CCC FY 2019 KPI Planning:
Board of Trustees Update
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Planning Approach

Premise: CCC values ongoing measurement of a balanced portfolio of student success and educational achievement beyond terminal measures

Action: KPIs and supporting performance metrics will be collaboratively developed in a manner that promotes increased rates of student progression and achievement throughout the full lifecycle

KPIs (2013 -2018)

1. IPEDS 150 Completion Rate
2. Total Awards (Degrees & Certificates)
3. Credit Students Fall-to-Spring Retention
4. Employment Rate
5. Median earnings
6. Enrollment (Credit, ADED, Cont. Ed., C2C)
7. Transfer within 2 years of completion
8. Transfer after earning 12 credits
9. Remediation transitions 1yr
10. Transitions to College Credit
11. GED Attainment
12. Level Gains
13. Pace (FT to 30, PT to 15 in 1 year)

Proposed New KPIs

- Fall-to-Spring Credit Retention, 1st Year Students
- Taking & Passing College Level English in the 1st Year
- Taking & Passing College Level Math in the 1st Year
- Completion Alternative
- Economic Mobility/Earning Gains

Note: Stricken measures/metrics such as “Total Awards” will still be tracked as part of regular internal reporting

Emerging Theme: Measure Net Impact...

We should evolve our KPI approach to be able to answer the question “are our students any better off?”
Telling a Complete Story Across the Student Lifecycle
Based on the KPIs we’ve proposed, what is the underlying narrative?

**Access**
- Unduplicated Headcount
  - Credit
  - Adult Education
  - Continuing Education
- Credit Hour Production (Credit)*

**Momentum**
- Taking & Passing College Level*...
  - Math
  - English
- ADED Level Gains
- Fall-to-Spring Retention
  - All Credit
  - 1st Year Credit*

**Completion**
- High School Equivalency Attainment
- Completion (IPEDs or other etc.)*
- Transition to College Credit
  - ADED
- Transfer to 4-Year* 
- Economic Mobility*
  - Credit
  - ADED
  - Cont. Ed

**Mobility**

*Proposed New or Revised

Confidential: For Discussion Purposes Only
Critical Milestones Fall 2018 – Spring 2019

Prioritization Conversations

Understanding
- Do we understand why we proposed the KPI?
- Is there general agreement with the why?

Usefulness
- What will knowing this KPIs tell us?
- What decisions can we make from this info.?

Collective Alignment
- Do these KPIs represent the right key values?
- With new KPIs added, have we “rightsized” the total size our collection of KPIs?

Feasibility
- Are we measuring something manageable?
- Are the data needed to measure the KPI(s) readily accessible, reliable etc.?
- Do we have the technologies and processes available to surface this KPI(s)

Phase I

1. Data Review & Target Setting
- Presidents review data & set targets for Phase I KPIs
- Floor Targets & Reach/Ceiling Targets

2. Data Architecture
- Gather data for Phase II KPIs
- Analyze 1st pass baseline data & methodology for Phase II KPIs

3. Socialization & Data Review
- Socialize baseline data & methodology for Phase II KPIs
  (faculty, VPs, Deans, Pres.)
- Update & iterate (if applicable)

4. Check-in

October 2018
- Presidents review data & set targets for Phase I KPIs

November 2018
- Prepare data tracking tools for Phase I KPIs
- Gather data for Phase II KPIs
- Analyze 1st pass baseline data & methodology for Phase II KPIs

December 2018
- Socialize baseline data & methodology for Phase II KPIs
  (faculty, VPs, Deans, Pres.)
- Update & iterate (if applicable)

January 2019
- Debrief & check-in on preliminary progress on Phase I FY19 targets
- Explore equity disaggregation for selected KPIs
## 2019 District KPI Framework

**October-November 2018: Target Setting & Strategy Conversations**

**Phase I: Ready To Operationalize**

- Trend and/or baseline data are available

**Phase II: New or Updated Metrics**

- Methodology and baseline data to be gathered, widely socialized, and updated prior to operationalization

