

2007 National Community College Benchmark Project Results for Harper College

Prepared by the
Office of Research



Notice to viewers

The National Community College Benchmark Project results are for **internal** use only. If you wish to view the actual report, please contact Laura Crane via email (lcrane@harpercollege.edu) or phone (6955).

Thank you!

Why Benchmark?

“Higher education institutions continue to face increasing demands for accountability, primarily through assessment of institutional effectiveness and student learning outcomes.

A major component of these accountability and assessment processes is the ability to use comparative data from other organizations to develop standards of performance or benchmarks.

Benchmarking provides important context information for assessing an institution’s effectiveness and performance.

Benchmarking helps institutions set performance targets.”

Harlan Schweer, “Balanced Scorecards and Benchmark Data” presented at the National Community College Benchmarking Conference, August 1-3, 2006

Why Should Harper Benchmark?



PREPARE FOR THE FUTURE

- Understand where we are in comparison with other future oriented community colleges.
- Ensure Harper is ahead of the curve when national standards are adopted. (Spellings commission...)

*www.nccbp.org

Why Should Harper Benchmark?



- To provide strong data to support decisions. (Harper is ranked in bottom quartile in faculty/student interaction – supports strengths initiative.)
- To identify areas where Harper excels or needs to get better. (Input for plans and starting point with faculty in change discussions.)
- To support committee work and board exhibits. (Harper is not in the top quartile for tuition and fees.)

National Community College Benchmark Project (NCCBP)

- Implemented in 2004, NCCBP satisfies community colleges' need for external, comparative data.
- Over 175 community colleges from across the United States participated in NCCBP in 2007. [Subscribers.doc](#)

Characteristics of Participating Colleges

Characteristics: All Reporting Institutions

Institution Type

Single-campus:	118
Multi-campus:	55
Multi-college District:	5

Calendar

Semester:	171	96.10%
Quarter:	6	3.40%
Trimester:	1	0.60%
Other:		

Campus Environment

Primarily Urban:	50
Primarily Suburban:	63
Primarily Rural:	65

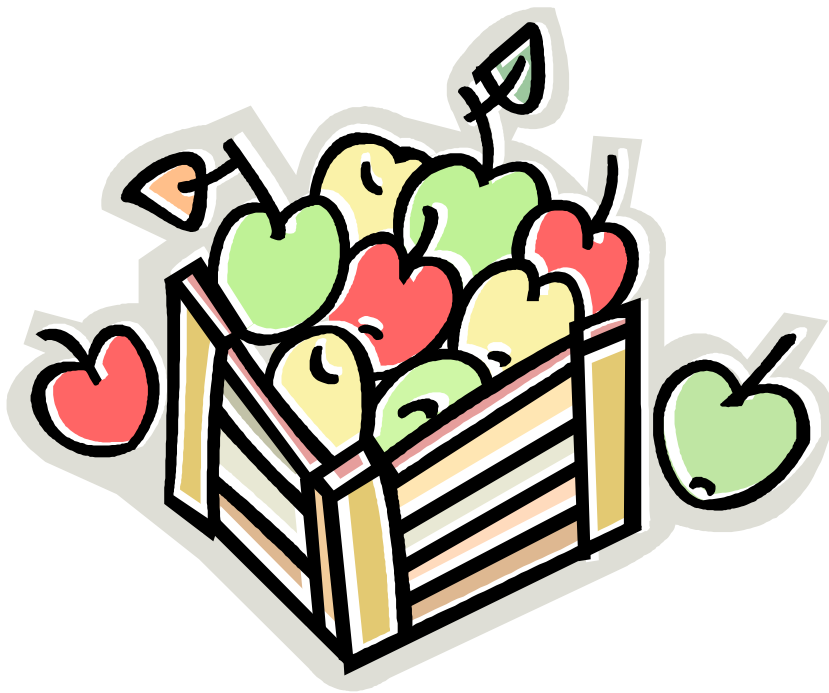
Faculty Unionized

Yes:	97	54.50%
No:	81	45.50%

Control

Public:	178
Private:	

Peer Group Comparisons



- Apples to Apples.
- Selected Peer Group based on similarities in campus setting and student number.

[Subscribers.doc](#)

Characteristics of Peer Group Colleges*

	Campus Setting	Student Population	In-District Tuition & Fees	% Students 24 and Under
Austin Community College (TX)	City: Large	33,039	\$1,608	61%
College of DuPage (IL)	Suburb: Large	26,032	\$3,072	54%
College of Lake County (IL)	Suburb: Midsize	15,558	\$2,400	51%
Harper College (IL)	Suburb: Large	15,053	\$2,964	61%
Johnson County Community College (KS)	City: Midsize	19,088	\$1,890	65%
Mesa Community College (AZ)	City: Large	25,881	\$1,590	62%
Moraine Valley Community College (IL)	Suburb: Large	15,693	\$2,162	63%
Richland College (TX)	City: Large	14,555	\$1,080	58%
Valencia Community College (FL)	City: Midsize	30,245	\$2,100	71%

*College characteristics downloaded from the National Center for Educational Statistics College Navigator site. Tuition and fee costs are for the 2006-07 academic year.

