

## TOUCHSTONE 7: MEASURING EFFECTIVENESS

### 7C1: Collecting & Accessing Information

The collection and storing of information takes place on multiple levels at the college. At the college wide level, key data elements are stored in a data ware-housing system maintained by the Colorado Community College System office and it includes both student information and financial records.

From this primary data source, specialized data management systems have been created throughout the college to increase the use of data

in a user friendly fashion. These specialized data management systems are primarily Microsoft Access driven, and are department specific. For example, prospective students requesting information and/ or printed materials from the college are entered into the “prospective student” database, from which mailings, reports and direct follow up contacts are generated. The Center for Academic Support and Achievement uses another version of this specialized database for case management and grant reporting purposes.

Table 7.1 College Goals and Key Institutional Measures	
<b>Increase student learning and success</b>	<ul style="list-style-type: none"> <li>• Student evaluations of faculty FTE, enrollment, transfer, graduation, grades, job placement data</li> <li>• Minority “success” rates</li> <li>• CCSSE, IPEDS, SURDS</li> <li>• Student retention rates</li> <li>• Incoming student readiness (Accuplacer)</li> <li>• Grant data (Perkins, TRiO)</li> <li>• High school concurrent enrollment data</li> <li>• Program evaluation and review</li> </ul>
<b>Strengthen organizational culture to support learning</b>	<ul style="list-style-type: none"> <li>• Performance Reviews for faculty and staff</li> <li>• CCSSE, IPEDS, SURDS. Human Resource surveys, CUPA</li> <li>• Class size and faculty workload</li> <li>• Full time/ part time faculty ratio</li> <li>• Professional development (teaching/ learning center)</li> <li>• Classroom assessment</li> </ul>
<b>Attain and maintain fiscal stability</b>	<ul style="list-style-type: none"> <li>• Financial reports; institutional cost/revenue</li> <li>• Class size and faculty workload</li> <li>• Identification of external funding sources</li> <li>• Tuition/ fee rates</li> <li>• Foundation development</li> <li>• Campus budgetary negotiations with Auraria Higher Education Center</li> </ul>

The Assessment, Planning & Research (APR) office has the primary responsibility for gathering, maintaining, interpreting and distributing official college data to internal and external constituents. College departments and employees request data from APR using an online request form. The APR director handles all requests, assigning them to data specialists and research associates when approved.

The college has developed a hierarchy of data access levels for employees depending on their job function. For example, the dean of Enrollment Services has access to both view and modify most college data, whereas an adjunct faculty member has limited read-only access to

data. Access to all forms of data at the college is managed and secured by the college’s Information Technology Services (ITS).

CCD collects and reports college data to a number of external constituents including CCCS, state and federal agencies.

Other data that is collected and disseminated to internal constituents includes departmental surveys, faculty evaluations, recent graduate surveys, student and faculty focus groups, and student satisfaction surveys.

Publicly appropriate data – graduation rates, enrollment levels, student demographics, faculty evaluations – are available via the college Web site, Annual Report and individual grant per-

formance reports. Sensitive college data are distributed on a case-by-case basis as determined by Executive Staff.

### **7C2: Key institutional measures**

The college's key institutional measures are organized around the three strategic college goals: increase student learning and success; strengthen organizational culture to support learning; and attain and maintain fiscal stability (Table 7.1).

### **7P1: Selecting, managing and using information**

Different factors drive the selection, management and use of information. Academic program reviews are conducted to evaluate growth rates and to inform program changes.

The Student Success Committee – a cross-functional team representing all areas and employee groups at the college – examines data to identify barriers to student access and success, and recommends or implements changes.

The Teaching/Learning Center currently focuses on training faculty to use classroom assessment as a data source and learning tool.

Instructional administrators use enrollment data and registration patterns to make operational decisions: course schedule development, class cancellations and requests for additional faculty positions. The data also is used during the annual strategic planning process, for example, to create and implement new programs, discontinue other programs, and reallocate resources.

The response to external stakeholders' reporting requirements drives how the college selects, manages, and uses information. Specific data reports are discussed by Executive Staff, Learning Team, deans, employee councils, and CCD community via internal newsletters and at Convocation.

The college recognizes that there is significant data that does not consistently and cohesively feed into the strategic planning process. The AQIP process is expected to drive significant changes in this area.

### **7P2: Information, data needs and accessibility**

Individual college departments determine their data needs according to their performance indicators, goals and new initiatives. Any data that is not collected within the department is requested through the Assessment, Planning & Research Office. Again, APR works with indi-

vidual areas of the college to ensure that the data measures the intended outcome. If necessary, APR works with outside constituents to secure the data.

