

# BENCHMARKING YOURSELF, HOW TO MAKE IT EASY, SIMPLE, AND EFFICIENT.

## MAKING A DIFFERENCE

TAIR 2020 Conference  
San Antonio, Texas

*Daniel J Chupe-O'Hanlon MS, Institutional Effectiveness Analyst, Austin Community College*

*Dr. Steven LaNasa, Director, National Higher Education Benchmarking Institute*

# Session Objectives:

Participants in this session will learn:

- The benchmarking process
- Benchmarking considerations
- Benchmarks for credit and noncredit programs
- How to create national, regional and peer comparison reports based on normed benchmarks
- Institutional examples of how benchmarking are used to demonstrate accountability, improve effectiveness, increase student success and make informed decisions

# What is benchmarking?

*... the process of measuring an organization's internal processes then identifying, understanding, and adapting outstanding practices from other organizations considered to be best-in-class.*

*([www.benchnet.com/wib.htm](http://www.benchnet.com/wib.htm))*

*Benchmarking is an important component of continuous improvement and quality initiatives, including Six Sigma.*

*(<https://www.thebalancecareers.com/overview-and-examples-of-benchmarking-in-business-2275114>)*

# Types of Benchmarking

## ■ Internal

- Evaluating internal data to compare performance at different points in time to identify gaps or areas for improvement

## ■ Competitive

- Collecting and evaluating data about peers to identify how you compare

## ■ Strategic

- Comparing your performance to best practices or to national data

# Benchmarking Can Be Used

- Accreditation
- Strategic Planning
- Monitor KPI Progress
- Reporting to Constituents
- Performance Funding

- To Set Realistic Goals
- To Inform Decisions
- To Improve Processes
- To Find Best Practices
- To Show Strengths & Opportunities for Improvement

# Sample Sources of Benchmark Data

## ■ IPEDS

- Data Feedback Report

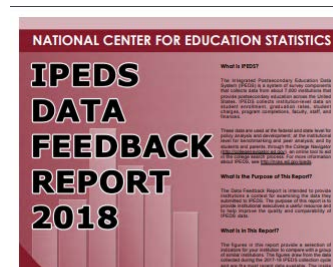
<https://nces.ed.gov/ipeds/datacenter/Expt/SelectComparisonInstitution.aspx>

- College Navigator

<https://nces.ed.gov/collegenavigator/>

- Data Center (customized reports)

<https://nces.ed.gov/ipeds/datacenter/InstitutionByName.aspx>



### Austin Community College

#### COMPARISON GROUP

Comparison group data are included to provide a context for interpreting your institution's statistics. If your institution did not define a comparison group for this report by July 13, 2018, NCES selected a comparison group for you. (In this case, the characteristics used to define the comparison group appear below.) The Customize Data Feedback Report functionality on the IPEDS Data Center at this provid (<http://nces.ed.gov/ipeds/datacenter/>) can be used to reproduce the figures in this report using different peer groups.

The custom comparison group chosen by Austin Community College District includes the following 7 institutions:

- ▶ American River College (Sacramento, CA)
- ▶ Broward College (Fort Lauderdale, FL)
- ▶ Houston Community College (Houston, TX)
- ▶ Lone Star College System (The Woodlands, TX)
- ▶ Pima Community College (Tucson, AZ)
- ▶ Tarrant County College District (Fort Worth, TX)
- ▶ Valencia College (Orlando, FL)

Figure 10. Retention rates of full-time, first-time degree/certificate-seeking students: Fall 2016 cohort

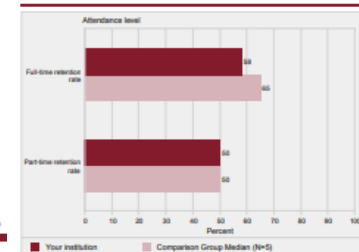
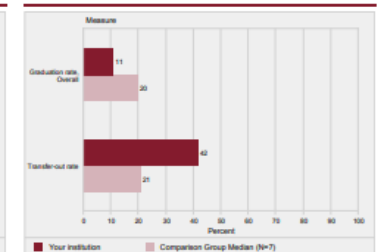


Figure 11. Graduation and transfer-out rates of full-time, first-time degree/certificate-seeking undergraduates within 150% of normal time to program completion: 2014 cohort



	Austin Community College District	Houston Community College	Lone Star College System
<b>RETENTION AND GRADUATION RATES</b>			
Retention rates for first-time students <sup>1</sup> who began program in 2017			
Full-time	-	66%	54%
Part-time	-	47%	41%
<sup>1</sup> 4-year schools report retention for first-time bachelor degree-seeking students only.			
Graduation rates for full-time, first-time undergraduates who began program in			
	2012	2015	2015
Percentage of entering students counted in calculating graduation rate	25%	32%	21%
Overall graduation rate	8%	20%	18%
Transfer-out rate	36%	21%	21%

# Sample Sources of Benchmark Data

## ■ National Surveys:

- CCSSE/SENSE

<http://www.ccsse.org/survey/national3.cfm>

<https://www.ccsse.org/sense/survey/nationalbenchmark.cfm>

- Noel-Levitz

<https://www.ruffalonl.com/complete-enrollment-management/student-success/student-satisfaction-assessment/>

- NHEBI (NCCBP & Cost & Productivity Project)

<https://nccbp.org/benchmarking-institute>

## ■ State Resources

## ■ Associations

Community College Survey of Student Engagement - Austin Community College (2019 Administration)  
2019 Benchmark Scores Report - Main Survey  
Comparison Group: Extra-Large Colleges in the 2019 Cohort\*

[Weighted]

Benchmark	Your College	Ex-Large Colleges		2019 Cohort	
	Score	Score	Difference	Score	Difference
Active and Collaborative Learning	47.0	49.7	-2.7	50.0	-3.0
Student Effort	51.5	49.8	1.7	50.0	1.5
Academic Challenge	48.6	49.6	-1.0	50.0	-1.4
Student-Faculty Interaction	48.2	47.5	0.7	50.0	-1.8
Support for Learners	51.7	49.1			

### Austin Community College District - SSI - 04/2017

**RUFFALO**  
NOEL LEVITZ  
Student Satisfaction Inventory Form B

Welcome... Strategic Planning Overview Item Report Scale Report Summary Report Item Percentage Report Demographics

Expand / Toggle All Print Entire Report Print This Section

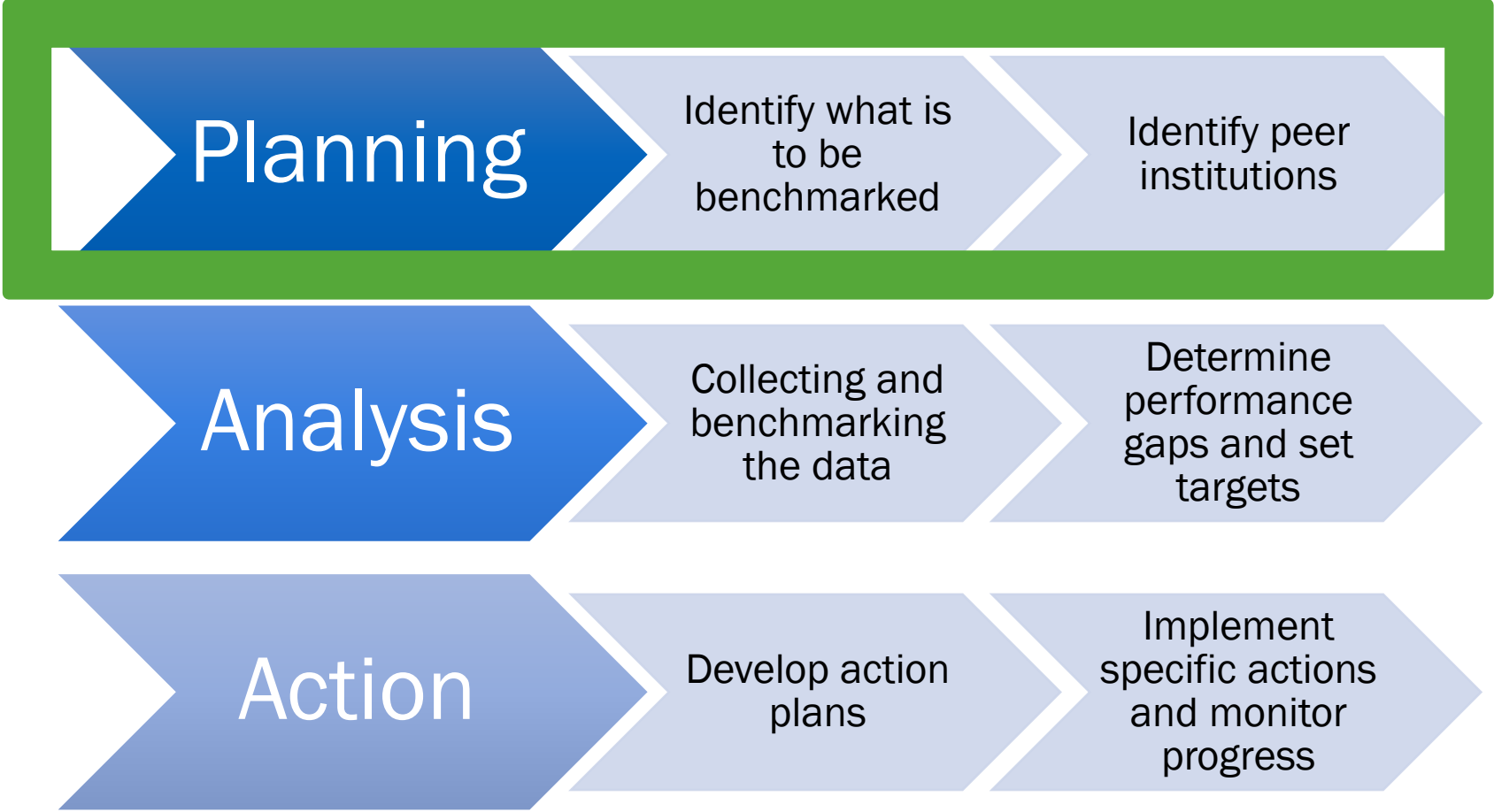
Sort on each column to see data from highest to lowest.

