

**Criterion 7: Measuring Effectiveness**

**Core Values: Accountability**

**Strategic Plan Goals 1 and 3: Enhance, Strengthen, and Advance Teaching and Learning and Institutional Operations**

**7C1 Collecting and storing information and data**

The Administrative Information System (AIS) at RCC allows comprehensive collection of data and information accessible by everyone on campus. Each division has its own specialized menu, and individuals may also have access to areas of the system that directly relate to his or her work situation. Student Services staff and counselors, for example, have access to student records and registration, while division secretaries may access course information for creation of the class schedule each semester but only have limited access to student information. Customizing the current system has allowed individuals and divisions to conduct basic research without the assistance of the staff in AIS, who can then concentrate on more specific and detailed research needs across the campus.

The Director of Data Processing is responsible for submission of various required MIS state reports directly from the system, along with IPEDS reports and other federally required information. The Executive Director of Institutional Effectiveness has acquired responsibility for submission of many state reports including program reviews and performance reports as well as AQIP Annual Updates and the Systems Portfolio.

Individuals may also access components of this system through the Internet, allowing registration, grade submission, and access to other student information. Students may also access WISE 1 for Students through the Internet for registration and other records monitoring. Plans are currently underway to streamline the two systems for easier access.

In addition, all College personnel have access to the Intranet at two levels. Divisions and some individuals have secured file storage capabilities that may be shared only by permission, and some folders are accessible by the larger College community. On this drive the College committees and taskforces, for example, store minutes, agendas, and other materials for view by the entire College, a working version of the College Catalog is available for update, and forms such as travel and budget requests may also be accessed.

Several surveys listed in 7C2 are administered to students and staff throughout the year by various divisions, and the information is shared through meetings and reports. However, currently no clear and consistent method exists for tracking all reports and data collection, so some duplication may occur.

**7C2 Key institutional measures for tracking effectiveness**

RCC uses several methods to track effectiveness both in the classroom and institutionally. The College administration recognizes that these efforts need to be better coordinated so that the information is available to more stakeholders and so that individuals know where to go to obtain this information. Currently, tracking effectiveness is done through the following means:

### Course and Program

- ❖ Classroom Evaluation (qualitative and quantitative)—cycle established for tenured and non-tenured full-time faculty and for adjunct faculty
  - Instructor preparation and presentation
  - Formal and informal evaluation methods
  - Laboratories and other clinical settings
  - Instructor availability outside of class

All courses have established course objectives, and multiple-section courses use the same objectives from a master syllabus, available to both full-time and adjunct faculty to use as a framework for courses. These syllabi are also available in division offices for students interested in learning about specific course content before registration. Occupational courses also have incorporated SCANS competencies as part of course and program development, and some faculty have been trained to use Worldwide Instructional Design System (WIDS) to create syllabi.

- ❖ Program Review
  - State Program Review on 5-year cycle established by State (occupational/technical, transfer, support services, developmental)
  - National Board Certification (health professions and automotive technology)
  - New program review (after one year; internal)

Some programs also track trends of enrollment, retention, and completion in studies to determine whether to continue the program.

### Students

- ❖ Noel Levitz Student Satisfaction Inventory (spring of even years)
- ❖ Faces of the Future Survey (fall of even years)
- ❖ Occupational Follow-up Survey (annually; graduates in occupational fields)
- ❖ Student Satisfaction Survey (annually; all graduates)
- ❖ Course evaluations including tests, quizzes, written assignments, and lab work
- ❖ Student Senate surveys on co-curricular programs or activities

### Institutional

The College completes all mandated State performance reports using designated performance indicators, along with the required submission of reports for enrollment, financial aid, occupational outlook information, and other general areas. The Office of Institutional Effectiveness also complete the AQIP Action Project Update and the AQIP Annual Report as required. The All-College Survey is conducted in the fall in odd years, and CIP Teams, committees, and the Office of Institutional Effectiveness administer various surveys. The *Institutional Data Book*, a rich source of information on students, faculty and staff, programs, and finances, is published annually in the spring by the Student and Academic Services Office and is also available on the College Website. The results of the Noel Levitz SSI and the Faces of the Future are used in a longitudinal comparison as well as in a national comparison. Comparison problems arise with all of these strategies since data is not all collected in the same way in all institutions.

### District

On an irregular basis, the College conducts a telephone survey of District citizens to gauge satisfaction with College programs, services, and fiscal responsibility. This survey was last conducted in the fall of 2003. In addition, the College coordinated REACH, a series of open forums on various topics described in 3P3, to gather ideas on activities to support the Strategic Plan and plan for RCC in 2014. The Board of Trustees adopted recommendations created from this initiative in August 2004, and the College administration will work to identify a timeline for integrating them into the Strategic Plan.

