

Category Seven: Measuring Effectiveness

7C1 Collection, Storage, and Access of Information: At the College, information is collected in various, yet relatively standard, ways: **hard copy applications** for employment or admissions; **hard copy or electronic surveys** (graduate survey, student satisfaction inventory, needs assessment, course evaluations, surveys contracted with independent agencies, assessment of general educational values); **telephone calls** (graduate survey follow-up); **observations** (faculty); **individual and committee review processes** (of employees and of programs); **oral reports** (focus groups and advisory boards); and through **special projects** (AQIP Action Projects, College Council projects, HLC Academy Projects).

In general, institutional information is stored on one of two databases, Datatel or SIRSI, or on one or more functions of Novell servers. Datatel is the student information system used by the College. It is an integrated system storing admissions, advising, and registration/records information. Within this system a Student Academic Application File is created for each student, and that file is the basis of all student information needed by counselors, financial aid personnel, faculty, and registration/records personnel. A degree audit can be done by counselors and administrators through the Datatel system. Furthermore, Datatel is programmed

to process the student's official academic transcript. Faculty, staff, and administrators can draw limited student information from Datatel via a Web link. Students can draw their own personal information in a similar manner.

In addition to student information, Datatel stores institutional data, such as that of financial offices, for example, check processing and purchasing records.

Although the library staff can access Datatel to find out student information, SIRSI is the database through which library functions are administered. Currently all bibliographic records are stored on that database. The library automation system has been implemented. The circulation module is running well. Ultimately student information will be imported from Datatel into SIRSI.

Novell servers provide campus-wide GroupWise email, file services for Microsoft Office products, and print services. All file servers are restricted by user access rights, and all servers are backed up every night.

All Glen Oaks' data are centralized data, defined as being stored in one physical site. Back-ups of data are stored both on site and off, but they are not accessible by any user.

Some information collected by the College is department-specific, kept

within an individual department and made accessible to those who need it as limited by primary job function. For example, only human resources staff can access personal information on employees. In general, the specific information is requested by the individual who needs it for a specific purpose, often that of reporting data, for example, for state and federal compliance. Department-specific data include information related to financial aid, individual student counseling, course evaluation, PROE (program review of occupational education) reporting, and ACS (Activities Classification Structure) reporting for the Michigan Department of Career Development.

7C2 Key Institutional Measures for Tracking Effectiveness:

The College's strategic plan, as addressed by the Project Development Teams of the College Council (8P3), includes measures for tracking the effectiveness of progress on and completion of designated institutional goals. In specific areas, the State of Michigan ACS report provides 10-year longitudinal data for measuring effectiveness. Institutional student profiles, generated each term, provide measures of student enrollment, recruitment and retention, and program enrollment. In addition, Title IV grants (Pell grants and the Supplemental Education Opportunity Grant) serve as measures of effectiveness. The Perkins Performance Indicators for occupational programs and the Program Review Process for all degree and certificate programs serve as measures of program

effectiveness. In addition, the annual review of CTE (Career Technical Education), offered in conjunction with the Intermediate School District, measures the effectiveness of that program. The assessment of student learning (AQIP Action Project and HLC Academy Project—1C1 and 1P1) and progress reports completed by faculty each term on focused student populations (special needs, single parents, and athletes) provide measures for tracking effectiveness of courses and students. Data on stakeholder satisfaction (2R1 – 2R3 and 3R1 – 3R5 and 4R1 – 4R2) serve as the measure of effectiveness for specified stakeholder groups (students, Noel-Levitz Student Satisfaction Inventory; graduates, Graduate Survey; community members and employers, CLARUS Survey; and employees, PACE Survey). The measures of effectiveness are consistent with the size and budget of the College.

7P1 Selection, Management, and Use of Information:

Federal and state reporting drives some data collection. In addition, strategic planning and the work of the College Council's Project Teams (8C2) affect selection, management, and use of information and data. Further, the annual goals of the College President and of each administrative unit (5I2) determine selection and use. Other institutional initiatives, such as those established to address AQIP Action Projects and the College's project for the HLC Academy for the Assessment of Student Learning (1P11 and 4P9), determine selection and use.

Overall, information and data are selected and used to establish benchmarks, provide evidence of results, and establish targets for improvement.

Specifically related to the support of student learning, the institution is currently addressing the review and refinement of, the recommitment to, and the assessment of its Educational Values (1C1). A pilot assessment of the pursuit of opportunities for wellness was conducted in fall 2008 (1P11). The data will serve as a benchmark for continued assessment results. Since fall 2006, faculty have been assessing and collecting data on writing and speaking effectively, and the assessment of reading effectively has been in place since winter 2007 (1P11 and 1R1). The College collects and regularly analyzes performance results on certification and on the State Board scores for nursing (1P1 and 1R13). The College's Graduate Survey and Perkins Core Performance Indicator scores provide information as to how well prepared Glen Oaks' students are for further education or employment (1P12 and 1R2).

