

**AQIP Category Seven
MEASURING EFFECTIVENESS**

Context for Analysis (C)

7C1 Collection, storage, and accessibility of information and data

Overview of the relationship between the College Mission Statement and Strategic

Planning: A considerable amount of the information that is collected and measured is driven by Terra’s mission statement and the College’s strategic plan. The mission statement is: “Terra State Community College is committed to excellence in teaching, training, and lifelong learning.” Achievement of the mission is enhanced through six strategic ends statements that are instrumental in college planning and decision making. (See <http://www.terra.edu/about/mission.asp>.) These strategic ends are:

- | | |
|-------------------------|----------------------------|
| 1. Access & Opportunity | 4. Community Relationships |
| 2. Student Success | 5. Workforce Development |
| 3. Lifelong Learning | 6. College Vitality |

These ends policies provide the framework for Terra’s strategic plan and the institutional and departmental strategic initiatives that are set each year. Progress on strategic initiatives is monitored through a series of reports and documents noted in the chart below. (See <http://www.terra.edu/about/mission/strategic/updates.asp>.) Each individual employee’s goals (generally based upon institutional initiatives) are reviewed and updated twice each year through internal evaluation processes.

A broad range of information and data are collected and stored. First, several “Board Monitoring Reports” are conducted each year. These reports relate directly to the strategic ends statements to inform the Board of Trustees and College personnel on the status of institutional initiatives. Second, internal student and personnel surveys provide information on student and employee opinions regarding the College. Other reports and documentation as noted in the chart below provide input for individual, departmental, and institutional decisions.

Collection and Storing of Information and Data: A variety of techniques are used. Centralized data is collected, stored, and accessed through Terra’s Management Information System (MIS). For example, a large volume of student data is collected from initial inquiry through graduation, and from follow-up information. This internally-collected data is joined with state information concerning our graduates. Administrative, personnel and other institutional information is also collected and stored through the MIS.

The MIS infrastructure is maintained by Terra’s Information Technology staff; data is managed by Terra’s Office of Institutional Research staff, with input from stakeholders throughout the institution through the various reports and documents. Information is accessible to all stakeholders.

Summary Chart of Collection, Storage, Accessibility of Information and Data: Table 7.1 briefly describes the format of the various types of information/data that is collected, stored, and made available to constituents. Primary documents include the Board Monitoring Reports, institutional surveys, and other state, federal, community and information relevant for Terra's planning. The table notes if internal information is collected and stored on a centralized (C) or decentralized (D) basis or through other (O) sources.

Accessibility: Making information available through various forms of communication is a challenge that the College reviews periodically in an effort to assure that all stakeholders know how to obtain information in order to be informed on any aspect of College operations. Examples of accessibility include: (a) reports are made available to all employees electronically through the Microsoft Outlook public folders (E); (b) information is communicated through campus newsletters, press releases, or other written form of communication (W); or information is distributed departmentally at meetings where the purpose of the meeting is to address topics covered in specific reports (D). The chart also notes avenues for accessibility.

Information and Data Sources

Table 7.1

Information/Data Formats	Collected	Stored	Accessibility
BOARD MONITORING REPORTS			
1. Access & Opportunity			
<i>Quarterly Enrollment Statistics:</i> presents course and program enrollment as a comparison to previous quarter and year: headcount and FTE in the aggregate and by program; student demographics, geographic information; high school origin, etc. Collected and stored quarterly.	C	C	E,D,W
<i>Alternative Methods of Delivery:</i> presents enrollment in synchronous and asynchronous distance learning (DL) courses; partnerships with other educational organizations; and provides data on future needs for DL courses. Collected and stored annually.	C	C	E,D
<i>Financial Aid:</i> presents trend data concerning number of students receiving financial assistance, types of financial assistance, average aid, total aid by category. Collected and stored annually for internal use and for federal reports.	D	C,D	E,D
<i>Developmental Education:</i> presents enrollment by course, enrollment fluctuations, grades received, completion and success rates. Collected and stored annually for internal decisions and comparisons.	C,D	D	E,D
<i>Disability Services:</i> presents enrollment data and accommodations provided, needs, and budget information. Collected annually for internal decisions.	D	D	E,D
<i>Environmental Scanning:</i> internal committee reviews and reports information and data on demographic, geographic, sociographic, economic, political, scientific, and technological trends, especially those related to Terra's mission. Collected and stored annually.	C	C	E,D