Definitions for Peer Group Comparisons

- Top tier – means among top 3 in peer group.
- Bottom tier – means among bottom 3 in peer group.
- Middle tier – means not among top or bottom tier.

Student Outcomes

Harper in Top Peer Group Tier for:

- Academic challenge*
- Active & collaborative learning*
- Student effort*
- Support for learners*
- Completed or transferred in three years (FT)
- Completed in three years (FT)
- Transferred in three years (FT)
- Persistence next-term
- Persistence fall-to-fall
- Credit grades % completers (course retention)
- College-level course retention rate
- Composition I retention rate
- Credit grades % withdrawals
- Developmental Math course retention rate
- Developmental Reading course retention rate
- Developmental Writing course retention rate
- Distance learning % A and B grades
- Distance learning % completers
- Distance learning % withdrawals

*CCSSE Benchmark scores

Student Outcomes

Harper in Bottom Peer Group Tier for:

- Student-faculty interaction*
- College-level course completer success rate
- Composition I completer success rate
- Composition 1 enrollee success rate
- Composition II completer success rate
- Speech completer success rate
- Speech enrollee success rate
- Credit grades completer success rate
- Developmental first college-level math completer success rate
- Developmental first college-level math enrollee success rate
- Developmental first college-level math retention rate
- Developmental first college-level writing completer success rate
- Developmental math completer success rate
- Developmental reading completer success rate
- Developmental reading enrollee success rate
- Developmental writing completer success rate
- Developmental writing enrollee success rate
- Distance learning completer success rate

*CCSSE Benchmark scores

Student Services Staffing Ratios Harper Peer Group Comparisons

Top Tier

- Career Services
- Counseling & Advising
- Financial Aid

Bottom Tier

- Admissions & Registration



Market Penetration

Harper Peer Group Comparisons

Top Tier

- High school enrollment
all high schools
- Cultural activities
- Non-credit students
- Minority
student/population ratio

Bottom Tier



Faculty and Staff Harper Peer Group Comparisons

Top Tier

- Training dollars per FTE employee

Bottom Tier

- Faculty load: % sections taught by FT faculty
- Faculty load: % credit hours taught by FT faculty




Institutional Harper Peer Group Comparisons

Top Tier

Bottom Tier

- Student/faculty ratio
- Average credit section size
- Cost per credit hour
- Cost per FTE student
- Distance learning % of credit hours
- % Minority employees



Summary Counts of Peer Group Comparisons

- Harper was top tier for 27 comparisons.
- Harper was bottom tier for 27 comparisons.

	Peer Group	National Sample
Harper is “top tier”	<p>Course Retention</p> <p>Persistence (Fall-to-Spring, Fall-to-Fall)</p> <p>Employee training dollars</p> <p>FT Student Completion/ Transfers</p> <p>Student Engagement (except student-faculty interaction)</p> <p>Student Services staffing ratios (3)</p> <p>Market penetration</p>	<p>Persistence (Fall-to-Spring)</p> <p>Employee training dollars</p> <p>FT Student Completed or Transferred</p> <p>Student Services staffing ratios (2)</p> <p>Market penetration</p>
Harper is “bottom tier”	<p>Student successful course completion</p> <p>Student-faculty interaction</p> <p>Student-to-faculty ratio</p> <p>Average credit section size</p> <p>% Sections & credit hours taught by FT faculty</p> <p>Student Services staffing ratios (1)</p> <p>Cost/credit hour</p> <p>Cost/student FTE</p>	<p>Student successful course completion</p> <p>Student-faculty interaction</p> <p>Student-to-faculty ratio</p> <p>Average credit section size</p> <p>% Sections & credit hours taught by FT faculty</p> <p>Rate of employee grievances</p>

Using Peer Group and National Comparisons

- Peer group comparisons are organized into five areas:
 - Student outcomes
 - [StudentEngagementGraphs.xls](#)
 - [CompletionandTransferRatesGraphs.xls](#)
 - [CourseSuccessGraphs.xls](#)
 - Student services [StudentServicesGraphs.xls](#)
 - Market penetration [MarketPenetrationGraphs.xls](#)
 - Faculty and staff [FacultyStaffGraphs.xls](#)
 - Institutional [InstitutionalGraphs.xls](#) [PeerReport.csv](#)
- The National Benchmark Report for Harper has been highlighted to show items where Harper excels and where there may be some concerns. [Annotated2AggregateReport2007_149842.xls](#)
- National Community College Benchmark Project 2007 Best Practices Report [Copy of NCCBP 2007 Best Practices Report.xls](#)