Scale / Item	Austin Community College District - SSI				National Community Colleges Form B			
	Importance	Satisfaction / SD	Gap		Importance	Satisfaction / SD	Gap	Difference
Student Centeredness	6.44	5.89 / 1.09	0.55		6.36	5.69 / 1.18	0.67	0.20 ***
Instructional Effectiveness	6.49	5.91 / 0.94	0.58		6.41	5.76 / 1.05	0.65	0.15 ***
Safety and Security	6.51	5.76 / 1.11	0.75		6.28	5.55 / 1.18	0.73	0.21 ***
Academic Advising Effectiveness	6.40	5.62 / 1.31	0.78		6.35	5.53 / 1.33	0.82	0.09 **
Admissions and Financial Aid Effectiveness	6.38	5.71 / 1.28	0.67		6.24	5.49 / 1.27	0.75	0.22 ***
Campus Services	6.46	6.14 / 0.87	0.32		6.24	5.80 / 1.00	0.44	0.34 ***
Registration Effectiveness	6.59	5.87 / 1.01	0.72		6.47	5.76 / 1.06	0.71	0.11 ***
Campus Climate	6.50	5.99 / 0.92	0.51		6.41	5.81 / 1.04	0.60	0.18 ***

National Group Means are based on 68260 records

\*Difference statistically significant at the .05 level  
\*\*Difference statistically significant at the .01 level  
\*\*\*Difference statistically significant at the .001 level

# Benchmarking Steps





# Identify What to Benchmark

Look at your college sources.

- Key Performance Indicators
- Strategic Plan
- Mission & Vision Statements
- Values Statement



**“That’s our new mission statement.”**

# Identify Who To Benchmark Against

- **Types of Peers:** Select the type of institutions you want to include in your peer group
  - Comparable: Institutions that are similar to yours
  - Competitive: Institutions that compete for the same target populations (students, employees, etc.)
  - Aspirational: Institutions that are high performing or have best practices in different areas

# Identify Peers: Examples

- **Examples of Peer Groups:** Often, there are natural peer groups that already exist.
  - State or groups within a state
  - Regional groups
  - IPEDS peers
  - By characteristics (size, urban/rural, minority composition, etc.)

# IPEDS peer analysis

B	C	D
---	---	---

## COMPARISON GROUP

Using some of your institution's characteristics, NPEC selected a group of comparison institutions. The characteristics include public, 2 year, degree-granting, large enrollment (10,000 or more), in the west division of the country. This comparison group includes the following 97 institutions:

- ▶ ALBUQUERQUE TECHNICAL VOCATIONAL INSTITUTE (ALBUQUERQUE, NM)
- ▶ ALLAN HANCOCK COLLEGE (SANTA MARIA, CA)
- ▶ AMARILLO COLLEGE (AMARILLO, TX)
- ▶ MESA COMMUNITY COLLEGE (MESA, AZ)
- ▶ MIRACOSTA COLLEGE (OCEANSIDE, CA)
- ▶ MODESTO JUNIOR COLLEGE (MODESTO, CA)
- ▶ MONTEREY PENINSULA COLLEGE (MONTEREY, CA)

UnitID	IPEDS Peer	Institution Name
1	109208	Y AMERICAN RIVER COLLEGE
2	144865	Y COLLEGE OF DUPAGE
3	202222	Y COLUMBUS STATE COMMUNITY COLLEGE
4	202356	N CUYAHOGA COMMUNITY COLLEGE DISTRICT
5	224642	Y EL PASO COMMUNITY COLLEGE
6	133702	Y FLORIDA COMMUNITY COLLEGE AT JACKSONVILLE
7	104708	Y GLENDALE COMMUNITY COLLEGE
8	225423	Y HOUSTON COMMUNITY COLLEGE SYSTEM
9	232946	Y NORTHERN VIRGINIA COMMUNITY COLLEGE
10	209746	Y PORTLAND COMMUNITY COLLEGE
11	122375	N SAN DIEGO MESA COLLEGE
12	228547	N TARRANT COUNTY COLLEGE DISTRICT
13	233772	Y TIDEWATER COMMUNITY COLLEGE
	187532	ALBUQUERQUE TECHNICAL VOCATIONAL INSTITUTE
	222992	AUSTIN COMMUNITY COLLEGE
	111887	CERRITOS COLLEGE
	112190	CITY COLLEGE OF SAN FRANCISCO
	215239	COMMUNITY COLLEGE OF PHILADELPHIA
	113333	DE ANZA COLLEGE
	113634	DIABLO VALLEY COLLEGE
	113856	EAST LOS ANGELES COLLEGE
	113980	EL CAMINO COLLEGE
	114789	FRESNO CITY COLLEGE
	134495	HILLSBOROUGH COMMUNITY COLLEGE
	117645	LONG BEACH CITY COLLEGE
	170790	MACOMB COMMUNITY COLLEGE
	105154	MESA COMMUNITY COLLEGE
	163426	MONTGOMERY COLLEGE
	119164	MT SAN ANTONIO COLLEGE
	193478	NASSAU COMMUNITY COLLEGE
	227182	NORTH HARRIS MONTGOMERY COMMUNITY COLLEGE DISTRICT

Comparison group data are included to provide a context for interpreting your institution's statistics. If your institution did not define a custom comparison group for this report by July 13, 2018 NCES selected a comparison group for you. (In this case, the characteristics used to define the comparison group appears below.) The Customize Data Feedback Report functionality on the IPEDS Data Center at this provided link (<http://nces.ed.gov/ipeds/datacenter/>) can be used to reproduce the figures in this report using different peer groups.

The custom comparison group chosen by Austin Community College District includes the following 7 institutions:

- ▶ American River College (Sacramento, CA)
- ▶ Broward College (Fort Lauderdale, FL)
- ▶ Houston Community College (Houston, TX)
- ▶ Lone Star College System (The Woodlands, TX)
- ▶ Pima Community College (Tucson, AZ)
- ▶ Tarrant County College District (Fort Worth, TX)
- ▶ Valencia College (Orlando, FL)
- ▶ DEL MAR COLLEGE (CORPUS CHRISTI, TX)
- ▶ DIABLO VALLEY COLLEGE (PLEASANT HILL, CA)
- ▶ EAST LOS ANGELES COLLEGE (MONTEREY PARK, CA)
- ▶ EASTFIELD COLLEGE (MESQUITE, TX)
- ▶ EL CAMINO COLLEGE (TORRANCE, CA)
- ▶ EL PASO COMMUNITY COLLEGE (EL PASO, TX)
- ▶ EVERGREEN VALLEY COLLEGE (SAN JOSE, CA)
- ▶ FOOTHILL COLLEGE (LOS ALTOS HILLS, CA)
- ▶ FRESNO CITY COLLEGE (FRESNO, CA)
- ▶ FRONT RANGE COMMUNITY COLLEGE (WESTMINSTER, CO)
- ▶ FULLERTON COLLEGE (FULLERTON, CA)
- ▶ GLENDALE COMMUNITY COLLEGE (GLENDALE, CA)
- ▶ GLENDALE COMMUNITY COLLEGE (GLENDALE, AZ)
- ▶ GOLDEN WEST COLLEGE (HUNTINGTON BEACH, CA)
- ▶ GROSSMONT COLLEGE (EL CAJON, CA)
- ▶ HOUSTON COMMUNITY COLLEGE SYSTEM (HOUSTON, TX)
- ▶ LANEY COLLEGE (OAKLAND, CA)
- ▶ LONG BEACH CITY COLLEGE (LONG BEACH, CA)
- ▶ LOS ANGELES CITY COLLEGE (LOS ANGELES, CA)
- ▶ LOS ANGELES PIERCE COLLEGE (WOODLAND HILLS, CA)
- ▶ LOS ANGELES TRADE TECHNICAL COLLEGE (LOS ANGELES, CA)
- ▶ LOS ANGELES VALLEY COLLEGE (VALLEY GLEN, CA)
- ▶ SAN DIEGO MESA COLLEGE (SAN DIEGO, CA)
- ▶ SAN JACINTO COLLEGE-CENTRAL CAMPUS (PASADENA, TX)
- ▶ SAN JOAQUIN DELTA COLLEGE (STOCKTON, CA)
- ▶ SANTA ANA COLLEGE (SANTA ANA, CA)
- ▶ SANTA BARBARA CITY COLLEGE (SANTA BARBARA, CA)
- ▶ SANTA MONICA COLLEGE (SANTA MONICA, CA)
- ▶ SANTA ROSA JUNIOR COLLEGE (SANTA ROSA, CA)
- ▶ SANTIAGO CANYON COLLEGE (ORANGE, CA)
- ▶ SCOTTSDALE COMMUNITY COLLEGE (SCOTTSDALE, AZ)
- ▶ SIERRA COLLEGE (ROCKLIN, CA)
- ▶ SOLANO COUNTY COMMUNITY COLLEGE DISTRICT (FAIRFIELD, CA)
- ▶ SOUTH TEXAS COMMUNITY COLLEGE (MCALLEN, TX)
- ▶ SOUTHWESTERN COLLEGE (CHULA VISTA, CA)
- ▶ SPOKANE FALLS COMMUNITY COLLEGE (SPOKANE, WA)
- ▶ TARRANT COUNTY COLLEGE DISTRICT (FORT WORTH, TX)
- ▶ TRUCKEE MEADOWS COMMUNITY COLLEGE (RENO, NV)
- ▶ TULSA COMMUNITY COLLEGE (TULSA, OK)
- ▶ VENTURA COLLEGE (VENTURA, CA)
- ▶ WEST VALLEY COLLEGE (SARATOGA, CA)

