

Title: 7.0 Measuring Effectiveness

Context for Analysis (C)

7C1 Data is collected through many processes. Data is stored electronically and for many departments original documents are stored to meet regulatory requirements.

Student information data is collected initially on forms--electronic and paper. This data is transferred to the student database. The information is stored online (in the database) and in the student's permanent files. This data is compiled into information through the use of automated and self-executed reports.

Data is collected on all stakeholder groups by way of surveys. Each group is surveyed every other year. These survey results are used to help set goals for strategic planning, in-process measures, and to evaluate perceptions and satisfaction with Crowder College (CC). All survey results and institutional data is stored primarily in the Institutional Research Office (IR). Department-specific data is decentralized and stored within that department.

Electronically, data is stored within the institutional computer systems on various drives. The Crowder intranet (C-NET) servers have hard disk storage that can be allocated to wider populations, groups, and individuals on a limited basis. A "safe" or "S" drive (staff, administration, and faculty) serves as an institutional data storage that all employees may access. Drives for departmental-specific data are accessible through various work groups based upon individual permissions. Individual drives are available to each employee. All electronic data is stored on the server and backed up nightly.

IR reports are available upon request from the Institutional Research Office. Specific reports, departmental data, and/or custom reports may be requested, as well. Departmental or grant specific data maybe accessed through individual department chair or departmental director.

The network S-drive is accessible by all employees. This drive is used as an intranet to warehouse data and information for employees. The internal dashboard is another way data is made assessable to employees. Information is communicated through many avenues within the institution such as staff meetings, newsletters, and e-mails.

CC's external stakeholders may access information via the website. The diagram below is a visual representation of how stakeholder groups can access electronic institutional information.

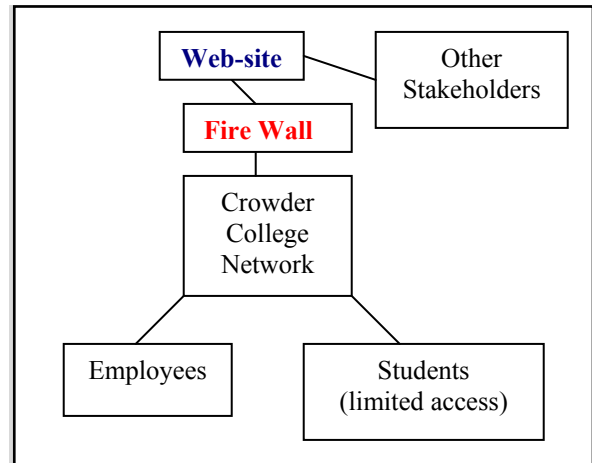


Fig. 7.1

7C2

TABLE 7.1: TRACKING EFFECTIVENESS	
Goal Area	Key Institutional Measures
HS	Graduation Rate Retention Rate CAAP results
DO	Athlete Graduation Rate
VP	Staff Development Participation Employee Evaluations Employee Satisfaction
LC	Communication effectiveness
IO	Headcount Audit results Fund balance
MP	Planning Progress
SN	ABCD Revenue

CC has identified seven high profile Key Outcome Measures (KOM) to be used on the Dashboard. They are graduation rate, retention, staff development participation, Collegiate Assessment Academic Proficiency (CAAP) results, employee satisfaction, student headcount, and employee evaluations. These measures were chosen because they provide current measures for key processes within the institution. Student headcount, retention, CAAP results, and graduation rates are student measures. Staff development, employee satisfaction, and employee evaluations are employee measures.

Each strategic goal, driven by the Key Outcomes, is broken into Tasks with a Task Owner, Timeline, and

Relevant metrics. The desired results/indicators in each area of responsibility become components of the operational plans of the department, with an established mid-year and year-end review. The comprehensive evaluation process consists of 5 basic steps:

- 1) Defining and establishing the outcome.
- 2) Conducting pre-assessments to set a baseline.
- 3) Establishing tasks through which to accomplish the objective.
- 4) Assessing the performance of the task.
- 5) Evaluating the outcomes in relation to the stated strategic objective.

CC's key measures are tracked and analyzed to manage and drive performance improvement and serve as the institution's basis for organizational decision making at the strategic planning level. CC has identified an area of improvement in establishing benchmarks and comparison data. Most of the KOM have some means of appropriate benchmarking, but lack a standard for comparison. This is an area that has been earmarked for consideration for a future vital few improvement priority.

The performance measurement system is kept current with educational service needs and directions by ensuring that it is relevant to the strategic plan and by utilizing the Dashboard. CC's performance measurement system's foundation is based on the strategic plans' KOM. The strategic plan is reviewed, during the annual Board retreat to ensure that it is current and consistent with the mission, vision, and values of the college. During this annual strategic plan review, necessary revisions to the Key Outcomes (KOs) ensure that each Goal is being comprehensively described.

