

CIRP Brief

CCC Institutional Research & Planning

Volume I, Issue I

September 2015

Special points of interest:

- CCC saw a nearly 3 percentage point increase in Fall to Fall retention for our first-time, full-time student population
- Achievement gaps exist in retention and graduation rates and are being aggressively targeted for reduction as part of the new strategic plan
- Suggestions on interventions or strategies to close the achievement gaps can be emailed to Dr. Marge Hamilton or Dr. Vanessa O'Brien-McMasters

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How Do We Compare?

First-Year Retention Rates for Camden County College

This brief presents the first-year retention rates for first-time, full-time freshman over a three year time period compared to other communities colleges in New Jersey. As outlined in the Strategic Plan, the College is committed to increasing student retention and graduation rates. The purpose of this report is to monitor the retention rates as compared to our peers and to identify potential achievement gaps in the student population.

What is a “first-year retention rate?” It is defined as the percentage of first-time, degree-seeking freshman in a given fall semester who return to the college the following fall semester.

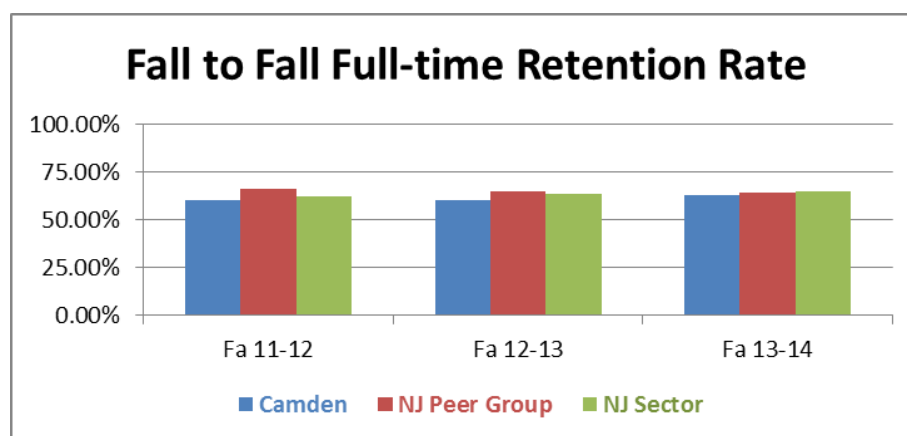
Figure 1 shows the first-year retention rate of full-time students for the past three cohorts. Camden’s retention rate for the Fall 2013-2014 cohort was 62.9%. That represents a nearly 3 percentage point increase over the previous year’s cohort of 60%.

Our NJ Peer group consists of the following four institutions: Bergen, Brookdale, Middlesex, and Union, and is based on similarities in our IPED’s characteristics and Carnegie classifications.

Overall, the College’s first-year, full-time student retention rate is similar to those in the sector and our peer group. The data from the Fall 2013 cohort shows that Camden’s full-time student retention rate is a little over 1 percentage point lower than that of our peer group and sector. However, the most recent cohort data marks the largest increase in full-time student retention in the past three years at CCC. This increase is due in a large part to the efforts across the institution to actively engage and support our students’ success.

Table I contains the retention rate break down for the sector and peer group. It also lists the retention rates for each of the 19 community colleges in New Jersey over the past three cohorts.

Figure 1: Three Year Trend Fall to Fall Full-Time Retention Rate





Data elements included in this report are compiled annually by CCC's Office of IR&P to comply with State and Federal mandates.

Table 1: Fall to Fall Retention Across Sector & Peer Group

Continued from pg. 1...

First Time Full Time – Fall to Fall Retention Rate			
	Fa 11-12	Fa 12-13	Fa 13-14
Camden	60.00%	60.00%	62.90%
NJ Peer Group Avg	66.00%	65.00%	64.10%
NJ Sector Avg	62.40%	63.60%	64.70%
Atlantic Cape			
Bergen	65.00%	63.00%	67.10%
Brookdale	69.00%	69.00%	69.40%
Burlington	60.00%	63.00%	62.70%
Camden	60.00%	60.00%	62.90%
Morris	70.00%	72.00%	73.40%
Cumberland	66.00%	65.00%	66.20%
Essex	50.00%	58.00%	58.40%
Gloucester	62.00%	64.00%	65.90%
Hudson	47.00%	52.00%	55.20%
Mercer	61.00%	61.00%	66.60%
Middlesex	66.00%	64.00%	62.20%
Ocean	67.00%	68.00%	70.70%
Passaic	67.00%	60.00%	65.30%
Raritan	72.00%	77.00%	76.70%
Salem	53.00%	59.00%	57.00%
Sussex	60.00%	66.00%	70.20%
Union	63.00%	63.00%	57.60%
Warren	65.00%	63.00%	60.70%
<i>IPEDS: FTFT Retention Rate (Fall to Fall Retention)</i>			