## Austin Community College District

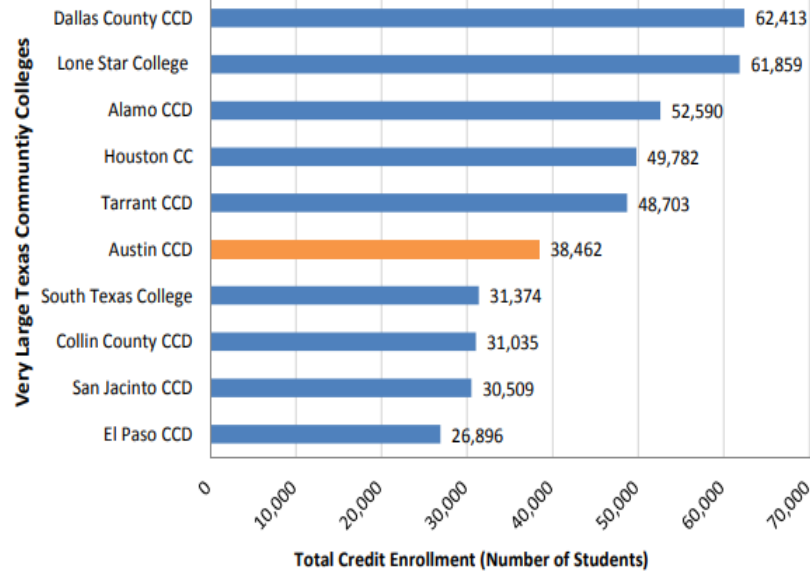
## COMPARISON GROUP

	P	Q	R	S	T	U
ipus h other es	Off campus (with family), other expenses 2004-	Full-time enrollment(NP EC2003)	Part-time enrollment(NP EC2003)	Percent of total enrollment that are Black, non- Hispanic(NPE C2003)	Percent of total enrollment that are Hispanic(NPE C2003)	Percent total enrollme that are Asian or Pacific Islander C2003)
004_A						
	2174	7551	18962	7.9	11.8	
	5027	10322	20056	4.8	11.8	
	1740	9103	14194	19.9	1.8	
	1830	8559	14672	30	3.2	
	3233	10611	13958	2.6	84.4	
	3100	7665	18027	24	4.4	
	4572	6071	14621	4.8	19.4	
	1571	12153	25693	23.8	25.7	
	2232	12161	25936	15.2	10.2	
	2220	7807	16328	4.3	5.8	
	5309	6253	16295	5.8	15.2	
	3462	11991	20676	13.4	15.2	
	1890	7837	15251	30	4.1	
	3618	6591	15486	3	40.1	
	2410	8219	22419	7.2	21.8	
	2679	6226	16903	7	47.8	
	3068	8422	33621	8.6	16.8	
	2025	1556	6090	14525	49.8	5.3
	2752	2651	9559	15522	3.7	11.6
	2900	2900	7509	13607	5.3	11.4
	3204	3168	5892	16392	2.7	69.8
	2304	2304	7649	17914	18.6	29
	2995	2820	7237	14518	7.3	37.7
	5103	5103	7006	15000	18.5	18.7
	3204	3168	6491	17386	9.7	30.3
	2159	4986	6270	15975	5	1.3
	4572	4572	8287	17851	3.7	14
	1300	2750	7817	13854	25.3	13.1
	2970	6210	7971	18469	5.5	38.8
	2720	2720	13055	7929	18	11.5
	2850	4650	11581	22890	11	17.3

# State Peers

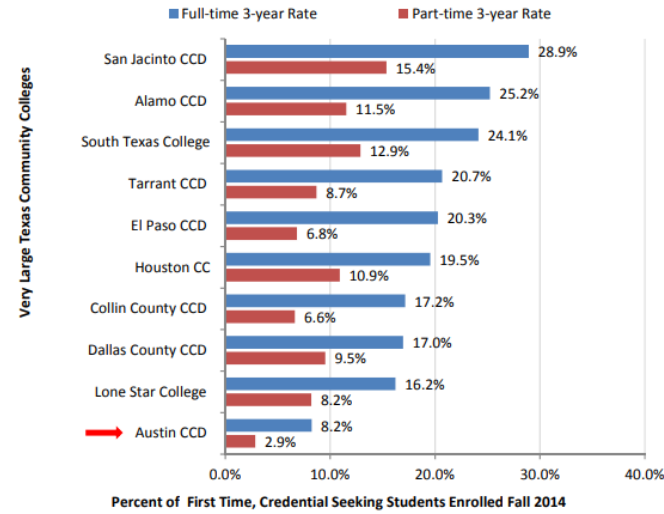
### Total Credit Enrollment - Fall 2017

Source: THECB Almanac 2018



### 3-Year Graduation Rate through 2016-17

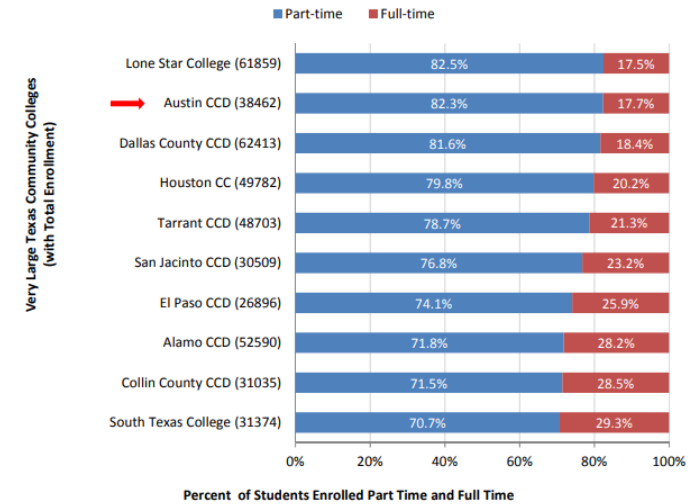
Source: THECB Almanac 2018



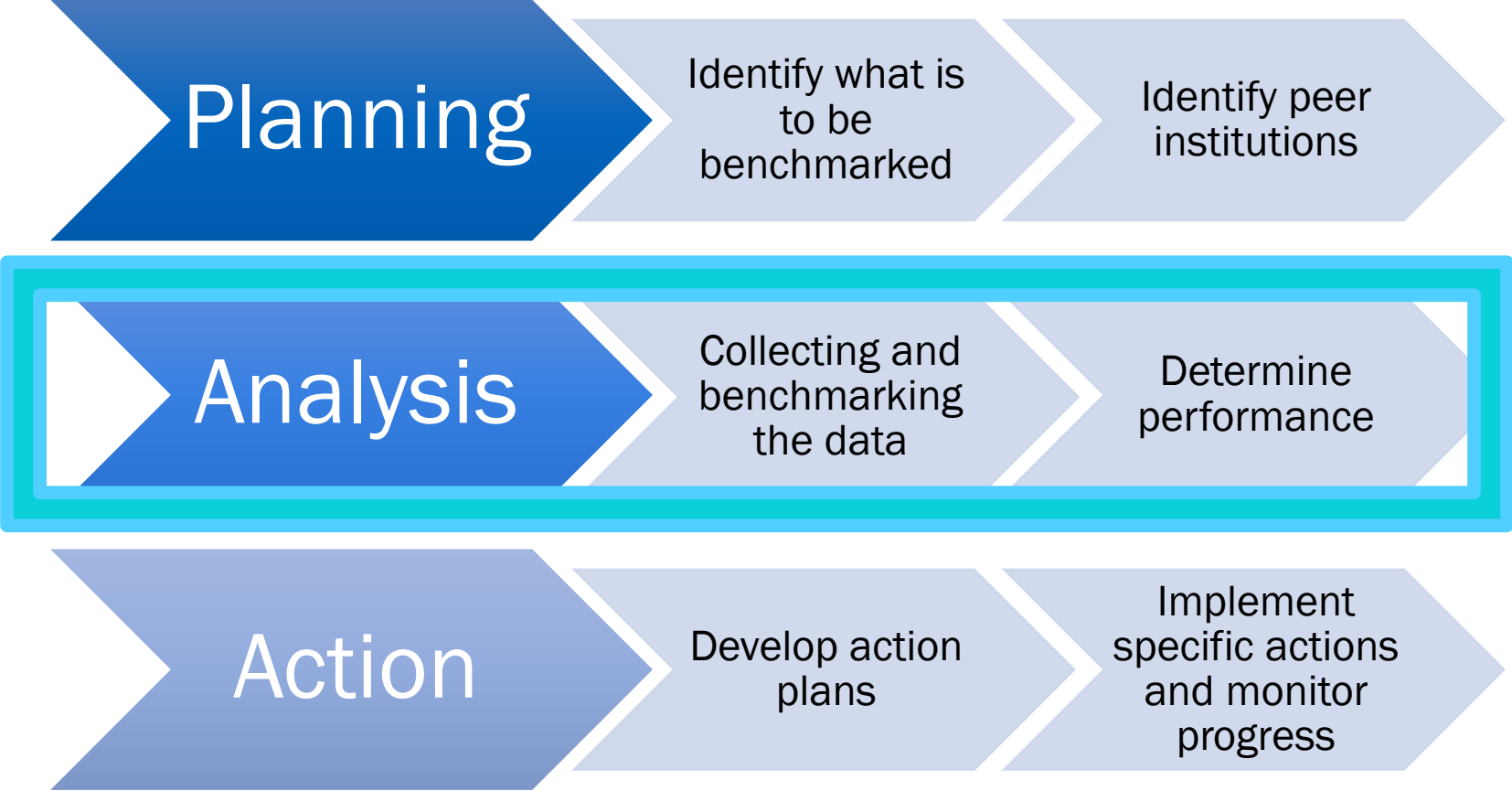
Percent of First Time, Credential Seeking Students Enrolled Fall 2014

