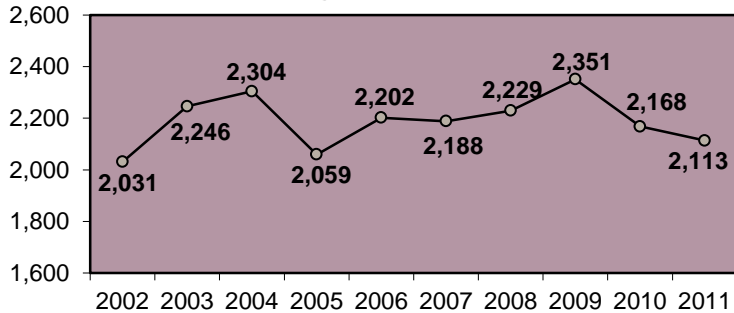
Enrolled Full Time Age 19 and Under



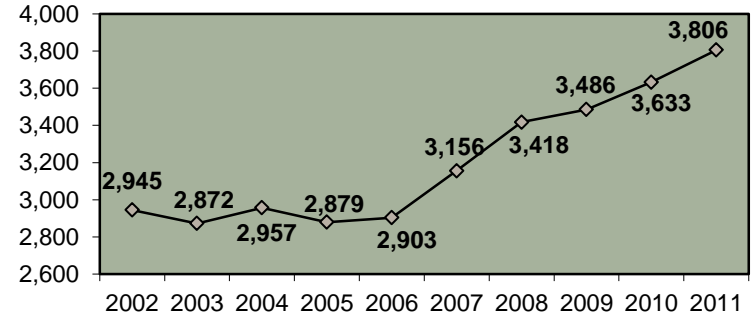
Enrolled Part Time Age 19 and Under



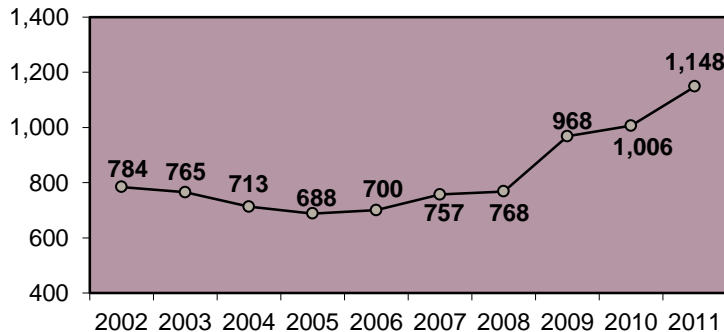
Age 20 TO 24



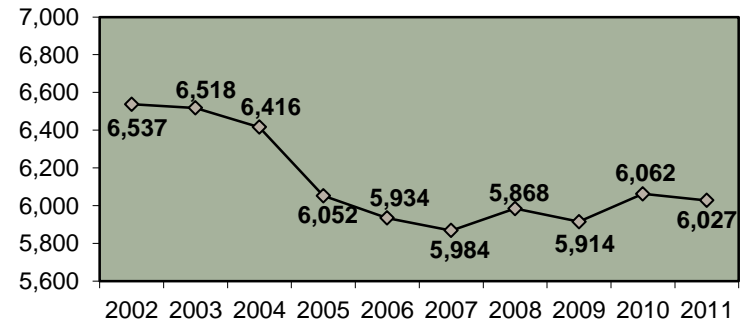
Age 20 TO 24



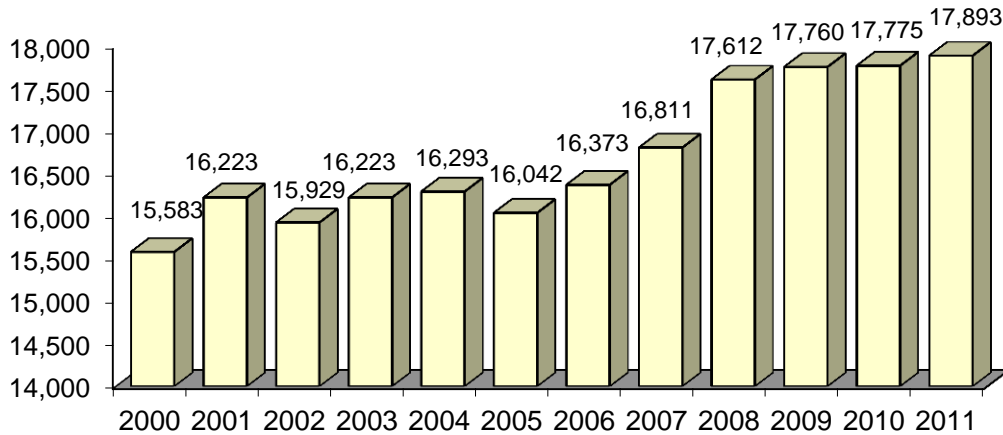
Age 25 and Over



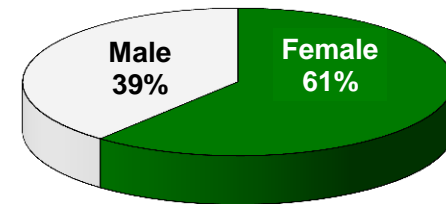
Age 25 and Over



Fall Credit Headcount Enrollment 2000 to 2011

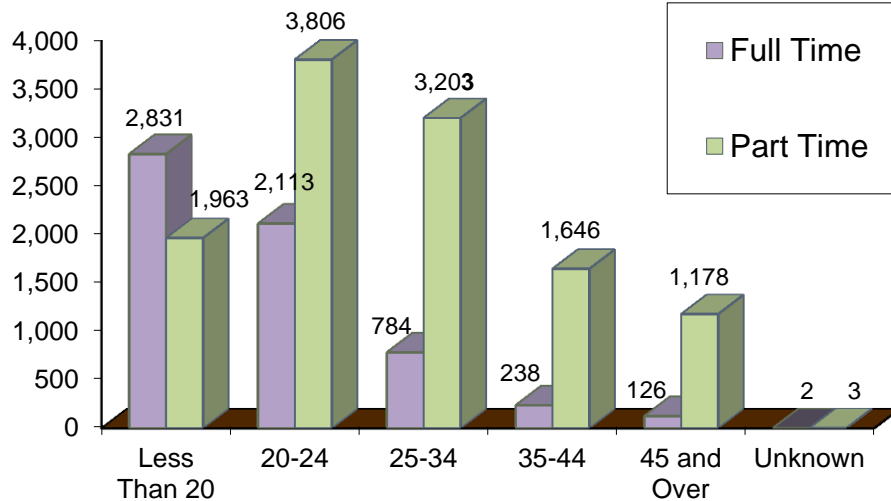


