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

- **Warwick**: 31%
- **Lincoln**: 23%
- **Providence**: 11%
- **Newport**: 6%
- **Others**: 5%

"Multiple" 24%

1,491 enrolled in distance learning

**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 25 and Over

Age 20 TO 24

Age 25 and Over
Fall Credit Headcount Enrollment
2000 to 2011

Fall 2011 Enrollment:
by Gender

Female 61%
Male 39%

66% Part-time
34% Full-time

Average Age 26.3
Full-time 21.7
Part-time 28.7

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%

Students by Age Groups

Full Time
Part 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 Semesters**
  - 2000: 0.50%
  - 2001: 0.60%
  - 2002: 0.60%
  - 2003: 0.60%
  - 2004: 0.60%
  - 2005: 0.60%
  - 2006: 0.60%
  - 2007: 0.60%
  - 2008: 0.60%
  - 2009: 0.60%
  - 2010: 0.60%
  - 2011: 0.60%

- **Am Indian/Alak. Nat.**
  - 2000: 7.00%
  - 2001: 8.50%
  - 2002: 9.30%
  - 2003: 10.60%
  - 2004: 12.10%
  - 2005: 12.30%
  - 2006: 13.30%
  - 2007: 13.30%
  - 2008: 12.10%
  - 2009: 12.30%
  - 2010: 13.30%
  - 2011: 15.40%

- **Asian/Hawaiian/Pacific Is.**
  - 2000: 5.00%
  - 2001: 6.40%
  - 2002: 6.90%
  - 2003: 8.00%
  - 2004: 7.50%
  - 2005: 8.00%
  - 2006: 8.50%
  - 2007: 8.00%
  - 2008: 8.50%
  - 2009: 8.50%
  - 2010: 8.50%
  - 2011: 9.20%

- **Black or African Am.**
  - 2000: 2.10%
  - 2001: 2.30%
  - 2002: 2.70%
  - 2003: 2.60%
  - 2004: 2.60%
  - 2005: 2.50%
  - 2006: 2.90%
  - 2007: 3.00%
  - 2008: 2.70%
  - 2009: 2.60%
  - 2010: 2.60%
  - 2011: 3.00%

- **Hispanic**
  - 2000: 0.50%
  - 2001: 0.60%
  - 2002: 0.60%
  - 2003: 0.60%
  - 2004: 0.60%
  - 2005: 0.60%
  - 2006: 0.60%
  - 2007: 0.60%
  - 2008: 0.60%
  - 2009: 0.60%
  - 2010: 0.60%
  - 2011: 0.60%

### Instructional Activity

#### Student Credit Hours

<table>
<thead>
<tr>
<th>School Year</th>
<th>Fall Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>2011-2012</td>
<td>153,855</td>
</tr>
<tr>
<td>2010-2011</td>
<td>152,249</td>
</tr>
<tr>
<td>2009-2010</td>
<td>153,511</td>
</tr>
<tr>
<td>2008-2009</td>
<td>151,110</td>
</tr>
<tr>
<td>2007-2008</td>
<td>145,052</td>
</tr>
<tr>
<td>2006-2007</td>
<td>139,626</td>
</tr>
<tr>
<td>2005-2006</td>
<td>133,653</td>
</tr>
<tr>
<td>2004-2005</td>
<td>135,765</td>
</tr>
<tr>
<td>2003-2004</td>
<td>134,106</td>
</tr>
<tr>
<td>2002-2003</td>
<td>129,897</td>
</tr>
<tr>
<td>2001-2002</td>
<td>130,792</td>
</tr>
</tbody>
</table>

### STUDENT CREDIT HOURS & DEVELOPMENTAL CREDIT HOURS

<table>
<thead>
<tr>
<th></th>
<th>Fall 2010</th>
<th>Fall 2011</th>
<th>% Change 2010 – 2011</th>
</tr>
</thead>
<tbody>
<tr>
<td>Standard Credit</td>
<td>136,388</td>
<td>136,431</td>
<td>&lt; 1%</td>
</tr>
<tr>
<td>Remedial/Developmental</td>
<td>15,861</td>
<td>17,424</td>
<td>+9.8%</td>
</tr>
<tr>
<td>Total</td>
<td>152,249</td>
<td>153,855</td>
<td>+1%</td>
</tr>
</tbody>
</table>