### Full Time Status - Fall 2017

Source: THECB Almanac 2018



# Benchmarking Steps



# INSTITUTIONAL EXAMPLE: AUSTIN COMMUNITY COLLEGE

# How ACC Uses Benchmarking

## ■ Strategic Planning Metrics

- *THECB Accountability System*
- *THECB Almanac*
- *NCCBP*
- *IPEDS*
- *CCSSE/SENSE*
- *Noel-Levitz*



# Austin Community College 2020 Performance Snapshot

	Progress to Target	Change from Prior
<b>1. Enrollment</b>		
a. Total Enrollment <sup>3</sup>	●	↓
b. African-American Enrollment <sup>3</sup>	●	↑
c. Hispanic Enrollment <sup>3</sup>	●	↑
d. Asian Enrollment <sup>3</sup>	●	↑
e. Other Minority Enrollment <sup>3</sup>	●	↑
f. Low SES Residents	●	↑
g. Advanced Manufacturing Enrollment	●	↑
h. Health Science Enrollment	●	→
i. Information Technology Enrollment	●	↓
j. Svc Area Penetration-Credit Students <sup>1</sup>	●	↑
<b>2. High School Enrollment</b>		
a. Dual Credit	●	↓
b. Early College High School	●	↑
c. Other High School Students	●	↑
<b>3. Enrollment by Type</b>		
a. Continuing	●	↑
b. New Traditional FTIC	●	→
c. New Transfer-In/Previous Degree	●	↑
d. New High School Students	●	↑
<b>4. Enrollment by Modality</b>		
a. Traditional Classroom Only	●	↓
b. Distance Learning - Any Combination	●	↑
c. Online Only	●	↑
d. Hybrid	●	↑
<b>5. Student Progress</b>		
a. Successful Course Completion <sup>1</sup>	●	↑
1) Traditional Classroom <sup>3</sup>	●	↑
2) Distance Learning <sup>3</sup>	●	→
b. Fall-to-Spring R	●	↑
c. Fall-to-Fall Retention <sup>1</sup>	●	↑
d. % Completed College English in 1st Yr	●	↑
e. % Completed College Math in 1st Yr	●	↓
f. % Completed First College Level Crse	●	→

	Progress to Target	Change from Prior
<b>6. Student Success</b>		
a. Completions <sup>4</sup>	●	↑
1) Total Associates	●	→
2) Total Certificates	●	↓
3) Total Advanced Manufacturing	●	↑
4) Total Health Science	●	↑
5) Total Information Technology	●	↑
b. IPEDS 3-year Graduation Rate <sup>5</sup>	●	→
c. IPEDS 3-year Transfer Rate <sup>5</sup>	●	↑
d. Job Placement Rate <sup>4</sup>	●	↑
e. Licensure Rate <sup>4</sup>	●	↓
f. Total ABE Completers <sup>3</sup>	●	→
g. Total GED Completers <sup>3</sup>	●	↑
h. Total Core Curriculum Completers <sup>3</sup>	●	↑
i. Total Occupational Skills Awards (MSA)	●	↑
<b>7. Affordability</b>		
a. % Full-Time Students	●	↑
b. % In-District Students	●	↑
c. In-District Tuition & Fees/Credit Hr <sup>5</sup>	●	↑
d. Out-of-District Tuition & Fees/Credit Hr <sup>5</sup>	●	↑
e. % of Students Receiving Financial Aid <sup>5</sup>	●	↑
<b>8. Continuing Education and Training</b>		
a. CE: Enrollments <sup>3</sup>	●	↓
b. CE: Total Completions	●	↓
c. CE: Student Satisfaction with Courses <sup>3</sup>	●	↓
d. CE: Companies Served by CT <sup>1</sup>	●	↓
e. CE: Net Revenue <sup>1</sup>	●	↓
f. Market Penetration-CE Students <sup>1</sup>	●	↑
<b>9. Adult Education Enrollment<sup>3</sup></b>		
a. Adult Basic Education (ABE)	●	↑
b. English as a Second Language (ESL)	●	↑
c. General Educ. Development (GED)	●	↑

	Progress to Target	Change from Prior
<b>10. Student Support Services - Credit Students</b>		
a. Advising - Use <sup>2</sup>	●	↑
b. Advising - Satisfaction <sup>2</sup>	●	↑
c. Tutoring Use <sup>2</sup>	●	↑
d. Tutoring Satisfaction <sup>2</sup>	●	↓
<b>11. Administrative Efficiencies</b>		
a. Administrative Cost per Credit Hour <sup>1</sup>	●	↑
b. Administrative Cost Ratio <sup>4</sup>	●	→
c. Administrative Cost/FTE Student <sup>4</sup>	●	↓
c. Cost per Student <sup>1</sup>	●	↑
<b>12. Institutional Climate</b>		
a. Student Satisfaction <sup>2</sup>	●	↓
b. Grievance Rate <sup>1</sup>	●	↑
c. Faculty/Staff Diversity <sup>3</sup>	●	↑

**Legend**

**Symbols**

- Achieved target
- Within 10% of target
- Did not achieve target
- No target set
- ↑ Comparison to previous year

**Data Sources:**

- <sup>1</sup> National Community College Benchmarking Project (NCCBP)
- <sup>2</sup> Community College Survey of Student Engagement (CCSSE)
- <sup>3</sup> Austin Community College Data System
- <sup>4</sup> Texas Higher Education Coordinating Board
- <sup>5</sup> National Center for Educational Statistics

# Department Snapshot 2020

## Health and Kinesiology Department

Table 1. Fall Course Enrollments (OIEA 12th Class Day Data) - Health and Kinesiology Department

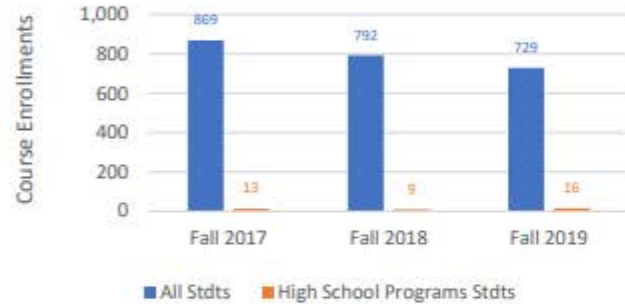


Table 2. Declared Majors Demographics: Race/Ethnicity/Low SES (OIEA 12th Class Day Data) - Health and Kinesiology Department

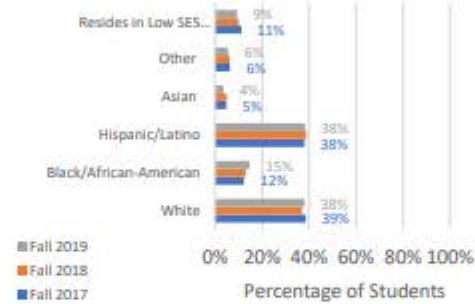


Table 3. Excess Attempted Credit Hours - Graduates (Associates) During Academic Year Who Were FTIC within Last 10 Years & Fall Declared Majors at End of Semester - Health and Kinesiology Department

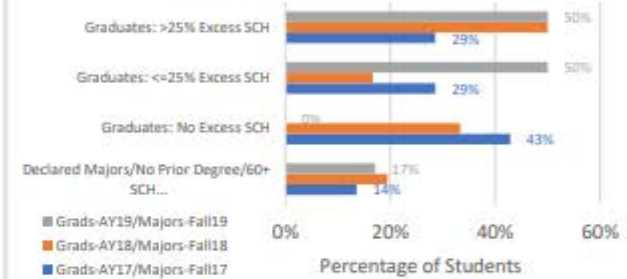


Table 4. Successful Course Completions (A,B,C,S,P) (OIEA End of Term data) - Health and Kinesiology Department

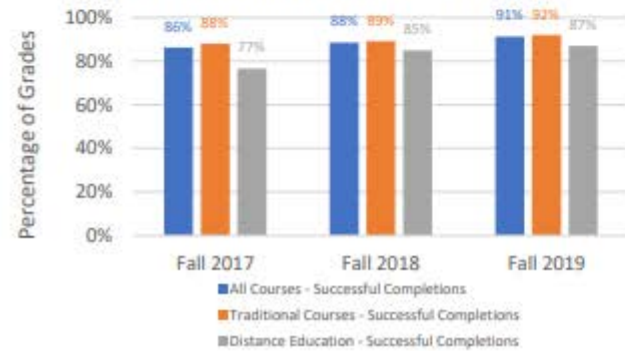
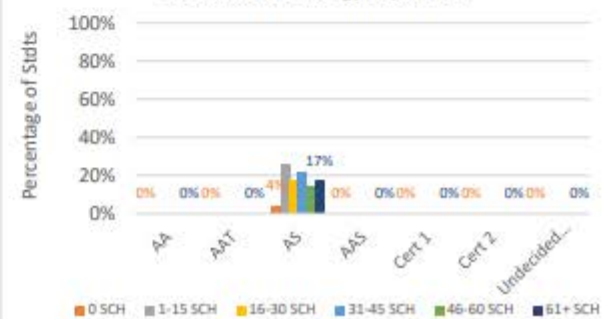