Fall 2011 Enrollment: by Gender



CCRI

Students by Age Groups



Average Age 26.3
Full-time 21.7
Part-time 28.7 ✓

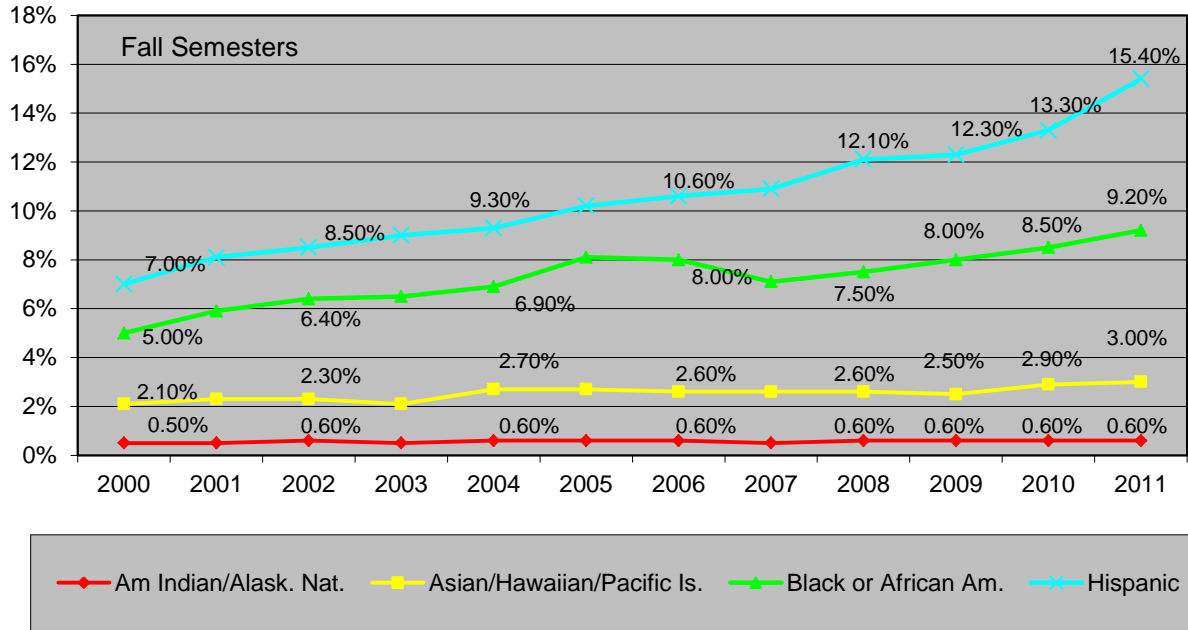
66% Part-time
34% Full-time

Residency

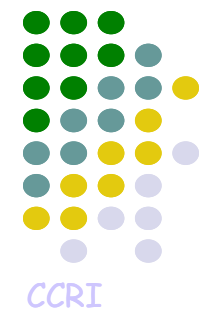
Rhode Island	17,135	95.8%
Out -of-State		
Connecticut	79	
Massachusetts	604	
Other	61	
Out-of-State Total	744	4.2%
Non-Resident Aliens	14	0.1%
Total Enrollment	17,893	100%

MINORITY ENROLLMENT HISTORY

