

AQIP Category Seven MEASURING EFFECTIVENESS
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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: Much of the information that is collected and measured at Terra is driven by the College's mission statement and 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. Each individual employee's goals (generally based upon institutional initiatives) are reviewed and updated twice each year through internal evaluation processes. (See <http://www.terra.edu/about/mission/strategic/updates.asp>).

A broad range of information and data are collected and stored. First, several "Board Monitoring Reports" are conducted each year. These reports, which relate directly to the strategic ends statements, 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 Table 7.1 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 follow-up information. This is joined with state information concerning our graduates. Administrative, personnel and other institutional information is also collected and stored through the MIS.

Terra's Information Technology staff maintains the MIS infrastructure; Terra's Office of Institutional Research staff manages data, 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 chart 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 to internal stakeholders 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: (1) reports are made available to all employees electronically through the Microsoft Outlook public folders (E); (2) information is communicated through campus newsletter, press releases or other written forms of communication (W); or (3) 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> Office of Institutional Research coordinates review of 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
<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, e-portfolios, CAAP testing, 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 indicate general trends in grades; the number of withdrawals. Collected and stored for each term.	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 ElderCollege. 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 groups, the number of community partnerships, etc. Collected and stored annually.	D, C	D, C	E, D
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>Quality Campus 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
<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 <i>superior, competent, needs improvement, or unacceptable</i> 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 planning and measurement of effectiveness.

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 Strategic Ends statements (7C1). All institutional goals and initiatives drive departmental and individual goals. Key institutional measures for tracking effectiveness are: (1) the Board Monitoring Reports, (2) the Student Satisfaction Survey, (3) the Campus Quality Survey, and (4) federal and state reports for comparisons of Terra’s performance reports to that of other institutions.

Enrollment data is critical for setting year-to-year recruitment goals. Labor market and career planning data collected through environmental scanning are critical for program development decisions. Transfer program data is critical for advising students and for curricular revisions to meet statewide requirements. This includes the Transfer Module of general education courses, a subset of courses that automatically transfer to other institutions, and Ohio’s Transfer Assurance Guides (TAGS) that automatically transfer pre-major and major courses. These programs were mandated by the Ohio legislature and are managed by the Ohio Board of Regents.

Terra also has transfer agreements with 30 other Ohio institutions and participates in the statewide Course Applicability System (CAS), an online program that helps students determine degree requirements and course equivalencies elsewhere.

Feedback from external stakeholders, gathered through public meetings, legislative forums, program advisory meetings, press releases, board meeting reports, and informal meetings, also provides information related to institutional effectiveness and planning. For example, in 2004, with the assistance of a consultant, the Strategic Planning Design Team reviewed and analyzed over 1,000 surveys and reports collected during these interviews and group discussions. They also reviewed relevant environmental trend data collected by Terra’s Office of Institutional Research such as labor market projections, occupational trends, and changes in demographics. Other reports and data used in the planning process included feedback reports from assessment processes, student surveys, employee/employer surveys, the Ohio Board of Regents reports and information, and information from transfer institutions and high schools. Terra’s president personally met with eight different classes

and interviewed the students to gather their opinions regarding Terra's programs and services.

In January 2006 the College completed a Campus Master Plan for facilities development to house new academic programs that have been or are under development. The Strategic Plan and the Master Plan were presented to the general public and three different public information meetings in February 2005. As a result of feedback received, a feasibility study to determine local private fundraising support was conducted in April and May 2006.

Through these various venues over a two-year period, the extensive planning conducted by Terra has been shared with external stakeholders.

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) comparative data where available, (4) fiscal impact, and (5) potential benchmarks.

Administrative Council periodically reviews the list of documents that is needed and collected for decision-making. The Director of Institutional Research, through her regular job responsibilities, searches for and identifies sources of information. Members of the Administrative Council team also forward relevant higher education articles to appropriate individuals on campus.

Virtually every employee on campus, Terra students, and representatives from local schools, industry, governmental officials, and the community were involved in the 2004 strategic planning process. These efforts resulted in an in-depth study of the College's programs and services and the development of strategic goals.