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

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

56% of students awarded financial aid.
Community College of Rhode Island: Fall 2011, Student Enrollment “Types”

- **Continuing**: 51%
- **Transfers In**: 23%
- **First Time**: 21%
- **Non Degree Seeking**: 5%

3,758 First Time: 2,052 Full Time & 1,706 Part Time

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

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

**ALL First Time:**
- FT cohort = 2,052
- PT cohort = 1,706
# First Time Students: How Can We Best Serve Them? Decisions?

<table>
<thead>
<tr>
<th>Full Time</th>
<th>Fall 2011</th>
<th>Part Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>29% or 585</td>
<td>Mostly College Ready</td>
<td>11% or 177</td>
</tr>
<tr>
<td></td>
<td>No placements</td>
<td>Recent HS Grads 90</td>
</tr>
<tr>
<td>Recent HS Grad 425</td>
<td></td>
<td></td>
</tr>
<tr>
<td>36% or 737</td>
<td>Nearly College Ready</td>
<td>42% or 682</td>
</tr>
<tr>
<td></td>
<td>Need 1 placement</td>
<td>Recent HS Grad 266</td>
</tr>
<tr>
<td>Recent HS Grad 484</td>
<td></td>
<td></td>
</tr>
<tr>
<td>14% or 282</td>
<td>Not So Ready</td>
<td>14% or 219</td>
</tr>
<tr>
<td></td>
<td>Need 2 placements</td>
<td>Recent HS Grad 111</td>
</tr>
<tr>
<td>Recent HS Grad 213</td>
<td></td>
<td></td>
</tr>
<tr>
<td>21% or 427</td>
<td>Clearly Not Ready</td>
<td>33% or 541</td>
</tr>
<tr>
<td></td>
<td>Need 3 placements</td>
<td>Recent HS Grad 306</td>
</tr>
<tr>
<td>Recent HS Grad 326</td>
<td></td>
<td></td>
</tr>
<tr>
<td>100% or 2,031</td>
<td>(no Accuplacer=21)</td>
<td>100% or 1,619</td>
</tr>
<tr>
<td>(no Accuplacer=87)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**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  
Rates within 3 years

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

### 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*
Community College of Rhode Island NCLEX-RN Pass Rates

State | National | CCRI
-----|----------|-----
2008 | 86.7%    | 89.5%
2009 | 88.4%    | 90.3%
2010 | 87.4%    | 90.8%
2011 | 87.8%    | 91.3%

2008 | 89.5%    | 93.5%
2009 | 90.8%    | 93.7%
2010 | 91.3%    | 91.3%
2011 | 92.1%    | 92.1%

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

<table>
<thead>
<tr>
<th>Year</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>2008-09</td>
<td>79.8%</td>
</tr>
<tr>
<td>2009-10</td>
<td>80.3%</td>
</tr>
<tr>
<td>2010-11</td>
<td>80.8%</td>
</tr>
<tr>
<td>2011-12</td>
<td>83.1%</td>
</tr>
</tbody>
</table>

Performance Indicators Report 2012
Community College of Rhode Island
Persistence Rates (IPEDS data): Fall Cohort After 3 Years

First-time students enrolled full-time in first semester

<table>
<thead>
<tr>
<th>Year</th>
<th>Continuing Rate</th>
<th>Transfer-out Rate</th>
<th>Graduation Rate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall 2005</td>
<td>61.5%</td>
<td>22.2%</td>
<td>10.3%</td>
</tr>
<tr>
<td>Fall 2006</td>
<td>59.3%</td>
<td>19.7%</td>
<td>8.9%</td>
</tr>
<tr>
<td>Fall 2007</td>
<td>60.1%</td>
<td>22.0%</td>
<td>9.3%</td>
</tr>
<tr>
<td>Fall 2008</td>
<td>54.3%</td>
<td>16.5%</td>
<td>10.6%</td>
</tr>
</tbody>
</table>

Performance Indicators Report 2012
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

- 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

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