(92 multi-racial in 2010 & 147 in 2011 not included in graph)



Fall 2011:
29.1% Minority
 (Fall 2010: 25.9%)



56% of students
 awarded financial aid

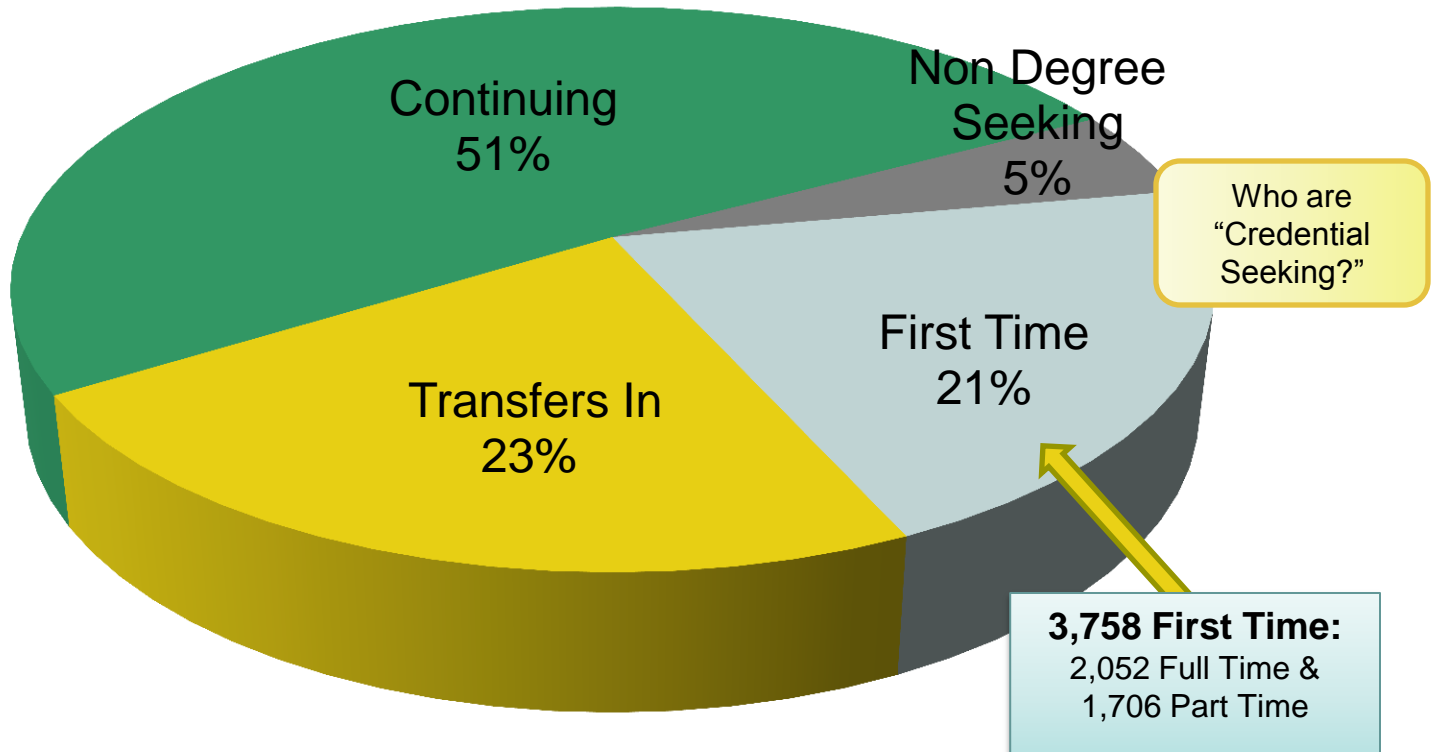
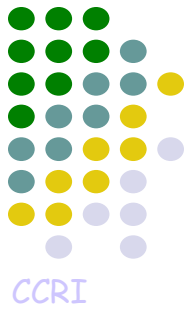
Instructional Activity	
Student Credit Hours	
School Year	Fall Credit Hours
2011-2012	153,855
2010-2011	152,249
2009-2010	153,511
2008-2009	151,110
2007-2008	145,052
2006-2007	139,626
2005-2006	133,653
2004-2005	135,765
2003-2004	134,106
2002-2003	129,897
2001-2002	130,792