The Administrative Council (AC) and Institutional Steering and Assessment Council (ISAAC) assess the KOM to ensure they appropriately measure the revised Key Outcomes. Necessary additions, deletions, and/or adjustments are made to the KOM. Then, the KOM matrix for the coming year is developed to coordinate the tasks, responsibilities, timelines, baselines, and benchmarks, updating the strategic plan.

CC's performance measurement system is set up, not only to react to, but to anticipate change. Crowder College Student Information System (CCSIS) has been customized for ease of development which allows for modifications to be made quickly in anticipation of or response to change. CCSIS' data changes are tracked using a system of monitored work requests, with an Information Process Team

(IPT) evaluating requests for long-term consistency and compatibility. The procedure for changing or modification to CCSIS is as follows.

1. A work request is filled out and, routed to seven designated departments that may possibly be affected by the change.
2. The IR Director reviews the request and if it is a minor revision, approves it.
3. If the change is significant in scope, it is reviewed by IPT, which determines if prioritization or further investigation is needed to determine best implementation.

This process has been streamlined so that the entire review can happen within a few days.

Processes (P)

7P1 Select. Some data are selected to satisfy state, federal, and/or grant regulatory requirements. ISAAC and AC, select other specific data to be collected based upon the following criteria.

1. Is it relevant?
2. Is it mission specific?
3. Is it a quality measure?
4. Is it repeatable?
5. What is the cost?

Departments collect specific data based on their individual missions, goals, or needs. For example, the English Department consistently reviews the success rates for Composition I and II, and uses comparative data to determine their department's effectiveness.

Manage. Institutional data is managed by IR. Some data such as departmental data is located in departments or divisions.

Use. The use of data and information varies with the measure. CC collects data to be used to help with fact-based decision making and to meet information requirements. In the area of finance, measures are used to track performance and identify variances that fall outside of the acceptable range. CC understands that benchmarking and comparative data is important to ensure that results are in line with the norms. To this end, CC has begun to develop internal benchmarks. CC will begin to gather external, comparative data for all key measures this year.

7P2 Need assessment and determination, as to data collection, storage, and accessibility, is accomplished as a part of the planning and budgeting process. Key information and data needs are collected and prioritized, and a coordinated approach for

accumulating necessary data and information is established.

Collect. Each department and division, with the respective dean, identifies what information and data is necessary to collect. As part of the planning process, key measures are established and what data is necessary. Each department and division on campus has an active Advisory Council made up of interested stakeholders with expertise in that area. Recommendations from those councils often drive the data collection needs.

Storage and Accessibility. Needs for data storage and accessibility are determined by regulation, frequency of use, and number of users. There are primarily two types of data collected--hard copy and electronic--and depending on the above criteria, determination is made for appropriate storage.

TABLE 7.2: DATA AND INFORMATION ACCESSIBILITY	
Group	Access to Data and Information
Faculty and Staff	<ul style="list-style-type: none"> • Dashboard • CCCIS • S Drive • P Drive • Webpage • Newsletters • Internal Documents • Print Media
Students	<ul style="list-style-type: none"> • P Drive • Webpage • Newsletters • Print Media • Correspondence
Stakeholders	<ul style="list-style-type: none"> • Webpage • Newsletters • Print Media • Correspondence
Suppliers and Partners	<ul style="list-style-type: none"> • Webpage • Print Media • Correspondence

7P3 In order for data to be meaningful, comparison data is necessary. The needs and priorities for comparative information and data are determined by the availability and validity of the data, as well as similarities among the comparative group.

Comparative data is selected based on availability and validity, as well as similarities in characteristics within the populations. When survey instruments

utilized, it is preferred that they have nationally normed data.

When performance is below the set targets, most often, internal institutional data is used as a comparison. When performance exceeds the set target, comparative data outside of the institution becomes essential; however, outside comparative data—especially within the educational community-- is sometimes difficult to acquire

Reporting data from the Missouri Statistical Summary provides a basis for comparison of state required information. The Federal IPEDs Peer System is used for comparison of schools outside of the state. CC has recently become a part of the National Community College Benchmark Project (established by Johnson County Community College in Overland Park, KS). Although CC has just received the first report of the aggregate data, it is already apparent that this will become an indispensable component for comparison purposes and to further ensure fact-based decision making.

The SWIMM consortium comprised of 2-year colleges from South Dakota, Wisconsin, Illinois, Missouri, and Minnesota was an attempt by AQIP to establish peer institutions to share data and experiences. This consortium lasted only about a year due to employee turnover and geographic barriers. Although there were only two meetings, they were beneficial—the Campus Quality Survey is a result of the first meeting. Crowder hosted a website for awhile hoping to foster the sharing of information and ideas, but it did not materialize.