<table>
<thead>
<tr>
<th>KPI Type</th>
<th>October-November 2018: Target Setting &amp; Strategy Conversations</th>
<th>November–December: Methodology Development, Baseline Trend Data Analysis, &amp; Workshop Planning</th>
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<tr>
<td><strong>KPI Type</strong></td>
<td><strong>Phase I: Ready To Operationalize</strong></td>
<td><strong>Phase II: New or Updated Metrics</strong></td>
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<td><strong>(Based on Student Lifecycle Stage)</strong></td>
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<td>1. Total Headcount Enrollment</td>
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<tr>
<td>2. Credit Headcount Enrollment</td>
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<td>3. Adult Ed. Headcount Enrollment</td>
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<td>5. Credit Hour Production (New)</td>
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<td>6. Fall-to-Spring Credit Retention</td>
<td>1. Fall-to-Spring Credit Retention, 1st Year Students</td>
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<td>7. Adult Education Level Gains</td>
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<td>8. IPEDS 150% Grad Rate</td>
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<td>10. Adult Education Transitions to Credit</td>
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<td>5. Transfer Rates to 4-year <em>(minor methodology revision only)</em></td>
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<td>6. Economic Mobility/Earning Gains</td>
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*Other: Net Promotor Score/Student Satisfaction needs discussion & selection of the appropriate instrument and data collection strategy*
Next Steps

**Fall 2018: Phase II KPI Workshops**

For each KPI
- Purpose
- Definition and Methodology
- Data Sources
- Assumptions and Limitations
- Baselines and Trends

**Engagement**
Various Stakeholders
(Presidents, VP’s, Deans, Faculty, Advisors etc.)

**Moderate Complexity**
- Fall-to-Spring Retention (New, Credit Students)
- Taking & Passing English in the 1st Year
- Taking & Passing Math in the 1st Year

**High Complexity**
- Economic Mobility
- Completion Alternative

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**Additional Spring 2019 Performance Management Activities**

**Monitoring Equity in Outcomes**
- Defining Student Cohorts and Segments
- Disaggregation of Metric Outcomes by Student Cohort, Segments etc.
- Disaggregation of Data by Gender, Race/Ethnicity

**Monitoring Institutional Climate**
- Perceptions, Student Experiences

**Monitoring Institutional Health**
- HLC Composite Financial Index (CFI)

**Continuous Insights Per CCC’s Learning/Research Agenda**
- Early College Outcomes (Dual Credit & Dual Enrollment)
- Developmental Education Testing & Outcomes
- Enrollment Patterns/Cohort Analysis
- Student Needs
Phase II KPI Sneak Peak: Completion Alternative

- Aligned to the new IPEDs Outcomes Measure (OM) Survey (tracks completion outcomes for cohorts of new students up to 8 years post-entry)
- Tells a more comprehensive and nuanced story about student outcomes than the traditional Graduation Rates
- The cohort is larger and more inclusive and data is disaggregated at the sub-cohort level

8 sub-cohorts are identified based on Pell Grant status, prior college experience, and attendance level

Completion outcomes are calculated at 4, 6, and 8 years post-entry for all sub-cohorts.

At 8 years, enrollment status and transfer are determined for non-completers.

Phase II KPI Sneak Peak: Economic Mobility

- Exploring multiple methodologies based on availability, completeness and veracity of data
- Also exploring Illinois Department of Employment Security Data (IDES) data for pre/post CCC earnings

Sample Mobility Measure 1 – Equality of Opportunity Project

- Chetty et al. project summarized mobility outcomes for students based on anonymized IRS tax records for children born in 1980-1982
- Measured income quintiles based on amount of money parents made during childhood + their earnings at age ~34
- Difficult to replicate (IRS records not available, long time frame)

Sample Mobility Measure 2 – Illinois College2Career

- Illinois College2Career is a public-facing tool is available at https://www.ilcollege2career.com/ released Sept. 2018
- The tool is a collaborative project by IBHE, ICCB, ISAC, IDES, and the Governor’s Office.
- Provides prospective students and parents with post-secondary options such as employment outcomes (job stability, earnings, etc.)