STUDENT CREDIT HOURS & DEVELOPMENTAL CREDIT HOURS

	Fall 2010	Fall 2011	% Change 2010 – 2011
Standard Credit	136,388 88.0%	136,431 88.2%	< 1%
Remedial/ Developmental	15,861 10.4%	17,424 11.3%	+9.8%
Total	152,249 100%	153,855 100%	+1%

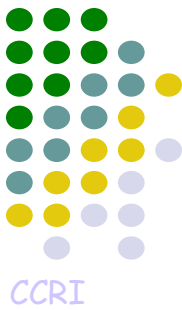
Students enrolled in one or more developmental classes :
 Fall 2010 = 3,907; Fall 2011 = 4,259

Community College of Rhode Island: Fall 2011, Student Enrollment “Types”



70% of First Time are 18-19 years old

“Types” as defined by IPEDS



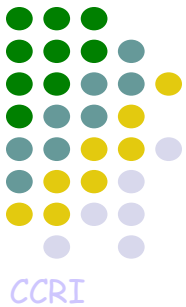
First Time Students Who are “Recent High School Graduates” (spring 2011 grads)

CCRI: Fall 2011

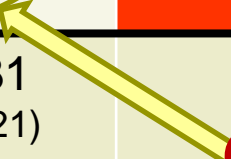
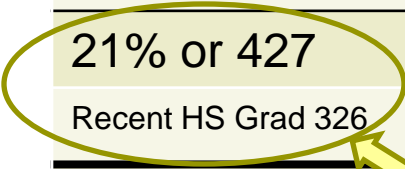
Student Status	Number of Placements	Number of Students	% Placements by Status
Full Time n = 1,448 (71% of the FT cohort)	0	425	29%
	1	484	33%
	2	213	15%
	3	326	23%
Part Time n = 773 (45% of the PT cohort)	0	90	12%
	1	266	34%
	2	111	14%
	3	306	40%

ALL First Time:
 FT cohort = 2,052
 PT cohort = 1,706

First Time Students: How Can We Best Serve Them? Decisions?



Full Time	Fall 2011	Part Time
29% or 585 Recent HS Grad 425	Mostly College Ready No placements	11% or 177 Recent HS Grads 90
36% or 737 Recent HS Grad 484		42% or 682 Recent HS Grad 266
14% or 282 Recent HS Grad 213	Not So Ready Need 2 placements	14% or 219 Recent HS Grad 111
21% or 427 Recent HS Grad 326		33% or 541 Recent HS Grad 306
100% or 2,031 (no Accuplacer=21)		100% or 1,619 (no Accuplacer=87)



HS Grads:
76% of 427

Community College of Rhode Island

Office of Institutional Research & Planning

Readiness Retention, Completion & Persistence Rates

First-Time, Full-Time, Degree Seeking Freshman

Year	Readiness	Cohort	Retention		Rates within 3 years				
			After 1 Year	After 2 Years	Graduates + Transfers	Completions	Continuing	Persistence	
2010	College Ready	554	63.4%						
	Developmental	1,475	61.4%						
	No Accuplacer	15	26.7%						
2009	College Ready	572	64.7%	41.1%					
	Developmental	1,495	58.7%	38.6%					
	No Accuplacer	23	26.1%	17.4%					
2008	College Ready	596	63.8%	42.6%	16.4%	20.5%	36.9%	27.7%	64.6%
	Developmental	1,566	61.4%	40.7%	8.6%	14.4%	22.9%	29.4%	52.3%
	No Accuplacer	17	17.7%	5.9%	5.9%	29.4%	35.3%	0.0%	35.3%
2007	College Ready	572	61.7%	40.4%	14.0%	24.0%	37.9%	22.7%	60.6%
	Developmental	1,659	59.7%	40.4%	8.0%	15.3%	23.3%	30.6%	53.9%
	No Accuplacer	23	26.1%	8.7%	0.0%	43.5%	43.5%	8.7%	52.2%
2006	College Ready	557	64.3%	41.8%	15.1%	20.5%	35.6%	29.1%	64.7%
	Developmental	1,402	61.1%	40.6%	6.8%	13.5%	20.3%	30.5%	50.8%
	No Accuplacer	14	28.6%	14.3%	0.0%	28.6%	28.6%	14.3%	42.9%