### **7P1 Selecting, maintaining, and using information and data**

RCC staff collects data and information on a routine basis for projects, reports, and analysis. The comprehensive AIS allows divisions and other units to create and review reports on a variety of topics, ranging from weekly student traffic in the Student Services area to contacts in the local high schools to budget management. The AIS staff works to offer flexibility and self-control of these regular reports. When special reports or new requests are made, the AIS staff will work to assure that data is compiled and that the process to reconstruct the search is documented in order to repeat the same search for comparisons. As the College moves to improve its processes regarding data collection and use, several offices, including the Office of Institutional Effectiveness, are working to create a clear “path” so that others will be able to access the compiled data without duplication of efforts. This oversight process will be developed and refined over the next year.

Since some data is useful to the entire College community, certain reports are compiled and distributed annually. For example, the *Institutional Data Book* and the *High School Follow-up Report* promote comparisons in areas such as student, faculty, and staff demographics, enrollment, finances, facilities, support organizations, high school enrollment trends, and research. The *Institutional Data Book* is available on the College Intranet, and both reports are available in paper version and housed in the Archives for access by anyone conducting research.

With the CIP training and implementation of a continuous improvement model, more College personnel are recognizing the importance of qualitative as well as quantitative research in order to make decisions. While these concepts are not wholeheartedly embraced, dramatic changes in attitude have occurred over the last two years, and data sharing is becoming the rule, not the exception. Continued emphasis in supporting recommendations with clearly analyzed data will move the College even further to a system-wide acceptance of this concept.

### **7P2 Determining needs of departments and units related to information and data collection, storage, and accessibility**

Communication regarding data collection and accessibility is ongoing. The AIS staff monitors the availability of upgrades and the need for greater storage capacity, and these needs are addressed in the equipment purchasing calendar, which is a part of the annual budget cycle. When upgrades to the mainframe hardware and software occur, the AIS staff communicates changes to the College and conducts necessary training. In addition, requirements for submission of information to federal, state, and other agencies are monitored to assure that local collection and distribution capabilities match these needs.

Requests for data are monitored to determine if division or areas might need access to the same information so that common reports can be added to the individual menus for these areas. For example, student contact information in the Student Learning Center mirrored information needed for a grant program, so with slight modifications both areas now use the same screens and some of the same report templates. Also monitored are the submission dates for federal, state, or other agency reports so that information is available to all who need it. Some responsibilities for reports have changed with the last institutional reorganization, so a new reporting calendar is being created to facilitate data and information sharing. Attention is paid to confidentiality in all data collection and distribution.

### **7P3 Determining needs and priorities for comparative information and data**

Decisions regarding comparative data are made dependent upon the requirements for a particular study. Goals for a study or report will set the parameters for data, including the benchmark information required, the length of the study, and the complexity of the issue being studied. Staff responsible for the reports review regularly collected data to determine if the data is still valuable, whether the parameters are still appropriate, and whether additional or new sources for the data should be tapped. Requirements set by external monitoring agencies such as the ICCB, AQIP, or grant sources also determine the scope and criteria for data collection.

External information is accessed when available, including comparative data provided by the ICCB, IBHE, Noel Levitz, and ACT/Faces of the Future.

### **7P4 Analyzing information and data regarding overall performance**

Administrators and supervisors use available data and information to determine how programs, projects, and support services address key performance issues and components of the Strategic Plan. Regular reports such as the *Institutional Data Book*, AQIP Annual Updates, ICCB Performance Reports, and other reports mentioned throughout the Systems Portfolio are available in print or electronic versions, including previous reports to use for comparison. Critical data also reviewed on a regular basis includes information for development of and changes in class schedules, enrollment information that might drive immediate marketing adjustments for registration, and responses to surveys of faculty and staff for new training ideas.

In the next two years, the IEG, the President's Cabinet, and the Office of Institutional Effectiveness will work to determine performance indicators for a balanced scorecard to publish in appropriate locations and to use in presentations throughout the District.

### **7P5 Aligning department and unit analysis of information and data**

Under the direction of the Vice President of Student and Academic Services, the academic Deans monitor enrollment, persistence, and retention data for all programs and academic services. In addition, the deans responsible for programs with already-developed student learning outcomes review occupational follow-up surveys and other exit information to determine whether students are meeting those criteria. Deans are also working with faculty to develop learning outcomes for programs that currently do not have clearly stated outcomes. All course syllabi include

outcomes determined by faculty and posted on the master syllabus for each course. The Business and Technology Division has also used WIDS in recent program development and revision. In the current project to develop institutional/cross-curricular student outcomes, data and information analysis will also be used to develop rubrics and set some baseline data. Deans and Directors in all areas are responsible for connecting the Strategic Planning goals to the budget; data and information are used for justification of requests for budget increases, and this information is available when final budget decisions are made to ensure that any new monies are spent in areas that support institutional objectives.