Drilling Deeper: Fall To Fall Retention Differences

As part of the College's commitment to increasing success for all students, the data will be disaggregated to look for achievement gaps amongst the various cohorts of students on campus. Significant differences will be examined further and strategies will be employed to close the gaps and increase retention and completion for all of our students. The initial analysis of the Fall 2013 cohort revealed the following differences in retention rates:

⇒ The part-time student retention rate of 41% is lower than the full-time retention rate (63%)

- ⇒ The male student retention rate was 4 percentage points lower than the female student retention rate (Table 2)
- ⇒ Historically under-represented students are retained at a lower rate Fall to Fall (Table 3)

The College will continue to monitor the retention and completion rates for all students and measure the impact that interventions such as peer mentoring and Project Connect are having on student success.



DREW DUDLEY

Everyday Leadership:
http://www.ted.com/talks/drew_dudley_everyday_leadership?language=en

Tables 2 & 3: Fall to Fall Retention by Demographics

CAMDEN COUNTY COLLEGE			
Fall to Fall Retention Rates by Gender			
	Enrolled Fall 2013	Retained* Fall 2014	Percent Retained
Male	1198	666	56%
Female	1416	850	60%

*Retained Fall 2013 to Fall 2014 or Graduated Prior to Fall 2014

CAMDEN COUNTY COLLEGE			
Fall to Fall Retention by Race/Ethnicity			
	Enrolled Fall 2013	Retained* Fall 2014	Percent Retained
Black	679	316	47%
Hispanic	471	262	56%
White	1161	739	64%

*Retained Fall 2013 to Fall 2014 or Graduated Prior to Fall 2014

Closing the Achievement Gap—Data Informed, Faculty/Staff Driven

In January 2015, the American Association of Colleges and Universities (AAC&U) released its publication, *America's Unmet Promise: The Imperative for Equity in Higher Education*. It joins other national reports, such as the League for Innovation's *Keeping America's Promise* and the AACC's *Reclaiming the American Dream*, all which detail a significant and an unacceptable gap in student outcomes, including retention and graduation

rates across the nation. Each report indicated that the first step is for college leaders to acknowledge and openly discuss the gap, and then commit resources to closing it.

Transparency of data plays an important role in helping us identify where the gaps exist and holding us accountable to close them. From graduation rates to course level pass rates, we must be willing to examine

the outcomes and develop strategies to increase success for all.

We must be advocates for equity. To do nothing, as some have argued, is to be complicit in a great social injustice. Data can shed light on the differences, inform decision-making, and evaluate impact but only faculty and staff can drive the change to close the gap.

"The postsecondary system is more and more complicit as a passive agent in the systematic reproduction of white racial privilege across generations."
Carnevale & Strohl
Step Up & Lead for Equity

Camden's Three-Year Graduation Rate Results: 2011 Cohort

The IPEDS Graduation Rate Cohort consists of first-time, full-time (FTFT) degree/certificate-seeking students and tracks their completion status at 150% of the normal time to complete all requirements for their program of study. This report provides an overview of the FTFT students from 2011 who completed their as of August 31, 2014.

Overall Camden's Graduation rate was 11% and the Transfer-out rate was 18%. The graduation and transfer-out rates by Gender and Race/Ethnicity are shown in the Figures 2 & 3. As with retention, achievement gaps

persist in the College's Graduation and Transfer-out rates.

In recent years, CCC's Graduation rate has been slightly lower than institutions of similar size and classification. See Table 4.

Data mining to identify potential graduates and revising the process for petitioning to graduate has been shown to be a promising practice at other community colleges. At the 2015 Best Practices Conference, Bergen County College presenters reported raising their graduation rate from 14%

to 19% by targeting students who had earned 60+ credits but had not graduated, developing outreach activities, and redesigning the graduation process*.