Information/Data Formats	Collected	Stored	Accessibility
<i>Program Growth Reports:</i> growth in programs/disciplines is determined by comparison in class counts and/or FTE from one year to the next. Growth in individual courses may also be tracked. This information is particularly useful for the Enrollment Management Council and for curriculum development purposes. May be tracked for quarterly and annual comparisons.	C,D	C	E,D,W
2. Student Success			
<i>Academic Program Review:</i> each curriculum is reviewed every three years by faculty for enrollment, retention, student satisfaction, average class size, completion rates, employment/transfer/graduation rates, program strengths/weaknesses/opportunities and costs. Faculty prepare reports for departmental and board review.	C,D	C,D	E,D
<i>Student Academic Achievement:</i> technical and general education outcomes are measured through capstone projects, portfolio assessments, juried skill demonstrations, etc., for assessment of student learning in the aggregate and for individual faculty. Collected and stored annually.	D	C,D	E,D
<i>Job Placement Success:</i> reports prepared by the Ohio Board of Regents (OBR) are reviewed annually. OBR compares institutional graduate data (social security number) with state employment data to determine employment status six months and five years following graduation.	O	C	E,D
<i>Transfer Success:</i> reports prepared by the OBR are reviewed annually. OBR compares institutional data with transfer data for other Ohio Public institutions.	O	C	E,R
<i>Grade Distribution Reports:</i> grades for each course are reported for comparative purposes for faculty use and include first year/second year, and overall classes. College averages are tracked term to term to indicated general trends in grades; the number of withdrawals. Collected and stored quarterly.	C,D	C,D	D
3. Lifelong Learning			
<i>Student Activity:</i> presents information on types of noncredit, personal enrichment courses; athletic programs; Student Senate events and enrollment in these activities. Collected and stored annually.	D	D	E,D
<i>Eldercollege/Kidscollege/CommunityEducation:</i> presents types of courses for specific audiences and enrollment in noncredit courses offered for business and industry, KidsCollege and Elder College. Collected and stored quarterly.	D	D	E,D
<i>Early Learning Center:</i> presents enrollment by program levels, services, hours of operation, and budget information. Collected and stored quarterly.	D	D	E,D
4. Community Relationships			
<i>Community Partnerships:</i> presents information on events held on campus, employees involved in community, the number of community partnerships, etc. Collected/stored annually.	D,C	D,C	E,D

Information/Data Formats	Collected	Stored	Accessibility
5. Workforce Development			
<i>Apprenticeship Programs:</i> presents information on enrollment and companies participating, programs. Collected and stored annually.	D	C	E,D
<i>Kern Center/Open Enrollment/Truck Driving Academy/Contract Training:</i> presents enrollment by course type; budget and profit information. Collected and stored quarterly.	D	D	E,D
6. College Vitality			
<i>Foundation and Resource Development:</i> presents information on grants development, special events, and private fundraising, including topics and events covered and funds raised. Collected and stored annually.	D	D	E,D
<i>Information Technology:</i> presents information on college infrastructure systems, number of computers, upgrades and other changes. Collected and stored annually.	D	D	E,D
<i>Building and Grounds:</i> presents status of facilities, utility costs, maintenance performed, and budgets. Collected and stored annually.	D	D	E,D
<i>AQIP:</i> presents Systems Portfolio updates and reviews as well as updates on AQIP action projects. Collected and stored annually.	D	D	E,D
SURVEYS			
<i>Student Satisfaction Surveys:</i> presents student opinion on satisfaction with course content, quality of instruction, usefulness of content, use of learning materials, and other information related to the course/instruction. These surveys are conducted quarterly for all sections taught by full-time faculty and annually for each adjunct faculty member.	D	D	D
<i>Employee Satisfaction Survey:</i> presents employee opinions on overall college operations, satisfaction with administration and supervision, opportunities to be involved, opportunities for professional growth, etc. Collected annually.	C	C	D
<i>Community Surveys:</i> Key informant and focus group surveys with employers and other community constituents are conducted to college information on program/service needs; area demographic and other trends; competitive data;	O	C	E,D
OTHER REPORTS			
<i>Integrated Postsecondary Education Data System:</i> annually federal reports are prepared of institutional characteristics, degree completions, human resources, enrollment, and student financial aid.	O	C	E
<i>Ohio Board of Regents Higher Education Reports:</i> Published annually, these reports compare Ohio Public institutions on enrollment, financial aid, tuition and fees, certifications, number of degrees offered and awarded, graduate success factors, development education, etc.	O	C	W,D