#### **7P6 Ensuring effectiveness of information system(s) and related processes**

The Administrative Information Systems staff and the Technical Services staff work collaboratively to determine necessary institutional upgrades to the current system. The AIS Office works on mainframe requirements and data collection. The College is currently using Jenzibar/CARS software for institutional data collection. When necessary, the AIS staff adjust the data collection programs to meet new requirements, and they also work to create new reports when requested by staff. In a new initiative, some students in the Information Technology Program advanced courses are developing programs to facilitate data collection from various surveys and developing reports to be used by appropriate stakeholders. Increased attention is being paid to reducing data collection problems to ensure that the information is correct and that the collection parameters can be repeated for comparisons in the future. The staff have been refining online access capabilities for all staff, and students may now use WISE1 to register for classes, conduct degree audits, review transcripts, and review financial information.

The Technical Services Office focuses on the hardware and software needs of the students and staff. This area is responsible for installing and upgrading classroom, lab, and staff computers and peripherals, and the staff works with the division Deans and area supervisors to ensure that staff and faculty have the equipment and software necessary for teaching and learning. A CIP team has developed an Equipment Support Form for equipment replacement and purchase, and the form should be piloted for the 2005/2006 budget cycle. This form will help the College determine both short-term and long-term technical needs.

The College is conscious of the need to maintain confidentiality of information at all levels. Each individual has a log-in and password for his or her office computer, with another log-in and password required for CARS and one for access to WISE 1 for staff and faculty. Each person's menu for CARS is customized to support job requirements for data access. Students also have individual log-ins and passwords for their e-mail and WISE 1 accounts. Each semester, students may request that their personal information not be accessible on the College system; their data is protected except when required for collective submission of information without specific social security numbers or other identifying information. All individuals, both employees and students, receive a separate identification number with no connection to their social security number.

#### **7P7 Measures of effectiveness of system**

The College uses a number of measures for determining the effectiveness of its systems. Currently, committees and taskforces are reviewing the Board of Trustees Policies to determine if systems and processes match the appropriate policies, and adjustments are being made if

necessary. As this review is occurring, several divisions and areas are also creating procedures/systems manuals to assure consistency in operations. The President's Cabinet reviews general institutional systems, and appropriate divisions and areas also review institutional survey results.

The Vice President of SAS and the academic deans review transfer results. External reviews also occur when reports are submitted to ICCB, IBHE, licensure agencies, and grant monitoring agencies; feedback on measurements is disseminated to the appropriate division. When changes in the type of information required for these reports is altered, the data and information collection systems are also adjusted and noted so that trend changes will also reflect changes in these requirements.

### **7R1 Evidence that system for measuring effectiveness meets institution's needs**

The College has used its data collection system for many years with positive results. The continuity of staff in the AIS Office has ensured that information is collected in the same way, and the College has submitted all required annual reports on time. The College staff have expressed satisfaction with the availability of data and the response time from the AIS staff, although the demands on this office and on the Technical Services office sometimes require reprioritizing requests to the dissatisfaction of those who need reports. With the addition of a new staff member in January 2004 and planned changes in the CARS system, staff hope that response time will improve.

With increased availability of the *Institutional Data Book* and other data on the Intranet, College personnel is able to use the same data in reports and presentations, giving a clear, consistent message about the College's effectiveness.

### **7R2 Comparing results**

The College has had a long history of success in student transfer and occupational training. When appropriate, the College uses external information gathered by the ICCB, IBHE, and IPEDS to compare student success, fiscal soundness, and overall achievement. In addition, the College uses data provided through national surveying such as the Noel Levitz Student Satisfaction Inventory and the Faces of the Future. As information is collected about AQIP institutions, the College hopes to begin comparisons with appropriate cohort schools.

### **7I1 Improving current processes and systems for measuring effectiveness**

With the recent organizational realignment, committee structure, and emphasis on continuous improvement, the College recognizes that its use of information and data to drive decisions needs improvement.

- ❖ While some areas understand the need for quantitative support for recommendations and decisions, others are sporadic in when and how they use data.
- ❖ Information from the ICCB and other agencies is available, but many individuals do not know what data has already been collected.
- ❖ The 30 CIP teams collected extensive information and data over three semesters, but no clearly designated collection point exists to compile and distribute this information.

- ❖ The work of the committees and taskforces has revealed limited understanding of the information available and how to access it.
- ❖ The College needs to clarify student outcomes in all programs as well as institutional/cross-divisional outcomes for all degree-seeking students.
- ❖ New employees need training to use the CARS institutional data collection system effectively and efficiently.

## **7I2 Setting targets for improvement and priorities and communicating**

Priorities for measuring effectiveness outlined in the Strategic Plan and revealed through the recent CIP team activities include the following:

- ❖ Creation of a central collection point for data and publication of data available
- ❖ Continued work by the Outcomes Assessment Taskforce on cross-divisional learning outcomes
- ❖ Continued work by divisions on program outcomes, particularly for AA and AS degrees
- ❖ Establishment of performance indicators to use in a balanced scorecard
- ❖ Creation and publishing of College-wide calendar for reports, including types of information collected and deadlines for submission
- ❖ Continued training of employees on the selection and use of continuous improvement tools for data collection and decision making

The College will continue to develop and test its systems to assure that information and data are collected and disseminated effectively. As the College community moves forward in continuous improvement, the area of measuring effectiveness will become more clearly defined and institutionalized.