Table 5. Unsuccessful Course Completions (D, F, IP, W) by Race/Ethnicity (OIEA End of Term data) - Health and Kinesiology Department



Table 6. Credit Hour Milestone Attainment - Declared Major with No Prior Degree - After Fall Semester - Health and Kinesiology Department



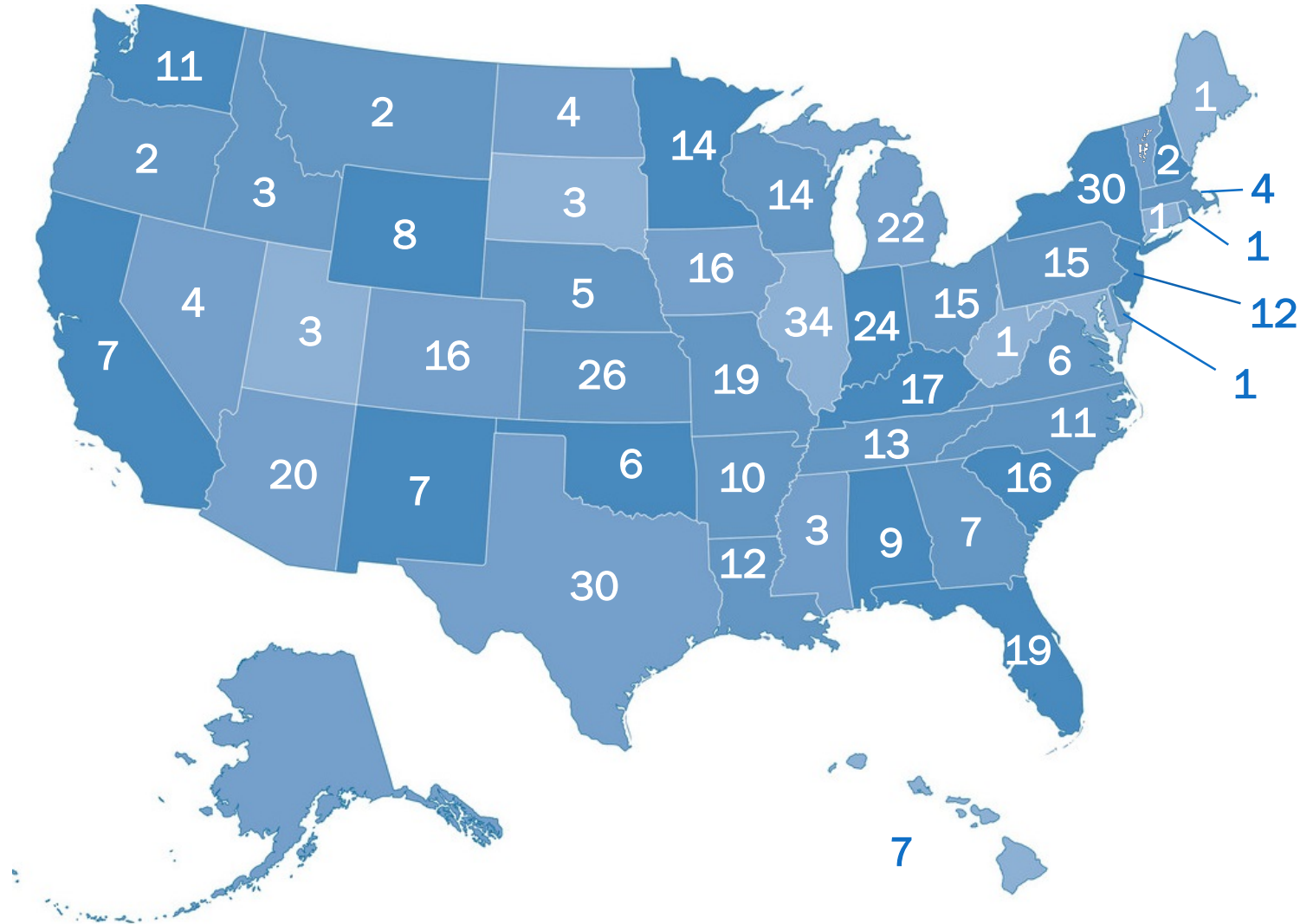
# NATIONAL HIGHER EDUCATION BENCHMARKING INSTITUTE (NHEBI)

# The Benchmarking Institute

- Mission: Improving higher education through benchmarking
- Vision: Impacting higher education to maximize student success
- Sources of national benchmarks provided by the Benchmarking Institute



# Benchmark Institute Participants Since Inception



TAIR, March 2020

# NCCBP



SCHEDULE DEMO

SIGN IN



FOR CREDIT PROGRAMS

FOR NON-CREDIT PROGRAMS

- Provides a comprehensive set of benchmarks for core community college activities
  - *Completion & Transfer*
  - *Academic Year Snapshot of Outcomes*
  - *Retention & Persistence*
  - *Student Performance*
  - *Satisfaction and Engagement*
  - *Job Market, Business and Industry*
  - *Other Institutional Effectiveness Metrics*

[www.nccbp.org](http://www.nccbp.org)

# Cost and Productivity Project

National Community College  
**Cost & Productivity Project**

\*User Name  \*Password  [Sign in](#)  
[Forgot Password?](#)

Home About Us Peer Institutions Reports Contact Us

**Fulfill accountability and transparency requirements**

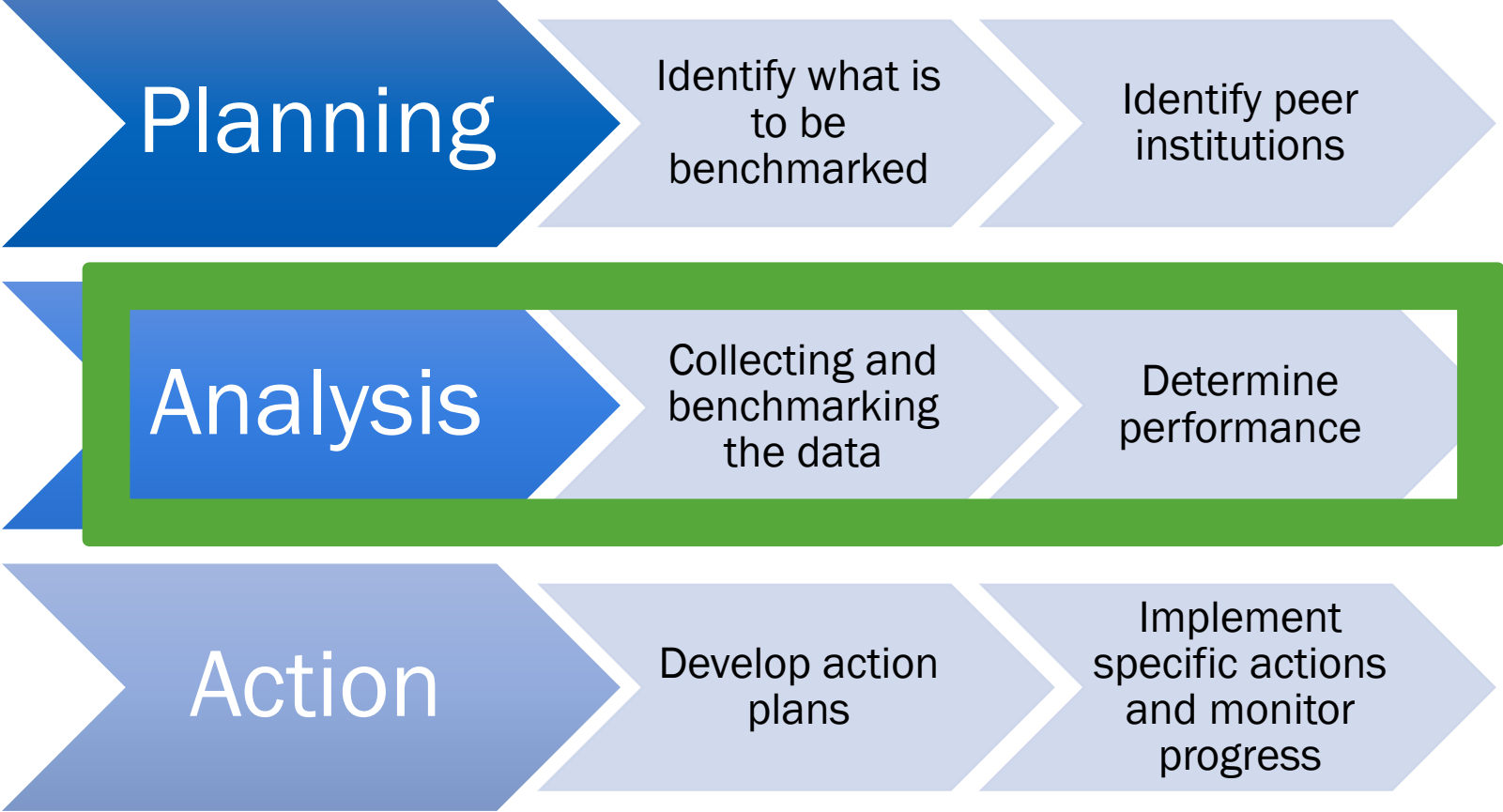
Participate in the Cost and Productivity Project to document for accreditors, state and local funders how your institution uses public funds responsibly.