7P4 At the institutional level, departmental information and data is aggregated and collapsed into reporting categories based upon college goals. This allows for a broadened view of divisions and departments, and yet still allows for a drill down to specific data sets.

Regular discussion of this data occurs in AC, as well as ISAAC. In addition to the semi-annual report to the Board on goal progress and specific achievements related to KOM, ISAAC reviews KOM progress related to one of the seven institutional goal areas each month. That set of KOM also serves as a board meeting report during the same month. During this review, any KOM that is not in the acceptable range is analyzed, with a recommendation developed for action plans and revised “tactics” within the plan. If another KOM has dropped into an unacceptable area, special attention may be given to it during the month it moves outside of acceptable parameters.

coming year. This information is used to build the budgets for the coming year.

The strategic plan is reviewed each year at the Board retreat and goals for the upcoming fiscal year are agreed upon. Any key outcome modifications are made if needed and action plans and tactics are set on the strategic plan metrics. Departments also sets departmental goals that align with primary functions of each department.

The new President is developing a strategic planning process that will involve institutional stakeholders and the Board. It will utilize a rolling three to five year strategic institutional plan that will be reviewed and revised each year.

TABLE 7.3: PERFORMANCE TREND

Goal	Review Month	Analysis Areas
HS Goals	October	Helping Students Learn
DO Goals	November	Distinctive Objectives
VP Goals	December	Valuing People
LC Goals	January	Leading and Communicating
IO Goals	February	Institutional Operations
MP Goals	March	Measuring and Planning
SN Goals	April	Stakeholder Needs

The Dashboard is the primary means of sharing key performance data throughout the college. Employees may access information on all key measures, the strategic plan, and/or departmental goals.

Comprehensive communication of the results of organizational level analyses to the faculty and staff, as well as analyses that are appropriate for students and external stakeholders occurs through a multifaceted process. (See §2I for Information Dissemination flow chart.) The process for information dissemination depends upon the KOM. Most analysis is taken to the AC or ISAAC then either to the employees or the Board depending on the KOM. Each employee association is represented on ISAAC. Also, all of the administrators are expected to brief their units and/or departments after AC meetings. The President’s Assistant posts AC & Board minutes to the S-Drive for all employees.

After information dissemination, the analysis is shared through a few electronic forms. The President shares information in his monthly newsletter. Presentation of pressing information is presented during all staff days each semester.

7P5 With the help of IR, each division and department collects data and information specific to their area(s) of the strategic plan. The program, departmental, and/or unit plans are tied to the institutional plan and evaluations.

Department (or unit) evaluations provide the opportunity for the President (and Deans) to ensure that all of the sub-institutional level plans are fact-based and aligned with the strategic plan. In October of each academic year, the responsible Dean sits down with the program director and evaluates the results from the year and agrees on the goals for the

7P6 Software safeguards ensure the effectiveness of the data, information, and organizational information system and require a level of accuracy of data entry within that database. The IR Director serves as internal auditor for data, and reviews both internally generated information and externally selected benchmarking data for accuracy and appropriateness. The IR Director ensures timeliness by prioritizing and fully understanding the requirements of a data request, giving priority to the most critical data needs, and making certain data is timely in terms of relevance and applicability.

CC upgrades the hardware system based on the physical limitations of the hardware capabilities and the obsolescence of components within the hardware.

Software system upgrades occur as needed to stay current. Presently, CC contracts the manufactures’ service agreements on all software platforms. Software upgrades take place when they no longer meet the needs of the institution or when the life-cycle of the current version is obsolete.

Locally developed software ensures the integrity by providing a comprehensive system of checks and balances. When data is entered, the programs guard against invalid entries. Assignment of work groups, user permission level, and careful training of staff, minimizes mistakes during the initial data processing.

Reliability is ensured by placing safe guards on the hardware and software systems. Each morning (4:00 AM), the entire system is backed up on tape and stored until the next complete backup is made.

CC maintains confidentiality through the institutional guidelines and data safeguards such as database level access permission. IT complies with all state and

federal regulations. All employees accessing student information are required to complete online training in FERPA and HR personnel must be trained in HIPPA regulations. The employee policy manual outlines confidentiality expectations, and each employee must acknowledge having received and reviewed these guidelines.

CNET ensures security through numerous firewalls and other software protectors (i.e. multiple passwords). Each user on the college system has an identified name and personal password. Passwords have automatic six month expiration. User access is granted to specific data sets based on specific clearance permission. For example, students do not have access to the student information systems.

7P7 CC collects and analyzes the following measures related to the effectiveness of the information technology system.