Admissions, advising, and registration collect information to support student learning (1P1). So, too, do the Tutoring and Testing Center and the library (1R3).

The "Systems Appraisal Feedback Report" on the College's 2004 Systems Portfolio was used to evaluate and modify the College's structure for strategic planning. Specifically, it led to the formation of

the College Council (8P1). As a strategic planning and quality control body, the Council identified the need for data, specifically data provided through the administration of CLARUS scans and a PACE survey (8P1). The information gathered assisted the Council in identifying 20 Strategic Goals and 4 Areas of First Focus for which development teams were formed to design projects. In addition, the CLARUS information assisted in the Department of Business Services in determining training needs (2P1 and 2R1). Further, the newly hired Executive Director of Human Resources is analyzing the PACE research report to set goals for the department.

7P2 Determination and Meeting of Information Needs: State and federal reporting determines some information and data needed by the institution. The strategic plan of the College, specifically the College Council projects to address Areas of First Focus based on the plan, also determines information and data collection needs (8C2 and 5I2). Each Project Development Team completed a Council-designed form for reporting its proposed project. Among other items, the form includes information on constraints. In some cases, constraints include the lack of information and data (8P1). The Annual Administrative Report (5I2) for each unit may also address the needs of the unit as challenges (resources or processes) are discussed. The declaration formats for specific institutional projects, such as AQIP Action Projects and the HLC Academy

Project, also serve to determine information and data needs.

All administrative unit goals and initiatives link directly to the strategic plan and its Board-adopted Core Strategies. This link contributes to needs' being met. Further, the projects of the College Council are linked not only to the strategic plan but also to the categories of the AQIP Systems Portfolio. This link contributes to needs' being met. The completion of a needs analysis prior to submission and adoption of a project also contributes to the needs' being met.

7P3 Determination of Needs and Priorities for Comparative Data:

Individual, departmental, and institutional projects determine the needs and priorities for comparative data. The planning process for the selection of the Areas of First Focus determines the priority of the Strategic Goals (8C2) and of the needs related to them for comparative data. The College Council projects that correlate to the Areas of First Focus, however, are not prioritized.

One consideration for selecting sources of comparative data and information is the degree to which the source options yield results that provide answers to institutional questions. A second factor is the degree to which the results can be effectively used to lead to improvement. Another consideration is whether the level of comparison provided matches the level desired or needed by the College: a national comparison; a like-demographic

comparison on the national, regional, or state level; multiple comparisons. Further, the ability to add customized questions to the sources' standardized ones is a consideration. The timeliness and methods by which sources deliver feedback is another factor. The expense, more accurately budget/cost effectiveness, is also a consideration for selecting a source of comparative information and data.

Opportunity for Improvement: A more effective approach to the projects of the College Council would include a prioritizing of them.

7P4 Analysis of Information and Data Regarding Performance:

The accomplishments included in the Administrative Annual Report for each unit (Academic Affairs/Instruction, Student Services, and College Operations) present an analysis of the College's overall performance. Contributing leaders (the Dean of the College, the Dean of Student and Community Services, and the Chief Operations Officer) synthesize the annual reports of mid-level administrators whom they supervise so that the unit's accomplishments reflect those of its multiple departments. At each submission level, personnel have analyzed information and data specific to work area and assignments. Thus, when combined, the Administrative Annual Reports present an analysis of performance at the institutional level. The Organizational Chart by Function presented in the prefatory material to the Portfolio delineates the report channels and represents

the institutional coverage of the report information.

The specific sources of information and data are included in the categories of the Portfolio which primarily address each unit.

The analysis of the information is shared by members of the Leadership Council in reports to the Board of Trustees, to the President of the College, to the College Council, and to department personnel in group meetings and individually, if relevant. The reporting schedule varies – bi-annually, annually, semi-annually, monthly, bi-monthly, or weekly – depending on the nature of the report. The delivery mode also varies: verbal, in hard copy, electronic, or a combination of modes.

An electronic shared drive provides all personnel with access to Board minutes and College Council minutes. In addition, electronic copies of the results and analyses of surveys, such as CLARUS and PACE, are on the shared drive for personnel to access. Through an accreditation/quality link, the College Website provides access to the analysis of institutional performance. The link provides access to documents, such as annual updates and reviews of AQIP Action Projects and the Systems Portfolio and the Appraisal Feedback on it.

Three times during the academic year, college-wide meetings are held. The specific purpose for each meeting varies, but each is used to

share information throughout the organization.