Harper Compared to National Sample

Form 1: Institution Information	Institution	NCCBP Percentiles			
	Reported Value	25th	Mdn	75th	90th
Service Area Total Population	514,237	171,799	357,179	676,961	1,318,039
Service Area Unemployment Rate	3.67%	3.80%	4.45%	5.60%	6.90%
Service Area Median Household Income	\$66,872	\$37,198	\$42,986	\$51,752	\$66,872
IPEDS Enrollment (Fall 2005)	15,026	3,602	6,049	11,298	17,437
Full-time Credit Headcount (Fall 2005)	6,174	1,447	2,466	4,118	6,823
Part-time Credit Headcount (Fall 2005)	8,852	1,956	3,309	6,447	10,670
% Transfer Credit Hours (Fall 2005)	66.21%	46.45%	59.90%	67.93%	75.54%
% Technical/Career Credit Hours (Fall 2005)	16.40%	22.41%	31.99%	42.55%	54.50%
% Developmental Credit Hours (Fall 2005)	11.15%	6.99%	10.04%	14.37%	18.93%
Non-credit Headcount (Fall 2005)	4,321	593	2,898	5,334	10,512
Credit Student Median Age (Fall 2005)	26	21	22	25	27
% Female Credit Students (Fall 2005)	56.73%	55.59%	58.80%	61.97%	64.20%
% First-generation Student (Fall 2005)	--	24.80%	40.47%	57.99%	72.97%
% Nonresident Alien (Fall 2005)	0.59%	0.00%	0.40%	1.11%	2.47%
% Black, Non-Hispanic (Fall 2005)	3.85%	2.70%	5.55%	10.00%	18.95%
% Am. Indian or Alaskan Native (Fall 2005)	0.27%	0.26%	0.43%	0.86%	1.91%
% Asian or Pacific Islander (Fall 2005)	12.39%	0.92%	1.69%	3.19%	6.56%
% Hispanic (Fall 2005)	14.24%	1.58%	2.65%	10.12%	23.98%
% White, Non-Hispanic (Fall 2005)	60.41%	60.63%	77.96%	86.00%	91.17%
% Race/Ethnicity Unknown (Fall 2005)	8.27%	1.09%	4.09%	8.44%	13.27%
Tuition and Fees per Credit Hour (Fall 2005)	\$93.75	\$60	\$86	\$104	\$125
Unrestricted Operating Funds (FY 2006)	\$104,157,182	\$18,041,010	\$27,284,000	\$49,016,731	\$81,123,511
% Funds from Local Sources (FY 2006)	54.90%	6.50%	23.00%	35.92%	62.01%
% Funds from State (FY 2006)	12.34%	25.00%	33.75%	49.38%	62.41%
% Funds from Tuition (FY 2006)	32.76%	25.20%	32.90%	42.00%	46.00%

Percentile ranks, percents of benchmark values that fall below the institution's values, have been omitted for Form 20

National Community College Benchmark Report for Harper

- Information in this report is for internal use by the subscribing institution. Subscribing institutions have agreed that this full report, in the format in which it is delivered, will not be shared with or made available to non-subscribers, and that it will not be posted to a public Web site.
- When viewing report, percentiles from 40 to 60 should be considered about average.

[AggregateReport2007_149842.xls](#)

[Annotated2AggregateReport2007_149842.xls](#)



Harper's Best Practice Areas

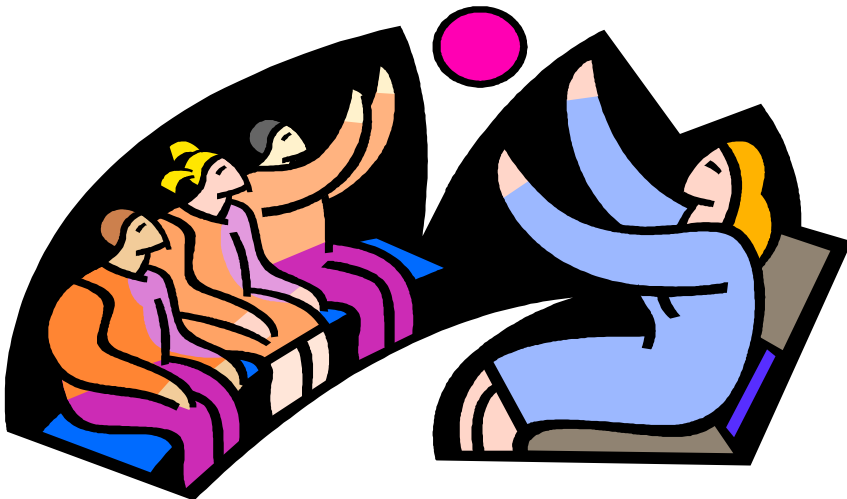
- Persistence (Fall-to-Spring)
- Employee training dollars
- FT Student completed or transferred
- Student Services staffing ratios
- Market penetration



Harper's Biggest Challenges

- Student successful course completion
- Student-faculty interaction
- Student-to-faculty ratio
- Average credit section size
- % sections and credit hours taught by FT faculty

Moving Forward



- Determine where data supports current direction and where it suggests reconsideration
- Strategize biggest challenges
- Use to support current initiatives
- Share data
- Other thoughts ???