[Learn more](#)

- Provides presidents, chief academic officers, deans and institutional researchers with benchmarks at the discipline level
  - *Instructional costs (salaries and benefits)*
  - *Faculty workload*
  - *Class size*

[www.costandproductivity.org](http://www.costandproductivity.org)

# Benchmarking Steps

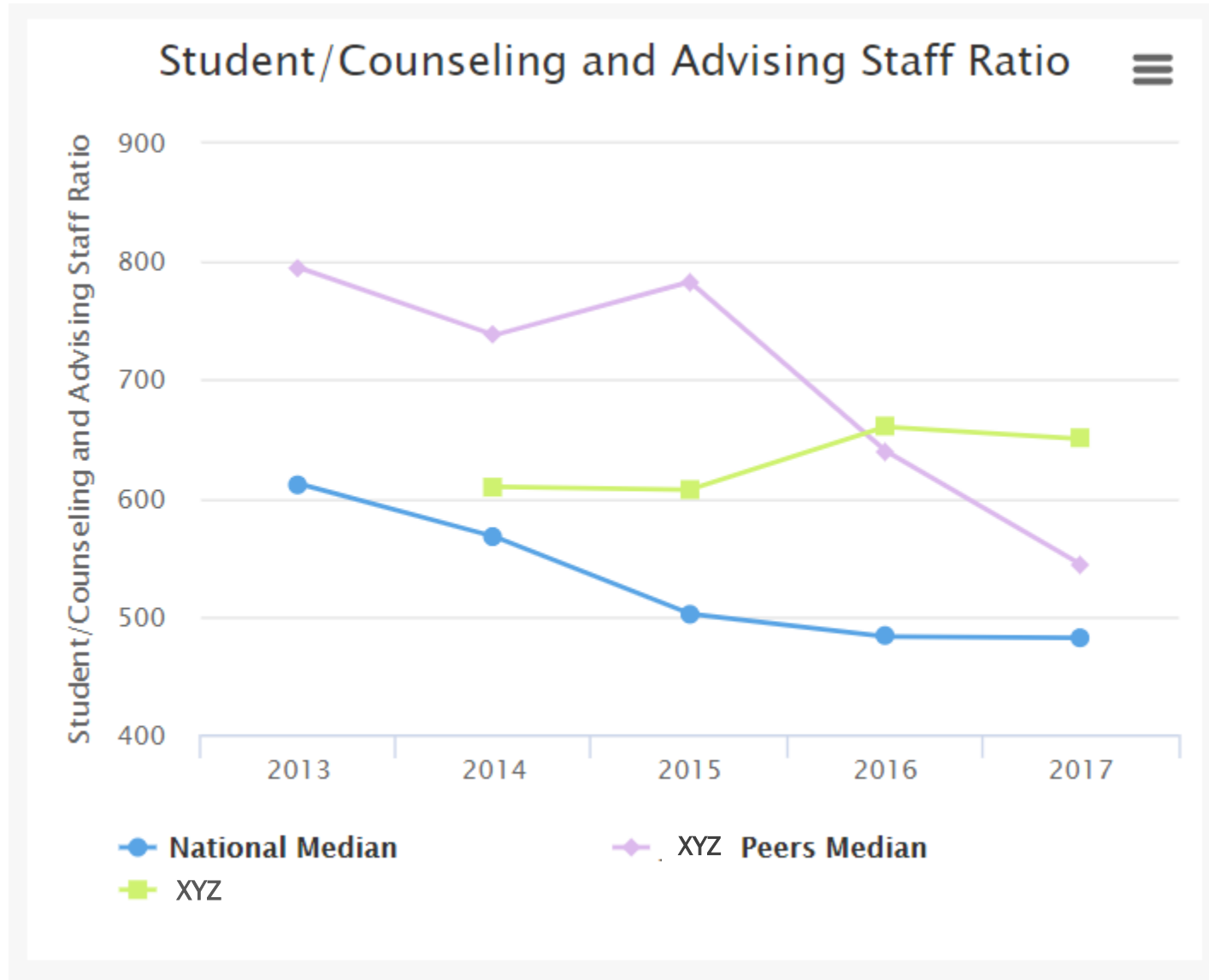




# Performance Metrics: Where do you stand?



# Performance Metrics: How Do You Compare?

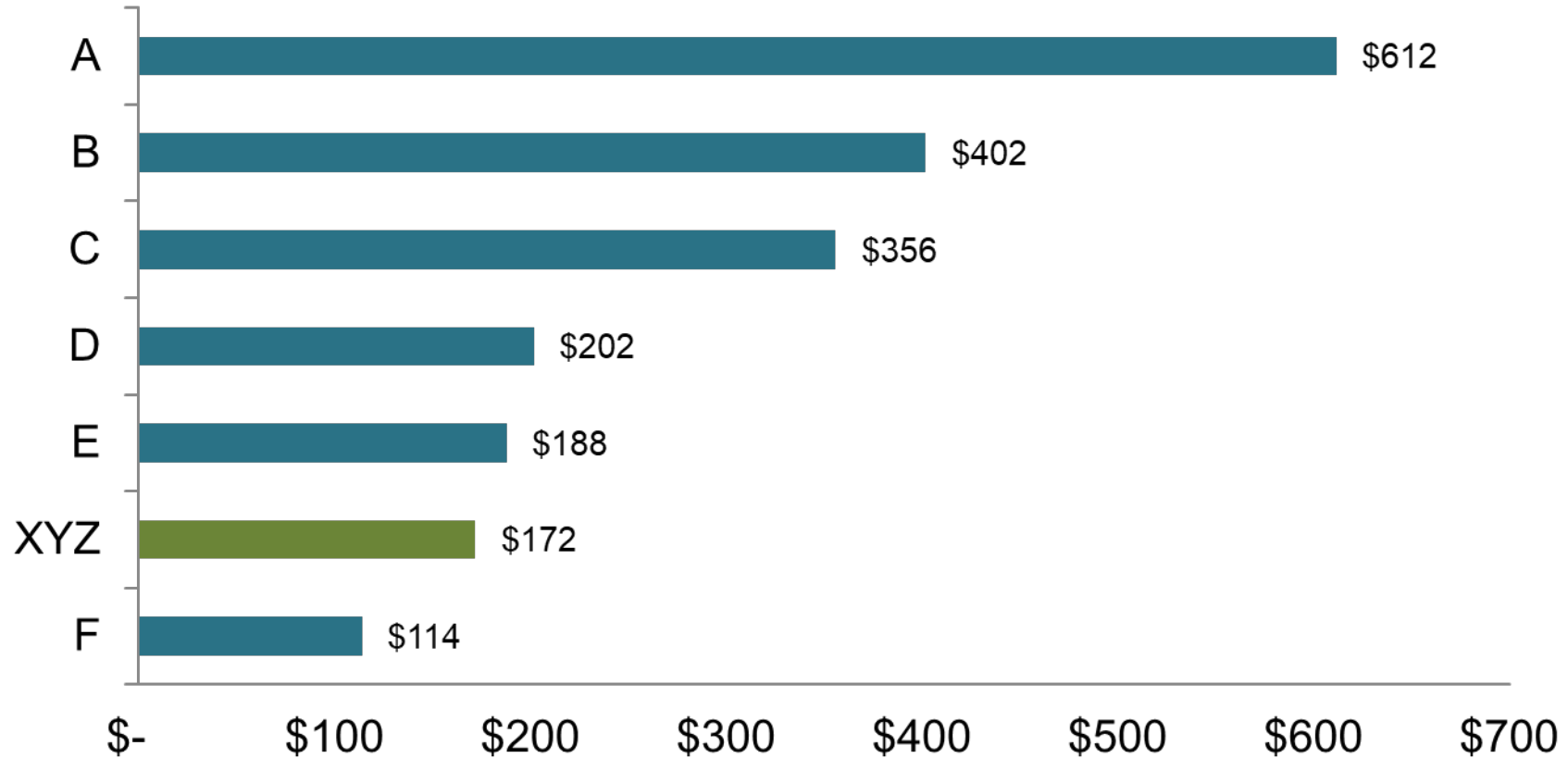




# Cost Per Credit Hour

*Registered Nursing 51.38*

## XYZ College and Peer Institutions



# Performance Metrics: Inputs Driving Revenue

## Cost Benchmarks Applied to Departmental Productivity

<b>Criminal Justice</b>						
<b>F-T Faculty</b>	<b>SCH/Fall</b>	<b>SCH/Spring</b>	<b>Total SCH</b>	<b>Salary</b>	<b>Benefits</b>	<b>Individual ROI</b>
Faculty	434	492	926	\$ 59,576.00	\$ 24,187.86	162.5%
Faculty	312	384	696	\$ 36,210.00	\$ 14,701.26	201.0%
<b>P-T Faculty</b>						
Adjunct	57		57	\$ 1,650.00	\$ 142.23	467.5%
Adjunct	201	216	417	\$ 7,425.00	\$ 640.04	760.1%
Adjunct	84	90	174	\$ 6,600.00	\$ 568.92	356.8%
<b>Totals</b>	<b>1088</b>	<b>1182</b>	<b>2270</b>	<b>\$ 111,461.00</b>	<b>\$ 40,240.30</b>	
			<b>Summary Data</b>	<b>NCCBP Mean</b>		
Tuition Revenue = SCH x \$147.00			\$ 333,690.00			
Faculty Costs (Salary + Benefits)			\$ 151,701.30			
FT Overloads + benefits			\$ 7,008.91			
Other than Personnel (Supplies)			\$8,277.00			
Percentage of SCH taught by FT			69%	31%		
Percentage of SCH taught by PT			36%	64%		
SCH taught by FT faculty			373	253		
SCH taught by PT faculty			342	382		
Student Faculty Ratio			24/1	23/1		
Instructional cost/SCH			\$ 73.56	\$ 79.00		
Margin (Revenue-Costs) =			\$ 166,702.79			
ROI/% Efficiency (Revenue/Costs) =			199.83%			