7P5 Analysis and Alignment of Information with Institutional

Goals: By design and function, the College Council is the agent of coordination and alignment of the overall institutional strategies and action plans of the varying institutional units and departments. Comprised of administrators, faculty, and support staff (8P1), the Council's representative membership contributes to coordination and alignment at all levels. As a strategic planning body, the Council developed and implemented the process whereby Strategic Goals were developed for each of the 6 Core Strategies of the College's strategic plan. Further, the Council designed and implemented the process whereby the Strategic Goals were prioritized into 4 Areas of First Focus under which corresponding Council projects have been developed (8C2). Because administrative unit goals link to the institution's Strategic Goals, department and unit analysis of information and data aligns with overall institutional objectives. The Annual Administrative Report of each unit states the linkage (5I2).

The Enhancement of Learner Success is one Area of First Focus for the institution. The annual administrative goals include links to that area, directly for Academic Affairs/Instruction and Student and Community Services and indirectly for College Operations in its link to Technology. In that area, College Operations has the goal of student

information systems enhancement, specifically to implement Web registration and provide other customized technology solutions that better meet changing learning and teaching needs.

The second way in which alignment with student learning is ensured is through the AQIP Action Project to Review, Refine, and Recommit to the Institutional Educational Values (1C1 and 1P1). The Action Project process reflects the College's integrated model of operation and will advance the desired common importance of the Educational Values to all areas of institutional operation. The College's project for the HLC Academy for the Assessment of Student Learning (1C1) builds upon this alignment of co-curricular goals and curricular learning outcomes. As the 2008 – 2011 Academy Action Project is implemented, intentional steps will be made to increase the alignment of department and unit analysis of information and data to the institutional goals regarding student learning.

7P6 Ensuring the Effectiveness of Information Systems: Several measures have been put into place to ensure the effectiveness of the College's Datatel information system. The initial measure is training. When Datatel was selected as the College's information system, training was provided at no additional charge to users. Datatel no longer provides free training to College personnel. Department supervisors now determine who receives training and how much

training. Restricted access is a second measure. Again, department supervisors determine who is afforded user access and what level of access persons are afforded. Maintenance is a third measure. The Systems Analyst/Programmer performs bi-weekly upgrades on the information system. These include the installation of patches and a routine of file maintenance which consists of resizing files so the system operates at peak performance. In addition, the Systems Analyst/Programmer runs a bi-weekly check for hard-drive errors. The final measure is oversight. The Systems Analyst/Programmer reports to the College's Chief Operations Officer.

7P7 Collection and Analysis of Measures of Effectiveness of System for Measuring

Effectiveness: The central information system's effectiveness is determined by the accuracy and reliability of the data and the system's ability to manipulate that data. The Systems Analyst/Programmer regularly reports on these attributes to the College's Chief Operations Officer. In addition, errors or shortcomings are immediately reported by users to the Systems Analyst/Programmer, and their correction is a priority, given the dependence of departments upon the effectiveness of the information system. Regular maintenance (patching and defragging) makes the system stable.

7R1 Evidence that the College's System for Measuring Effectiveness meets Institution's Needs: The College functions every day with Datatel, six days a week with access seven days a week. Continuous functioning is the evidence of its effectiveness. Further, informal, anecdotal, and random individual user comments support the effectiveness of the system in the following areas related to information and data:

- Accessibility
- Reliability
- Confidentiality
- Timeliness
- User-friendliness.

As reliable data is accessed with ease and in a timely manner, the effectiveness of the system itself contributes to employees' accomplishing not only their work but also the mission and goals of the institution.

7R2 Comparative Results: The College has no comparative data in this area.

7I1 Improvement of Current Processes and Systems for Measuring Effectiveness: The process for improving institutional systems is similar throughout the College. The initial step involves identifying the processes that are a part of the greater system and mapping them as they currently exist. Analyses of the maps should reveal opportunities for improvement by identifying redundant, unnecessary, or no-value-added steps. Analyses of relevant survey data will also

contribute to improvement. When merited, changes are made in the processes. They are then evaluated for intended improvements.

7I2 Establishment of Targets for Improvement: The College sets targets for improvement through the strategic planning process detailed in Category Eight. The College Council designed and implemented processes for developing specific institutional projects (targets for improvement) based upon the Strategic Goals that extend from the Core Strategies of "Vision 2010," the College's strategic plan. The administrative units of the College and their respective departments link their goals to the larger institutional targets for improvement so that all efforts contribute to moving the College closer to its institutional targets for improvement.

Continued regular maintenance to fix problems or enhance programs within the College's information system remains a priority. A target for improvement is the upgrading of hardware every 5 years.

Improvement priorities and current results are communicated to faculty, staff, and administrators through the same channels and in the same ways as analyses are shared throughout the institution (7P4). Community presentations by College personnel, the College news report to the community, *Connections*, and area news media provide information to external stakeholders.

Opportunity for Improvement:
Students should be included in regular communication cycles and through multiple methods.