NOTES

Retention (includes enrolled or graduated; does not include transfers out);

Graduate (thru the summer of year 3); **Transfer** (thru the fall of year 4);

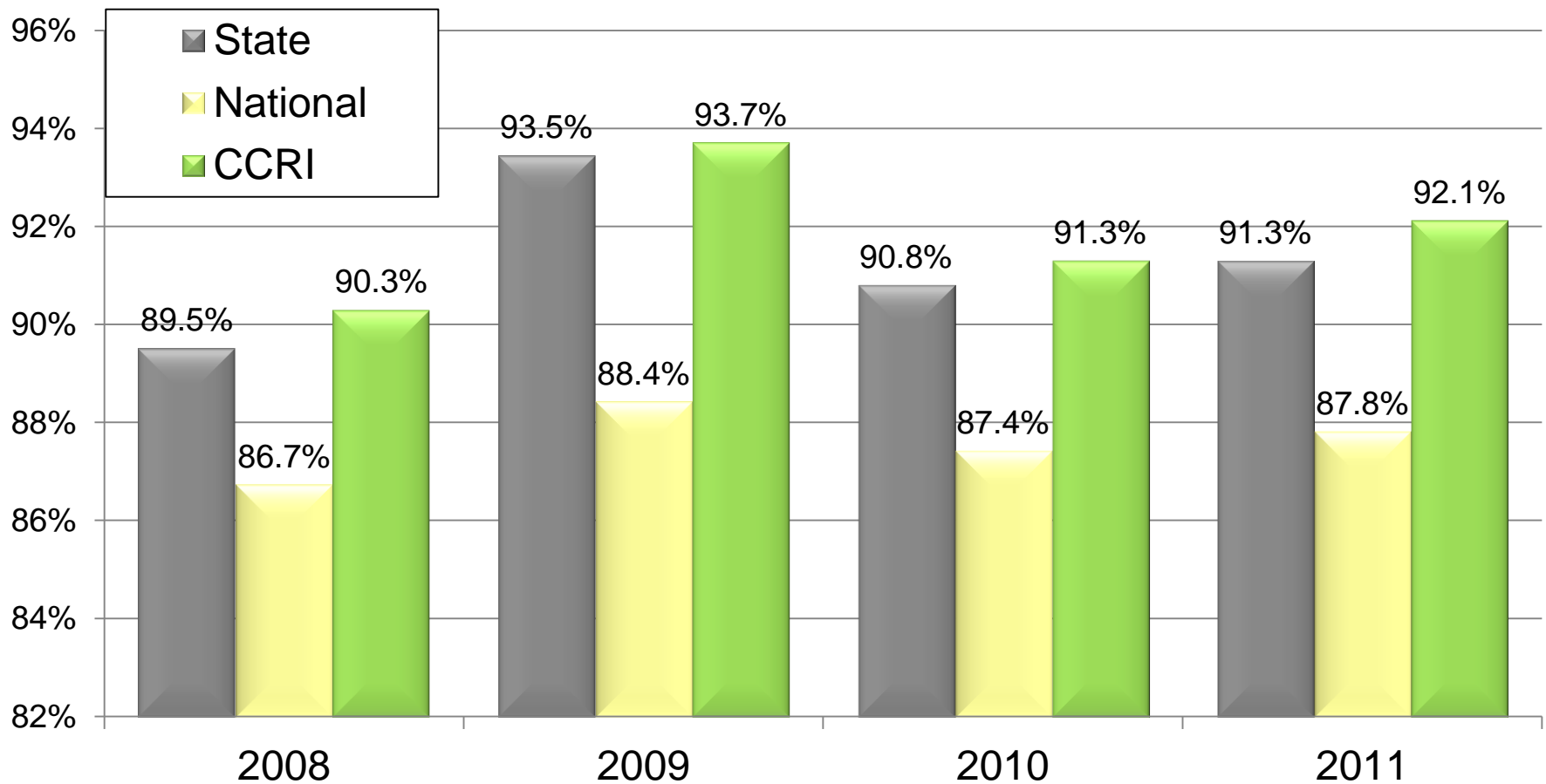
Completion (graduates + transfers); **Continuing** (thru the spring of year 3);