### **7P3: Determining priorities for comparative data**

For the most part, the state performance contract set by the Colorado Commission on Higher Education (CCHE) drives the comparisons and collection of comparative data, as described in Touchstone 8. The five goals listed in the most recent performance contract are:

1. **Access and success:** includes standards for retention rates, graduation rates, underserved students and the College Opportunity Fund process.
2. **Quality in undergraduate education:** includes general education requirements, grade distribution, teacher effectiveness, evaluation and assessment of student learning.
3. **Efficiency of operations:** includes costs, capital assets and maintenance, facilities, efficiency through better information.
4. **Other state needs – teacher education:** includes teacher education programs consistent with the *No Child Left Behind Act*.
5. **Other state needs – workforce and economic development:** includes workforce training to meet competitive job market demands.

In addition state and federal reporting requirements drive the setting of priorities for comparative data.

### **7P4: Analyzing and sharing institutional level data**

APR works in collaboration with college departments and is primarily responsible for analyzing and interpreting data. Data is shared with internal and external stakeholders through a variety of methods including the CCD Web site, Annual Report, results from state performance contracts, grant reports, program reviews, and other appropriate publications. A variety of comparative reports are available online through the Colorado Community College System, the Colorado Commission on Higher Education, and other state and federal agencies. Information also is made available to the CCD Foundation, state system governing board, college Executive Staff and departmental leadership.

**7P5: Aligning with institutional goals**

The strategic planning process and the three college goals – increase student learning and success; strengthen the organizational culture to support learning; and attain and maintain fiscal stability – drive the analysis of information and data as described in table 7.1.

**7P6: Effectiveness of the information system**

Information Technology Services regularly audits technology needs throughout the college, including examining hardware and software needs, network access and accessibility, server capacity and user security. To that end, the process for replacing and upgrading technology needs is funded through the individual department, but guided by college standards to ensure reliability, stability and security of systems and data.

The Federal Family Educational Right to Privacy Act (FERPA) determines what information is shared publicly and what level of access is granted to individual employees. Employees are responsible for acknowledging and adhering to all college privacy regulations.

While CCD maintains its own server system to support end-users in the college, the Colorado Community College System maintains the data system that houses all student information (SIS). CCCS, therefore, has a tremendous impact on CCD's information systems. CCCS and its 13 community colleges are in the process of converting all data – student information, human resource, financial, administrative – to the SCT Banner system. The transition should be completed by 2006, and will have lasting implications for how data is housed, reported and secured.

**7P7: Determining effectiveness of the measures**

At this time, CCD does not have an adequate benchmark for measuring the effectiveness of data collection and reporting. Feedback is largely anecdotal, and typically expressed when a data need is not met.

Because many of the technology requirements are increasingly under state control, CCD is less inclined to establish measures for a centralized system.

**7R1: Results from measuring effectiveness**

The college uses anecdotal information to measure effectiveness of the Assessment,

Planning & Research Office and Information Technology Services. CCD does not have a systematic process for evaluating the effectiveness of either technology or data, other than whether or not it meets the intended purpose.

**7R2: Results comparison**

As above, since there is no formal evaluation process, it is difficult to compare results on this measure. CCD is hopeful that the AQIP process will highlight the need for the development of these measures.

**7I1: Improvement of current processes and systems**

The college recognizes a critical need for developing processes and systems that measure effectiveness. Overall, there is a need for formalized strategic and systemic changes in how the college organizes, evaluates and disseminates data to both external and internal stakeholders. There is an overwhelming perception from college personnel that data is both vague and unrelated to the college goals. At times, the collection of data appears to be driven by college crisis or external (state and federal) pressures, rather than the optimal scenario where data informs strategic goals and priorities.

The CCCS implementation of the new Banner system will change the core of how the college selects, collects, manages and analyzes data at a system-wide and institutional level. For example, student information that was only accessible to the individual college will now be accessible throughout the system. Clearly, professional development and extensive training will be crucial to ensure that this transition is successful and occurs with as little disruption as possible. With this fundamental transition occurring, there is little impetus for continued improvement of the outgoing system.

**7I2: Setting targets and improvement priorities**

Currently, priorities are set through the annual strategic planning process. As noted above, however, the CCCS implementation of the new Banner system, and the centralization of services including technology, will require the college to re-evaluate how improvement priorities are set from year to year.