Sample questions that were asked in external surveys included: (1) "What are the major trends or issues affecting your industry, community or organization?" and (2) "What specific creative things could Terra do to help you address these trends or issues?" The questions were tailored to fit the stakeholder groups being interviewed.

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.

The six Strategic Ends determine some types of information that is required. This information is then used to determine if a goal has been met, if it is on-going, or if it can be retired. New goals are also determined on an annual basis by the various work groups and committees. Examples of this type of data would be information gathered through the Student Satisfaction Survey, enrollment statistics, labor market data, and the Campus Quality Survey.

Opportunities for specific professional development activities are addressed on a departmental basis. The College sends key employees to professional association conferences and industry training that directly relates to job responsibilities. For example, the Executive Director of Institutional Development annually attends the Council for Resource Development conference in Washington, D.C. for updated information and strategies in applying for grants and private fundraising. In 2005, a team of board members accompanied the Director and attended the Executive Institute that is a part of the CRD conference.

Faculty regularly attends workshops, conferences, and training sessions on the use of new instructional lab equipment that is part of the curricula. Throughout the transition to CAMS, numerous staff attended training. For example, the financial services' staff attended sessions on the creation of customized reports. Other staff have attended sessions on the use of queries and reports from the Higher Education Information System data.

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

Within the framework of the Ends Policies, the Administrative Council and the Director of Institutional Research select key comparative data and information. 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. Student support personnel, academic divisions, and students use this report to determine students' schedules. The divisions use this report 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

A new administrative software package, CAMS, has been implemented as of fall 2006. CAMS manages all College records, including student data, financial data, and institutional data for Terra's Higher Education Information (HEI) reports which are submitted to the Ohio Board of Regents. The system is now managing online registration, online academic advising, online financial aid services, and other learning services for students.

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

7R2 Results comparisons

The Campus Quality Survey provides feedback regarding faculty and staff confidence in our collection and use of data in decision-making. Based on the results of the 2006 Campus Quality Survey, Terra employees rate Measurement and Analysis at 4.32 / 5.0 compared to a rating of 4.40 / 5.0 for other two-year colleges. This rating is +.081 above the 2004 rating and consistent with the rating over the last four surveys. Table 7.2 indicates performance gaps for specific items related to data collection and use. None of the gaps are at the level of significance needed for investigation. Table 7.3 presents a look at the responses of employees over the last four surveys and how those responses compare to the average of other two-year colleges. For 2006, Terra employees rated college performance on two items—*Student input is systematically monitored and measured as a basis for improvement* and *this institution analyzes all relevant data before making decisions*—lower than employees of other two-year colleges rated these items.

Satisfaction with Data Collection and Use Table 7.2

Programs, Services, and Activities	How It Should Be	How It Is 2006	Performance Gap
This institution regularly conducts surveys to evaluate the quality of its programs and services.	4.294	3.488	0.806
This institution uses state and national data to compare its performance with that of other institutions.	4.125	3.591	0.843
This institution continually evaluates and upgrades its processes for collecting data.	4.258	3.314	0.944
Student input is systematically monitored and measured as a basis for improvement.	4.349	3.218	1.131
This institution analyzes all relevant data before making decisions.	4.428	2.958	1.470
Employees are involved in the development and improvement of performance measures.	4.389	3.240	1.149

Historical Satisfaction with Data

Table 7.3

Programs, Services, and Activities	Terra Average				National Average			
	2000	2002	2004	2006	2000	2002	2004	2006
This institution regularly conducts surveys to evaluate the quality of its programs and services.	3.310	3.647	3.688	3.448		3.410	3.436	3.488
This institution uses state and national data to compare its performance with that of other institutions.	3.294	3.618	3.537	3.591	3.260	3.330	3.364	3.397
This institution continually evaluates and upgrades its processes for collecting data.	3.225	3.272	3.210	3.080			3.289	3.314
Student input is systematically monitored and measured as a basis for improvement.	3.149	3.127	3.076	2.886			3.192	3.218
This institution analyzes all relevant data before making decisions.	2.598	2.282	2.620	2.256	2.950	2.910	2.936	2.958
Employees are involved in the development and improvement of performance measures.	2.951	2.583	2.886	2.929			3.213	3.240

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.