Persistence (graduates + transfers + continuing)

***Cohort is first-time, full-time, degree seeking freshman**

“Output”
examples

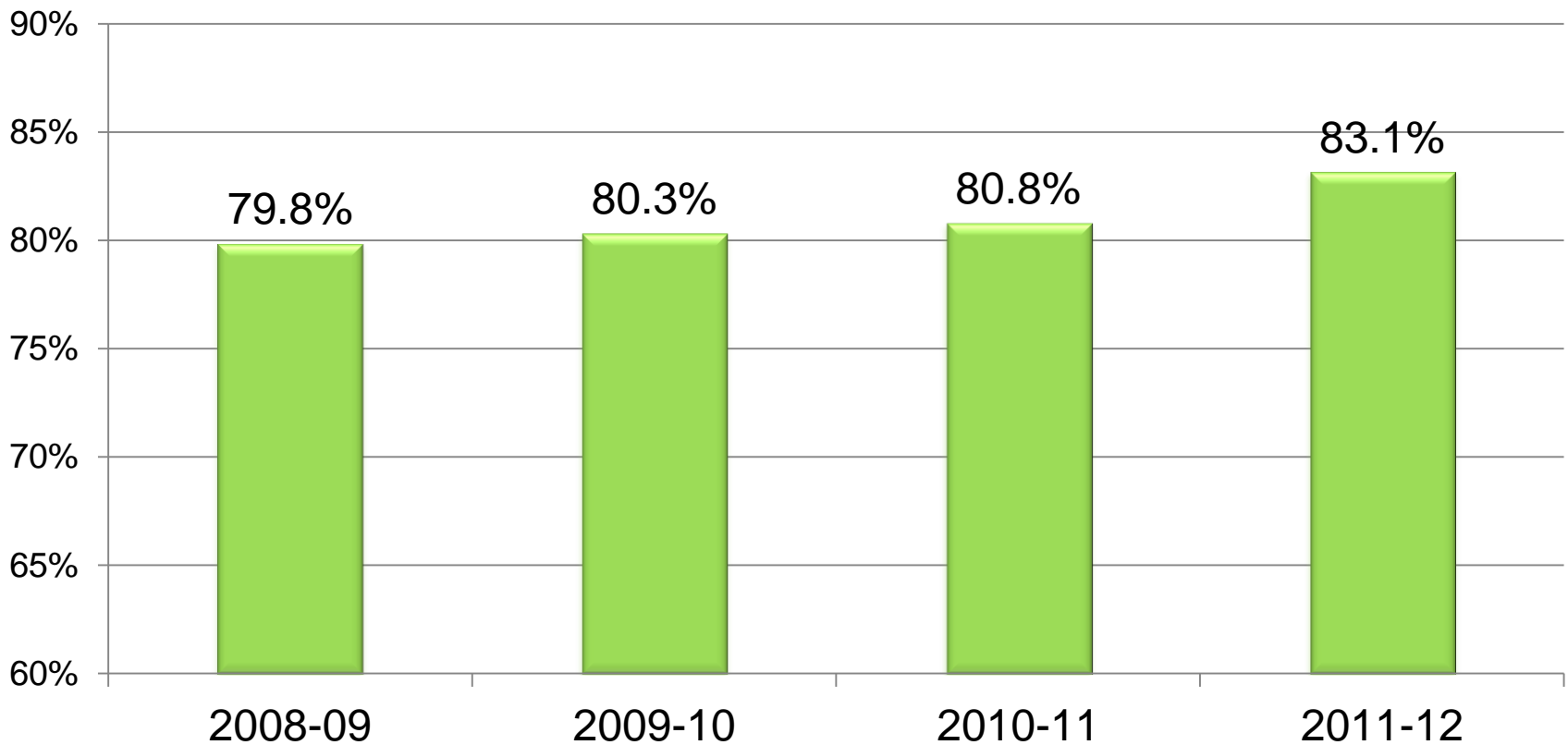
Community College of Rhode Island NCLEX-RN Pass Rates