Kennedy-King College Dashboard (Screenshot)

- Defined in the tool as “The percent difference between earnings in the second and fourth year of working in Illinois.”
Phase II KPI Sneak Peak: Economic Mobility

Other methodology considerations currently in progress based on IDES data source

- Reporting short and long-term wage outcomes
- Including regional variations in wage reporting
- Capturing data on graduates employed out of state
- Available of quarter wage data (amount of time required to track to show increase over time)
- Gaining access to WRIS data – consortium of states that can provide wage data for students working out of state

What has been done in the past?

Example Economic Mobility – Black Non-Hispanic Completers (1997)
Appendix A: Methodology
Methodology (Phase I KPIs, Ready to Operationalize)

1. Total Enrollment  
   **Definition:** Total unduplicated enrollment for the fiscal year (Summer, Fall, & Spring) based on student Home College FY.  
   **Tracking Period:** First day of Summer registration through August of next FY

2. Credit Enrollment  
   **Definition:** Total unduplicated enrollment in Credit for the fiscal year based on student Home College FY.  
   **Tracking Period:** First day of Summer registration through August of next FY

3. Adult Education Enrollment  
   **Definition:** Total unduplicated enrollment in Adult Education for the fiscal year based on student Home College FY.  
   **Tracking Period:** First day of Summer registration through August of next FY

4. Continuing Education Enrollment  
   **Definition:** Total unduplicated enrollment in Adult Education for the fiscal year based on student Home College FY.  
   **Tracking Period:** First day of Summer registration through August of next FY

5. Credit Hour Production  
   **Definition:** Total number of student credit hours enrolled at the CCC college associated a class/course location  
   **Tracking Period:** First day of summer registration, and ends the following August
Methodology (Phase I KPIs, Ready to Operationalize)

6. Fall-to-Spring Retention (Credit)
**Definition:** Of credit-enrolled students not earning a credential in Fall, the proportion that return in the Spring term in credit courses.
**Tracking Period:** First day of fiscal year, and ends the following July.
**Methodology Notes:** Cohort/Denominator = All credit students in the fall term who have not earned a credential during that term. Numerator = Students enrolled in the subsequent spring term in credit.

7. Adult Education Level Gains
**Definition:** Level gains are measured by improvement (based on point gain) from pre-test (first assessment used for the fiscal year) to the post-test (final assessment for the fiscal year). (Federal and State Policy)
**Methodology Notes:** Percentage of Adult Education students whose post-test NRS level is higher than their pre-test NRS level. Calculated directly by ICCB. For additional details on how ICCB calculates Level Gains, please refer to Section 5: Assessment of the ICCB Adult Education and Family Literacy Provider Manual Fiscal Year 2014 (last updated 12/8/14).

8. IPEDS 150% Graduation Rate
**Definition:** Of the adjusted IPEDS cohort, the number of students who complete a CCC credential within 150% time. **Tracking Period:** First day of Fall registration for a FY, and ends in January/February of the next FY.
**Methodology Notes:**
1) IPEDS cohort is defined as first-time, full-time, degree or certificate seeking students enrolled in a given Fall term (per ICCB Fall compliance reporting to DOE/IPEDS)
2) 150% time is defined as two fiscal years for basic certificates. For advanced certificates and degrees, 150% is defined as three fiscal years and one trailing summer.
Methodology (Phase I KPIs, Ready to Operationalize)

9. GED/High School Equivalency Attainment
Definition: Total number of CCC students in the current, or previous fiscal year, who took and passed all sections of the GED exam, and constitution, within the current fiscal year based on a data match completed by TurnKey Solutions, our official source for GED completions.
Methodology Notes: CCC typically receives GED completions data twice a year from TurnKey Solutions. A final data match is completed in September, which reflects the final GED completions information for all students enrolled in the fiscal year.

10. Adult Education Transitions to Credit
Definition: Adult Education students who transition to credit within a fiscal year.
Methodology: Unduplicated count of students enrolled in Adult Ed courses in the three terms of the fiscal year (excluding those who have enrolled in a credit course since Summer 2004) who enroll in a credit course within one year.