* Source: DATA MINING FOR COMPLETION! The Sequel (April 2015)

Figures 2 & 3: Graduation/Transfer Rate by Demographics

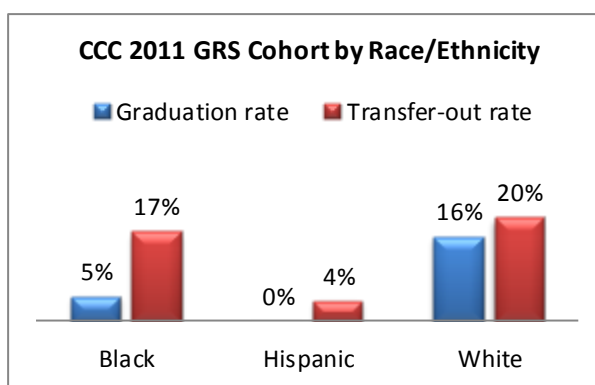
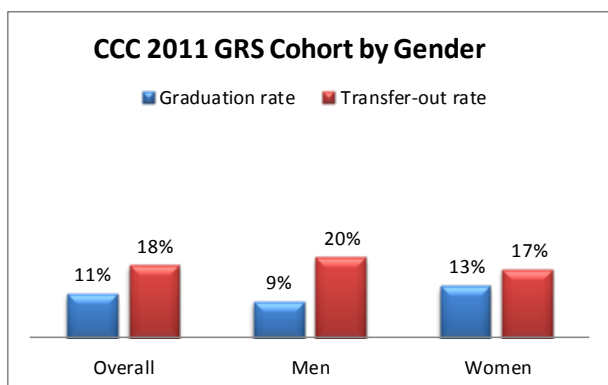


Table 4: FT/FT 3 Year Graduation Rate Comparison Data

	Fa 09-12	Fa 10-13	Fa 11-14
Camden	11.00%	13.80%	11.00%
NJ Peer Group	15.80%	14.60%	Data Not Available at Time of Publication
NJ Sector	17.90%	17.30%	Data Not Available at Time of Publication

CAMDEN COUNTY COLLEGE

Our Locations
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(856) 338-1817

Regional Emergency Training Center
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Special thanks goes to Brandy Ciaccia & Barbara Lombardo for their hard work producing the data for this publication.

We are on the web!
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CAMDEN COUNTY COLLEGE

Share Your Best Practices

In each CIRP Brief, we provide faculty and staff with an opportunity to share innovative educational practices and strategies supported by data to demonstrate effectiveness. If you have a topic that you would like to share or suggestions for topics and recommended books to include in future CIRP Briefs, please send us your feedback. Email your comments and suggestions to rsheppard@camdencc.edu or call me at ext. 4932. The Office of Institutional Research and Planning is located on the second floor of the Roosevelt Building—Suite 207.



Check out: Building Equity Leaders - A. Blackwell:
<https://www.youtube.com/watch?v=S7ALNgQH0xA>

"We all must be equity leaders."
- Angela Glover Blackwell

Equity Leaders

Recommended Resources

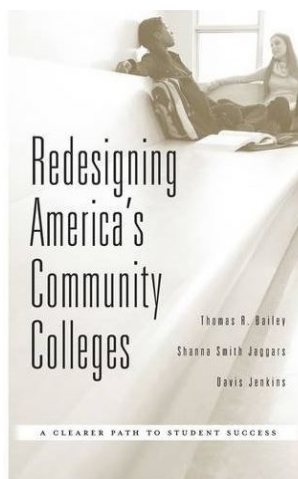
Redesigning America's Community Colleges: A Clearer Path to Student Success

By Thomas Bailey, Shanna Smith Jaggars & Davis Jenkins

The book examines ways 2-year institutions can increase student success through the use of guided pathways.

An overview about guided pathways can be downloaded at [http://www.mcca.org/uploads/ckeditor/files/DavisJenkins_CCRC_Guided%20Pathways%20Overview_Revised%20Oct%202014\(1\).pdf](http://www.mcca.org/uploads/ckeditor/files/DavisJenkins_CCRC_Guided%20Pathways%20Overview_Revised%20Oct%202014(1).pdf)

Additional information is available at the CCRC website:
<http://ccrc.tc.columbia.edu/publications/what-we-know-about-guided-pathways-packet.html>



Available in Hardcover and Kindle format

More Noteworthy Resources:

The AAC&U has released follow-up guides to "America's Unmet Promise: The Imperative for Equity in Higher Education" in 2015:

- *Committing to Equity and Inclusive Excellence: A Campus Guide for Self-Study and Planning*
- *Step Up & Lead for Equity: What Higher Education Can Do to Reverse Our Deepening Divides*

Both publications can be downloaded from the AAC&U website:

<http://www.aacu.org/resources/diversity-equity-and-inclusive-excellence/publications>