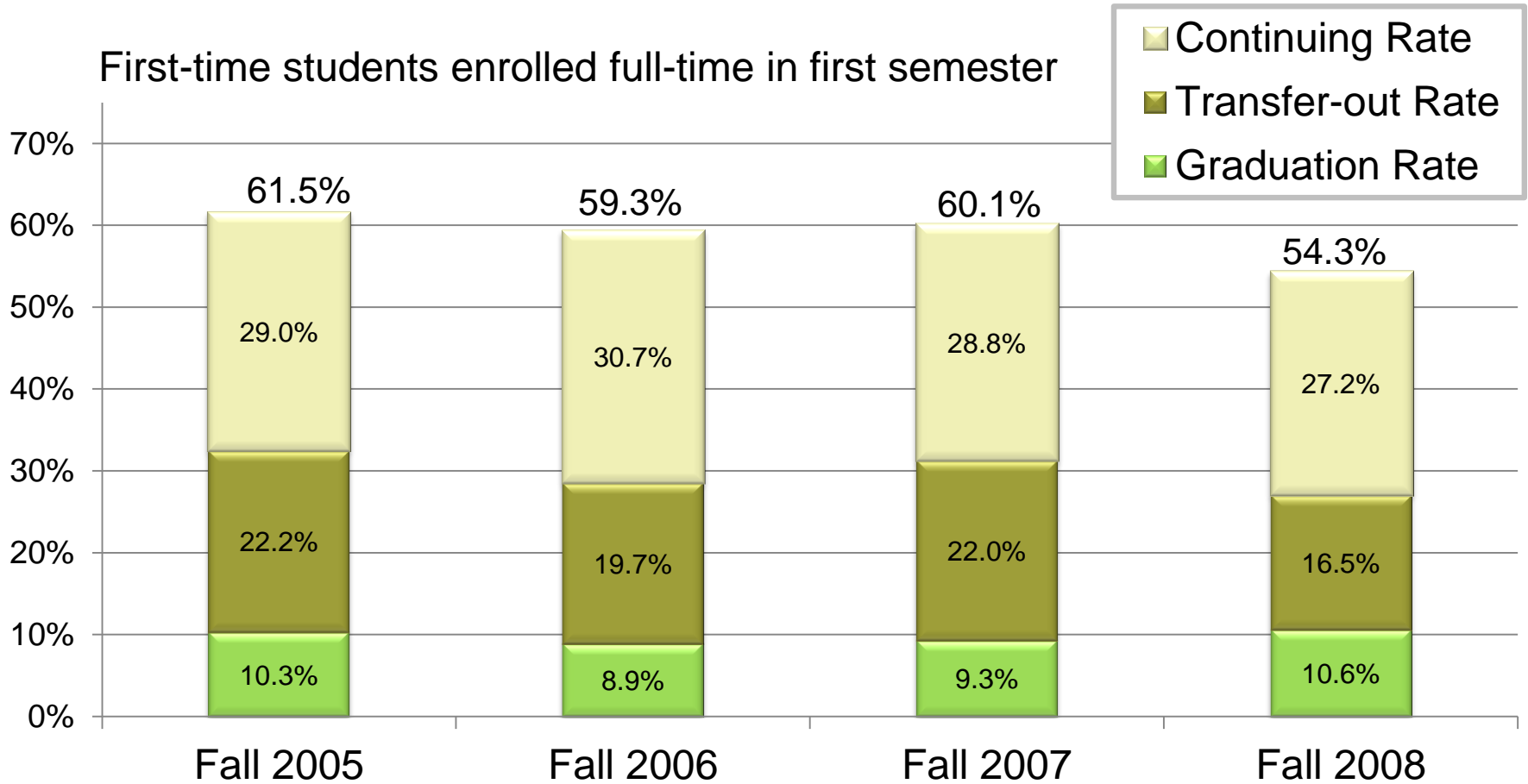
Performance Indicators Report 2012

Community College of Rhode Island Fall to Spring Retention: Percent of First-time Fall Cohort Enrolling the Following Spring

Full-time Students



Community College of Rhode Island Persistence Rates (IPEDS data): Fall Cohort After 3 Years



Existing Measurements

“[Community colleges have] been unable to tell our story in a meaningful way. We are great at what we do, but we don’t have data to tell that story.” Joe May, President LC&TC

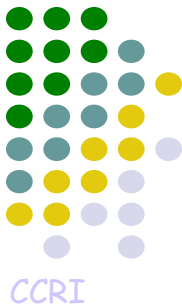
- Plethora of reporting and accountability models but...existing measurements are limited

CCA; USDOE; A2S; VFA; NCCBP; CA; CtoC; ICW/CC; State Reports, others

- Graduation rate not the right tool for measuring community college success
- Existing measures do not capture value of full range of community college offerings, like noncredit courses or Career & Technical Education (CTE)
- Despite importance to U.S. economy, community colleges lack comprehensive way to tell our story