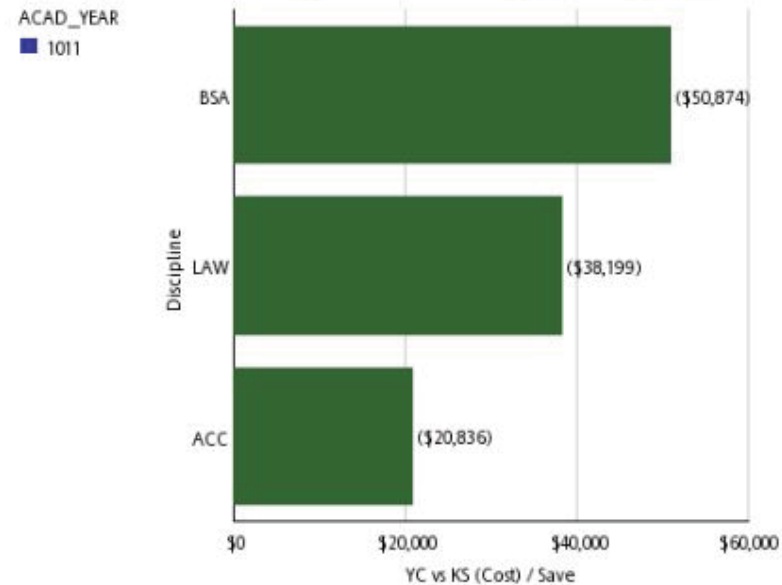
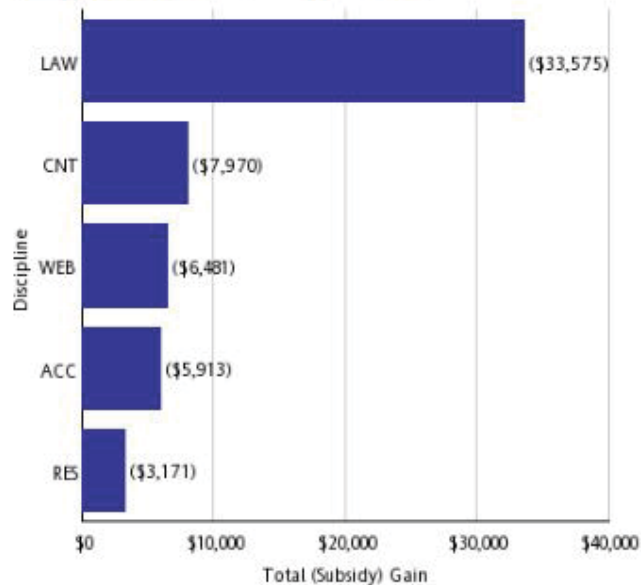
## Division Instructional Cost Dashboard

Year:   
 Division:

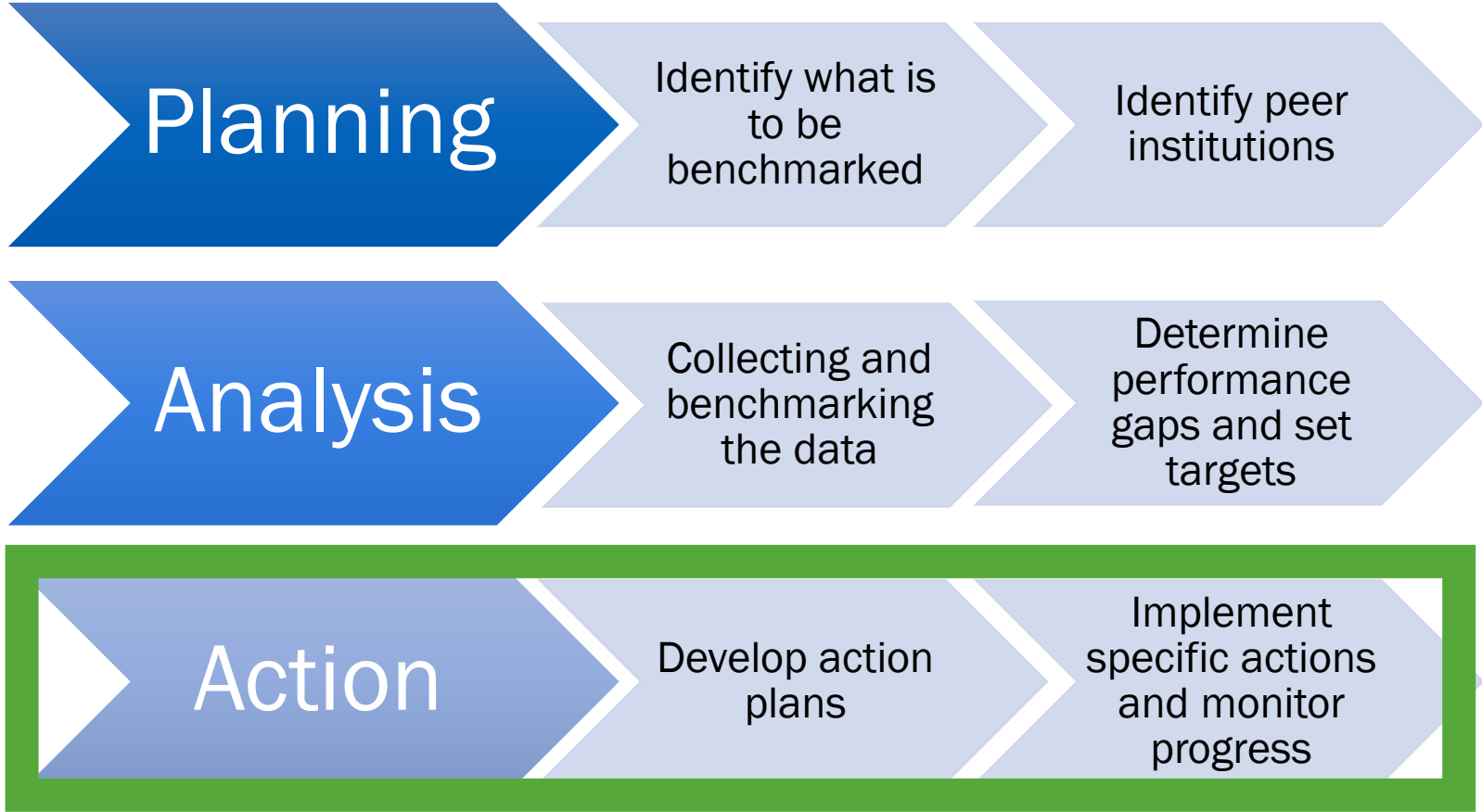
### BSCS

#### 1011

Discipline Description	Total SCH	YCCost / SCH	Natl Cost / SCH	(Cost) / Save	YC Sem SCH / Faculty	Natl SCH / Faculty	YC% PT	Natl % PT	(Subsidy) Gain / SCH	Total (Subsidy) Gain	Total Other Instructional Labor	YCAvg Class Size	Seat Fill Rate
<a href="#">Accounting</a>	2,507	\$96	\$88	(\$20,836)	298	236	20%	32%	(\$2)	(\$5,913)	\$11,641	22.5	74%
<a href="#">Business Administration</a>	5,458	\$89	\$80	(\$50,874)	372	261	21%	37%	\$5	\$30,019	\$26,530	23.0	88%
<a href="#">Computer Networking Technology</a>	2,692	\$109	\$125	\$41,930	260	189	39%	37%	(\$3)	(\$7,970)	\$32,222	16.1	83%
<a href="#">Computer Systems &amp; Application</a>	4,426	\$86	\$100	\$63,794	200	228	55%	37%	\$9	\$40,723	\$22,573	15.7	71%
<a href="#">Paralegal Studies</a>	724	\$146	\$93	(\$38,199)	168	143	41%	50%	(\$46)	(\$33,575)	\$2,988	13.1	53%
<a href="#">Real Estate</a>	78	\$134			390		0%		(\$41)	(\$3,171)	\$336	26.0	87%
<a href="#">Small Business Entrepreneur</a>	199	\$52	\$153	\$20,171	199	174	100%	40%	\$45	\$8,953	\$858	14.0	50%
<a href="#">Video Game Development</a>	246	\$21			410		100%		\$72	\$17,830	\$1,061	41.0	86%
<a href="#">Web Related Studies</a>	181	\$130			84		88%		(\$36)	(\$6,481)	\$1,136	12.3	24%