Information/Data Formats	Collected	Stored	Accessibility
<i>Term-to-Term Retention Report:</i> Each fall quarter a cohort group, consisting of new students who started during that particular term is identified and tracked for retention purposes. Comparisons of cohort groups are reported each year.	C	D	E,W,D
INTERNAL EVALUATION PROCESS			
<i>Faculty Self-Assessment and Supervisor Assessment:</i> Each faculty member completes a self-assessment annually based upon the previous year's goals for teaching, program development, professional development, institutional service, community service, and other goals. This assessment is reviewed with the supervisor, and goals are set for the subsequent year.	D	D	W
<i>Staff Evaluation:</i> Each employee is evaluated annually based upon the previous year's goals for performance standards related to the specific job. Standards are noted as superior, competent, needs improvement, or unacceptable" and goals are set for the subsequent year.	D	D	W
<i>Board Evaluation of President:</i> The President is evaluated by the Board of Trustees informally in January and formally in June to provide information on achievement of goals related to the institution's strategic ends statements, adherence to executive limitation, and progress on strategic or annual goals.	D	D	W
<i>Board Self-Evaluation:</i> The Trustees' Self-evaluation, consisting of four major categories (attendance, fiscal, community, outreach, and board leadership) and 12 standards, is completed annually by each board member to provide information and a basis for future goals.	D	D	W
<i>Memorandum of Understanding between the College Trustees and the Foundation Board of Trustees:</i> Each board annually reviews the "MOU" that delineates the responsibilities of each board and the relationship between the two boards.	D	D	D

Other reports are prepared for program-specific issues, or may be required by specific agencies. Those noted above, however, are the key sources of information for College and planning.

7C2: What are your key institutional measures for tracking effectiveness?

Although the breadth of information that is collected is significant, certain information is critical to institutional planning, most of which is represented in the six Ends Policies and monitored through the Board Monitoring Reports. All institutional goals and initiatives drive departmental and individual goals. Critical information pertains to enrollment, academic programs, personnel performance, market and other constituent needs.

Terra is in the initial stages deciding how to incorporate this information into improvement of institutional effectiveness.

Processes (P)**7P1 Selecting, managing, and using information and data**

Information and data to support student learning, overall institutional objectives, strategies, and improvement efforts are selected and managed by reviewing (1) Availability of data and/or information, (2) Reliability of the data, (3) If, and where, comparative data could be obtained, (4) Fiscal impact, and (5) What stretch targets should be used.

7P2 Determining the information and data needs of departments and units and ensuring these needs are met

Each division or work group may collect and store unit specific data related to goals or projects of that division/work group. Most data, however, is collected by and stored in the Office of Institutional Research. Since most of this data is organized into various reports, it is made available to faculty and staff via public folders, college-wide meetings, and presentations to the Board. Individuals, who require data for decision-making, report preparation, or participation on a team, may request the necessary information from the Director of Institutional Research.

7P3 Determining the needs and priorities for comparative information and data

Within the framework of the Ends Policies, key comparative data and information is selected by the Administrative Council and the Director of Institutional Research. The availability of data (both from within and outside the academic community), reliability and validity are critical factors in the selection of comparative data. Whenever available, data is used to determine College performance in comparison to other colleges. Much of this data is taken from the OBR Performance Report and statewide data system, which gives the College access to comparative data on thirty-eight public institutions in the state of Ohio. Where trendline data is not available, baseline data is collected and subsequently tracked up to a ten-year period.

7P4 Analyzing and sharing institutional-level information and data

On a cyclical basis, the College 1) reviews the Strategic Initiatives established for each of the six Ends Policies; 2) reviews semi-annual reports which reflect progress in accomplishing those initiatives; and 3) establishes new initiatives for that Ends Policy for the up-coming year. An annual report for each strategic initiative is presented to the Board. In addition, Internal Monitoring Reports and External Monitoring Reports (7C1) are scheduled for review throughout the year. The OBR Performance Report allows the staff to compare Terra's performance to approximately thirty other community colleges within Ohio on fourteen (14) specific performance measures (Student Diversity, Tuition & Fees, Average Salaries, Employment, Remediation Outcomes, Associate Degrees Awarded, Average Time to Degree, Average Credits to Degree, etc.). This review and analysis when combined with data from environmental scanning, DACUMs, advisory boards, satisfaction surveys and focus groups, allows senior leaders to determine the need for organizational change and improvement.

Monitoring reports are distributed through public Board of Trustee meetings and via e-mail, public folders, and printed versions. They are also shared with employees during college-wide and divisional meetings. Included in this distribution system are the following: Strategic Initiatives Monitoring Reports, President's Annual Goals, Foundation Report, Kern Center

Report, AQIP Action Project Reports, Assessment of Student Learning Report, Program Review Reports and survey results (Student Satisfaction and the Campus Quality Survey [employee satisfaction]).