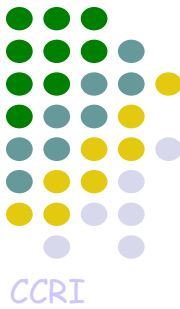
Source: American Association of Community College’s VFA Web Site

Principles of the Voluntary Framework of Accountability Require Critical Choices



VFA

- ❖ Community colleges need to define the measures against which they should be held accountable
- ❖ Community colleges want to be accountable, but by using the appropriate measures
- ❖ Community colleges need to have a common set of measures that can be of use for benchmarking
- ❖ Measures need to tell the story of what community colleges do while maintaining rigor and assessing quality

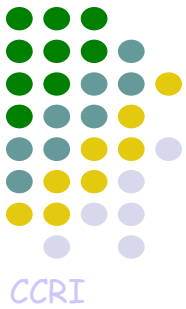


Voluntary Framework of Accountability (*VFA)

- Student Progress & Outcomes
 - Developmental Education Progress Measures
 - 2 Yr. Progress Measures
 - 6 Yr. Outcome Measures
- Workforce, Economic & Community Development
 - Career & Technical Education Measures
 - Non-credit Workforce Courses
 - Adult Basic Education/GED
- Student Learning Outcomes
 - Phased Approach (under development) working with NILOA
(National Institute for Learning Outcomes Assessment)

* Developed by the American Association of Community Colleges

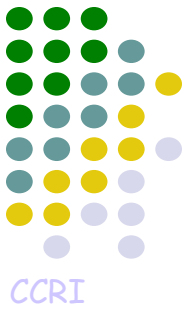
CCRI: Highlights of Fall 2011 Enrollment and Trends



- Headcount enrollment increased for six consecutive years
- 56% of students awarded some form of financial aid
- Distance Learning increased 7.4% (1,491) after a 39% jump in fall 2009 & 16% increase in fall 2010
- Minority headcount grew to 29.1% of enrollment (5,199)
- 11.3% of credit hours generated from developmental courses (10.4% last fall)
- Adult student learner group grew above 40% (7,175) for the first time in many years

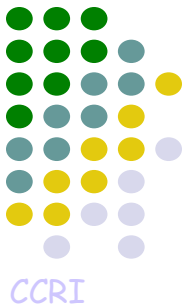
--continued

CCRI: Examples of “Knowledge” to Help Frame Our Choices



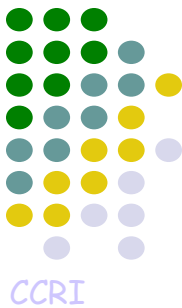
- 24% of our students are enrolled at multiple “sites”
- DownCity: Highest-- % First Generation, % Pell awards, % under 18 years of age and % minority
- Liston “site”: Highest % females on campus (DL slightly higher); highest % of students attending part time of 4 campuses
- Westerly, Newport and Distance Learning have low % of minorities
- 43% of students enrolled in Distance Learning are full time
- Most students are High School graduates; 10% or less GED’s

CCRI's First Time Students: What Will Be Our Choices?



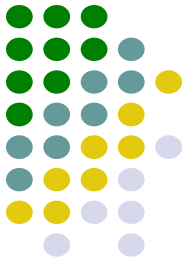
- All First Time Students (about same for only recent hs grads)
 - 71% of full time & 89% of part time placed in 1 or more
- NOT enrolled in at least 1 placement 1st semester
 - 387 full time & 594 part time students
- Needing 2 or more placements and NOT enrolled in any
 - 116 full time & 213 part time students
- Fall 2008 Graduation Rate (Important part of “completion”)
 - Full time graduation rate of 10.6% (IPEDS)
 - 21% of the students in this cohort were “clearly not ready”
 - Excluding this group from the cohort would change the graduation rate to 12.4% (establish policy of total credit hours less than 12 for student's first semester)

Great by Choice (J. Collins & M. Hansen)



- “Inputs are important but greatness is in the outputs”
 - Three outputs: 1) Superior performance, 2) Distinctive Impact and 3) Endurance
- “It’s about choices. Is it what happens to you or is it what you do?”
 - Corollary: “We need to do a better job ignoring all the stuff that’s just noise.”
- If we agree with “greatness is in the outputs” then what outputs and metrics are we willing to measure to monitor our performance???? (aka “clear performance markers”)

All quotes on this slide are from Jim Collins



CCRI