TABLE 7.4: MEASURES OF SYSTEM EFFECTIVENESS		
System Effectiveness	Measures	Collected/Analyzed
System access	-Student Satisfaction Survey	Yearly
	-Student to computer Ratio	Yearly
System reliability	-System down time	Monthly
Help Desk	-Turn around time	Quarterly
Computer Support	-Response time	Quarterly
Department Information	-Campus Quality Survey	Yearly

That team, which includes the Dean of Instruction and the Database Administrator, uses the results to gauge the effectiveness or opportunity for improvement in relation to the institutional needs. These results provide a clear institutional picture for the IPT, the IT Director, and the IR Director.

Results (R)

7R1 As the Fig. 7.2 shows, the student satisfaction survey results from the last few years show that students consistently rate their access to computer facilities and services as improving, and higher than the national norm of 3.97.

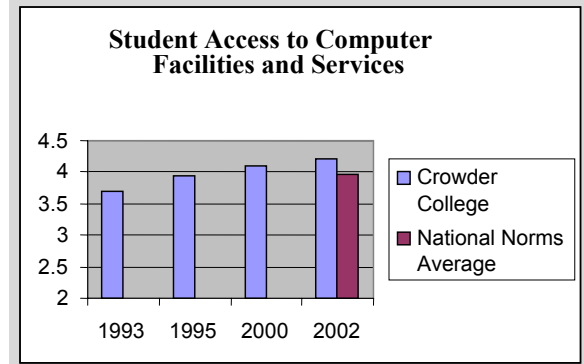


Fig. 7.2

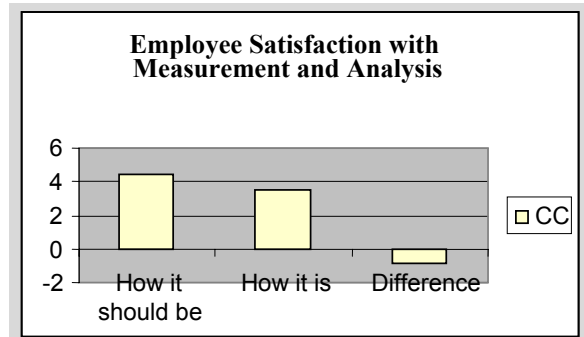


Fig. 7.3

7R2 In comparing the employee satisfaction, it is apparent that CC employees have slightly lower expectations than their peers for measurement and analysis systems, and their perception of “how it is” is slightly better than others. The net result is a lower performance gap.

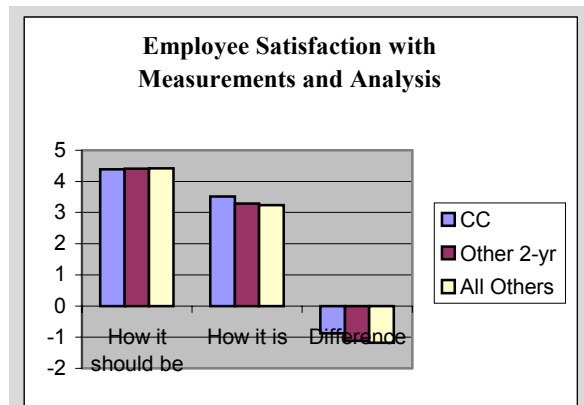


Fig. 7.4

Improvements (I)

7I1 The IPT monthly meetings serve as the primary method forum for improvement to the information and process systems. At these meetings, results, as

well as complaints, suggestions, and requests are analyzed as to setting improvement goals and targets.

At least once a year, each department or division meets with its specific advisory group to review past goals, accomplishments, and Key Program Measures. These advisory groups also work with the department or division to update and revise the long term strategic plan and establish upcoming goals and objectives to support it.

712. Set targets. System improvement priorities are suggested by the IPT team from work requests and ideas presented at the meetings. The IPT team reviews information brought in from a cross section of the campus before making suggestions. The suggestions are then passed on to Directors of IT and IR for review and implementation.

Specific improvement priorities. The following are the major improvement priorities.

- 1) Upgrading IT infrastructure.
- 2) Integration of all database components.
- 3) Organization of the operational and management of Information Services.

Currently CC is upgrading network server hardware and software. This is the first stage of the IT infrastructure upgrade. Selected individuals have contacted software vendors in the preliminary step for developing an integrated administrative database. The EC is reviewing the organization of the total IT/IS operation.

Communication. Changes in policy and procedures are taken to AC or ISAAC then either to the employees. Each employee association is represented on ISAAC. Also, all of the administrators are expected to brief their units and/or departments after AC meetings. External stakeholders receive communication in various ways, including local newspaper and the campus newspaper (which report on excerpts of the board meetings); newsletters to the foundation, alumni, and others; and the website with Dashboard results.