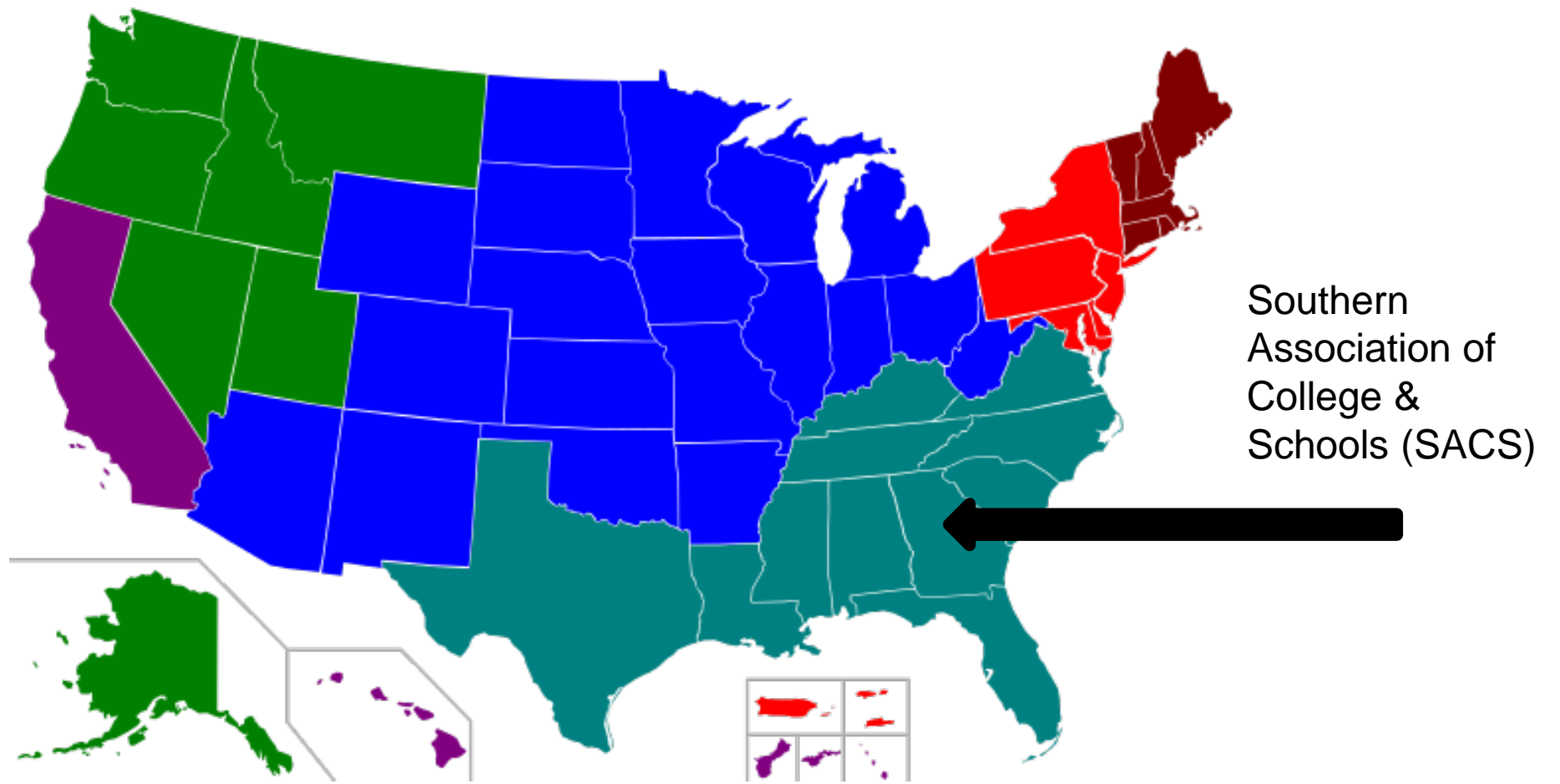
# Benchmarking Steps



# Why to Use the NCCBP?

- Comparison to over 250 other community colleges
- Strategic planning and selection of KPIs
- Accreditation
- Internal and external accountability activities
- Institutional transparency
- Documentation of student success
- State Performance Funding





Regional accreditation map

Blank\_USA,\_w\_territories.svg: Lokal\_Profil - This file was derived from Blank USA, w territories.svg:

A map of the regional accreditation agencies. **Legend:** ■ MSA (Middle States Association of Colleges and Schools) ■ NEASC (New England Association of Schools and Colleges) ■ NCA (North Central Association of Colleges and Schools) ■ NAC (Northwest Accreditation Commission) ■ SACS (Southern Association of Colleges and Schools) ■ WASC (Western Association of Schools and Colleges)

# Crosswalk: Using NCCBP Data for SACSCOC Accreditation

## CROSSWALK: SACSCOC AND THE NCCBP

Using Benchmarking Data  
for SACSCOC Accreditation

**NCCBP** National Community College | Credit & Non-credit  
Benchmark Project



### Section 2: Mission

A clearly defined and comprehensive mission guides the public's perception of the nature of the institution. It conveys a sense of the institution's uniqueness and identifies the qualities, characteristics and values that define the institution's role and distinctiveness within the diverse higher education community. The mission reflects a clear understanding of the institution by its governing board, administration, faculty, students, staff and all constituents.

**1. The institution has a clearly defined, comprehensive, and published mission specific to the institution and appropriate for higher education. The mission addresses teaching and learning, and where applicable, research and public service. (Institutional mission) (Core Requirement)**

**Teaching and Learning:** (Many of the NCCBP forms address teaching and learning. Using the ones that report information on your KPIs would be a good way to address the mission of the college.)

#### **NCCBP Form 1. Student Information**

Enrollment information is available in this form, including full-time and part-time breakouts, Pell eligible and recipient students, race/ethnicity break-downs, first-generation, median student age, sex of students and other characteristics that can be used to illustrate the institution's uniqueness and service to specific populations.

#### **NCCBP Form 2. Student Completion and Transfer**

Completion (graduation and certificate attainment) and transfer data is available for two, three and six years.

#### **NCCBP Form 3. Student Performance at Transfer Institutions**

If your mission has a strong transfer component using the data from Form 3 would illustrate performance in fulfilling this part of your mission.

#### **NCCBP Form 7. Credit College-level Retention, Success**

#### **NCCBP Form 8. Credit Developmental Retention, Success**

#### **NCCBP Form 9. Credit Developmental Retention, Success, First College-level**

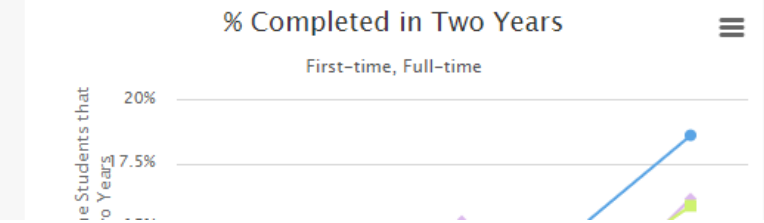
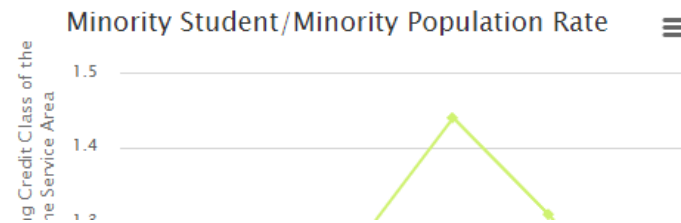
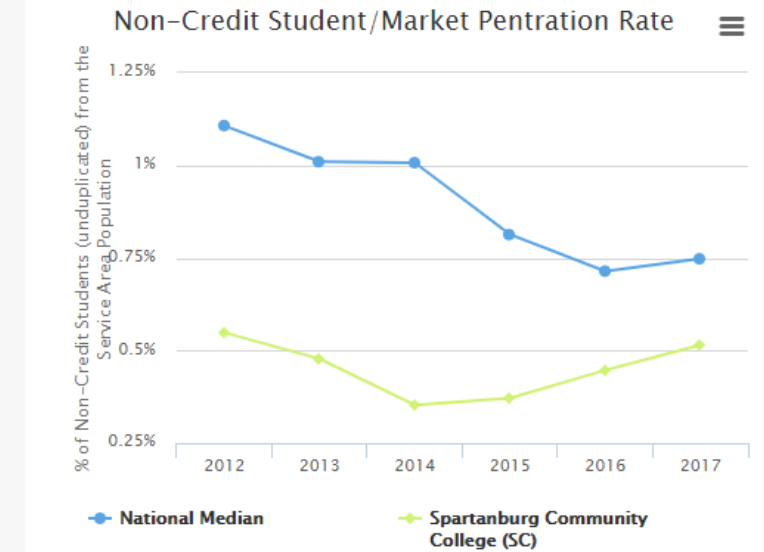
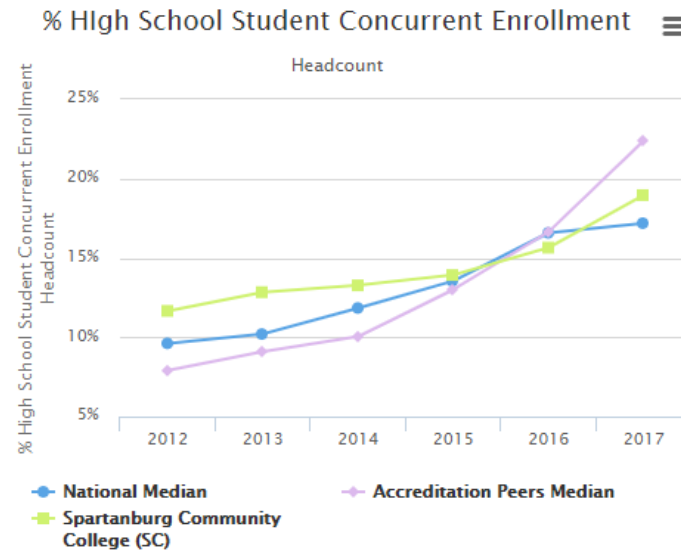
# New Institutional Accreditation Report:

## SACSCOC Example

### SECTION 2: MISSION

A clearly defined and comprehensive mission guides the public's perception of the nature of the institution. It conveys a sense of the institution's uniqueness and identifies the qualities, characteristics and values that define the institution's role and distinctiveness within the diverse higher education community. The mission reflects a clear understanding of the institution by its governing board, administration, faculty, students, staff and all constituents.

2.1. The institution has a clearly defined, comprehensive, and published mission specific to the institution and appropriate for higher education. The mission addresses teaching and learning, and where applicable, research and public service.



# Learn More about Benchmarking and Best Practices



[Benchmarkinginstitute.org](https://Benchmarkinginstitute.org)

# Keep up with the Benchmarking Institute



@EdBenchmark



Join the National Higher Education  
Benchmarking Institute Group





# QUESTIONS?