7P5 Ensuring department and unit analysis of information and data aligns with Criterion 1 and 2: sharing of analysis

Within the divisions, senior leadership meets with their division to determine effective measures for their particular work processes, using the same process as previously described. Each of these is aligned with an Ends Policy to ensure institutional alignment at all levels of the College. For example, goals established within academic divisions always align with one of the College's Ends Policies. The AQIP Action Project related to *Helping Students Learn* aligns with our Ends Policies of *Student Success* and *Institutional Vitality*.

When appropriate, measures may be tracked, reported and used by more than one division. For example, class capacity reports provide the following data: number of classes, student count in each class, names and associated section numbers of each class, teacher, times and days the class meets, etc. This report is used by student support personnel, academic divisions, and students to determine students' schedules. This report is also used by the divisions to determine final changes to the schedule (adding and/or canceling of classes, and notification/rescheduling of students).

7P6 Ensuring effectiveness of information system and related processes

To ensure effectiveness of the hardware and software used to collect and store data, the computer services staff performs tests to determine reliability and capability prior to installation. The computer services staff also continuously monitors Terra's complete infrastructure to make certain it is meeting the needs of the College. Updates and changes are made to the system when deemed necessary.

Our present system is outdated. In an effort to provide the best services possible for students, faculty, and staff, the College has purchased a new system from CAMS Enterprise (Comprehensive Academic Management System). This new comprehensive system will allow one system to manage all College records. Terra's Higher Education Information (HEI) reports, which are submitted to the Ohio Board of Regents, will be created through CAMS. A timeline for implementation has been created. CAMS will be fully implemented by March 2006.

The Computer Services staff, working closely with the President and Vice Presidents, ensures security and confidentiality of information. Certain data is accessible only to those individuals on campus who have a need for the information in order to maintain confidentiality and security. The new administrative software will also allow the College to determine user privileges.

7P7 Measuring and analyzing systems and processes of measuring effectiveness

The College ensures data integrity by placing both electronic and manual checks and balances in the primary systems of the College (student records, financial records, administrative data). For example, a financial check of revenue includes a reconciliation of individual student transactions with summary transactions listed on the general ledger. This ensures accuracy and integrity of student fee income and billing of students. The College takes advantage of exception reporting

whenever possible to minimize data checking of each individual transaction. Exception reporting monitors values within a set of tolerances. When the tolerances are broken, the data is investigated and corrected if appropriate.

Results (R)

7R1 Results for measuring effectiveness

The Campus Quality Survey provides feedback regarding faculty and staff confidence in our collection and use of data in decision-making. In 2002, computer information systems and services were rated at 3.435, down 8.86% from 2000. In 2004, these services were rated at 3.350, slightly lower than they were in 2002. Additional data related to internal satisfaction with data collection and use is displayed in Table 7.2. The results indicate that employees are confident that the College is collecting and analyzing data, but question whether that data is used in decision-making.

Satisfaction with Data Collection and Use Table 7.2

Programs, Services, and Activities	How It Is 2002	Performance Gap	How It Was 2000	% Change
This institution regularly conducts surveys to evaluate the quality of its programs and services.	3.647	0.598	3.310	10.18%
This institution uses state and national data to compare its performance with that of other institutions.	3.618	0.637	3.294	9.84%
This institution continually evaluates and upgrades its processes for collecting data.	3.272	0.854	3.225	1.46%
Student input is systematically monitored and measured as a basis for improvement.	3.127	1.196	3.149	-0.7. %
This institution analyzes all relevant data before making decisions.	2.282	2.146	2.598	-12.16%
Employees are involved in the development and improvement of performance measures.	2.583	1.680	2.951	-12.47%

7R2 Results comparisons

The College does have comparison results with other higher education institutions through the Campus Quality Survey in the eight main categories. In the *Measurement and Analysis* category, the mean score for two-year colleges is 3.284, while Terra scored 3.213.

Improvement (I)**7I1 Improvement of current processes and systems**

During the entire planning, improving, and monitoring process, the College looks for ways to improve the process. As part of that improvement process, several questions are repeatedly asked: Is this data helpful in decision-making and planning? Do we need additional or different data? Are we collecting data, but not using it?

7I2 Targets, improvement priorities, communications

Targets for improvement are set during the strategic planning process. All improvement goals are directly related to the institution's Key Performance Indicators. The strategic initiatives derived from the strategic planning process are shared campus-wide through divisional meetings and campus-wide meetings. In addition, this information is given annually to the Board of Trustees at public meetings and is also reported to the media for dissemination to the public. The information is always available through Terra's Intranet.