

Category #7:
Measuring Effectiveness

Category #7: Measuring Effectiveness

7C1 Collection, storage and accessibility of information and data

The College is in a transition period from a collection of non-integrated data systems, shown in Figure 7.1, to Datatel Colleague, an Enterprise Resource Plan (ERP) system which will provide an integrated approach to data collection, processing and analysis. The College has also purchased Business Objects business intelligence software, which will allow for greater access to College data and information.

Figure 7.1: Centralized Data Collection

Student	<ul style="list-style-type: none"> • CDAS – a set of systems includes SRS (student admission and registration data) managed by the Office of Admissions, Registration, and Records; • BRS (billing and receivables data) managed by the Finance Office; • SAM (student aid module) managed by the Financial Aid Office; • MIS (management information system) managed by the Office of Research and Planning; • STS (student tracking data) managed by the Office of Research and Planning. • CurricUNET – a curriculum management system.
Staff	<ul style="list-style-type: none"> • HRMS – a system that consists of a general accounting system and a personnel information system managed by the Human Resources Office. HRMS data is created at the time an employee is hired and updated when any changes in employment or pertinent personal status occur.
Financial	<ul style="list-style-type: none"> • AMS – this system includes a budgeting subsystem, a purchasing/accounts payable subsystem and a general accounting system managed by the Finance Office. A separate position control system links the financial system with the human resource system. Data is collected through manual input and updates of budget information, general accounting information, and accounts payable and receivable information.
Planning	<ul style="list-style-type: none"> • ODB – a centralized planning database used by all units in the institution to coordinate planning initiatives.

In addition, there are numerous decentralized data systems used by various departments. The information from the various data systems is made accessible in general via the administrative systems unit within the Information Technology division. Information is available online to authorized personnel through a system of logon IDs and passwords. Student system data is collected at the time of student admission and updated each term, based on registration information, grade reports, and fee payment information.

In general, control and access of decentralized systems is through the office that maintains the database. In addition, data may be made available to those who request it on a case-by-case basis. Many departments and offices maintain special purpose data systems to meet their unique needs. For example, Campus Services maintains a facility database for maintenance tracking, while Counseling tracks student contacts. Each data system has a department responsible for overseeing maintenance and access to information. In addition, hundreds of routine reports are available from the major mainframe systems.

Based on an assessment of the performance of current data collection and analysis systems, the College formed a task force to determine the system requirements for a new student information system and recommend either the purchase of a vendor solution or the rebuild of the current system. Based on the task force recommendation, COD is in the process of converting most of its systems to Datatel Colleague. This transition, along with the implementation of Business Objects software, will increase the accessibility of information for all users.

7C2 Key institutional measures

Key institutional measures are captured in the Institutional Balanced Scorecard (BSC), shown in Figure 7.2:

Figure 7.2 – Institutional Balanced Scorecard

COD Balanced Scorecard	Measures of Effectiveness
I. Student Success	
<i>A. Student Performance</i>	Course retention and success rates
<i>B. Student Outcomes</i>	Transfer GPA rates, employment rates
<i>C. Persistence to Completion</i>	Graduation rates, transfer rates
<i>D. Developmental Education</i>	Course success rates
II. Valuing Students	
<i>A. Engagement & Satisfaction</i>	Noel Levitz, CCSSE, ACT, and in-house student opinion surveys
<i>B. Access</i>	Participation rates
<i>C. College Climate</i>	Noel Levitz survey
III. Resource Utilization	
<i>A. Space Utilization</i>	Utilization rates
<i>B. Energy Usage</i>	Usage rates
<i>C. Financial</i>	Fund balance, budget accuracy, tuition as % of revenue, unit cost
<i>D. Human</i>	Staff turnover rate, student to faculty ratio, part-time to full-time ratio
<i>E. Technology</i>	Internet usage, email count, age of computers, student-computer ratio
IV. Valuing	

Colleagues	
A. Satisfaction	Wellness program participation rates, absenteeism rates
B. Workplace Climate	Staff surveys
C. Recognition	Awards, participation rates
D. Staff Development	Usage rates, TLC course enrollments, PDP completion rates
E. Engagement	Participation rates
V. Valuing Community	
A. Satisfaction	Community perception survey
B. Service to Community	GED participation rates, service learning enrollment, radio usage, MAC usage, BPI usage, CE enrollments
C. Economic Development	Number of BPI contracts, BPI fund balance
D. Community Outreach	Participation rates on community boards, projects
E. Good Citizenship	Compliance rates, dual agreements, articulation agreements

7P1 Selecting, managing and using information and data

COD selects, manages and uses information and data in a variety of ways throughout the institution. Entry-level assessments are performed to determine the proper placement of students in developmental and college-level courses. Assessment of student performance involves the collection and analysis of data and information on three levels: classroom, program, and institution. At the classroom level, the Student Outcomes Assessment Committee meets regularly to allow faculty to engage in innovative approaches to assess and improve student learning. At the program level, each program undergoes a cycle of review that requires data collected by the Office of Research and Planning, as well as data and information collected by the program faculty, to be used in the continuous improvement of the academic programs. At the institutional level, the College conducts a three-year cycle of institutional surveys of students using nationally-normed instruments, including in alternating years 1) the Community College Survey of Student Engagement (CCSSE), 2) the ACT Student Opinion Survey (SOS), and 3) the Noel-Levitz Student Satisfaction Inventory (SSI). The results from the initial rounds (Sections 3R1-R5) have already led to further systematic studies and a Quality Improvement Project focused on improving student engagement through learning communities.

7P2 Determining and meeting the information and data needs of departments and units

In the area of student and course information, the Office of Research and Planning has responsibility for assessing information needs and working with

Information Technology (IT) staff to develop reporting and distribution systems to meet these needs. Currently, the College has a mature reporting system that is linked to the CDAS application. Effective summer term 2009, CDAS will be replaced by a Datatel Colleague ERP. The current reporting (COBOL based) will no longer be operational when the conversion is made. As part of the larger Datatel Colleague implementation project, a team of major data users and IT staff was formed to review, evaluate, and recommend data warehousing and reporting systems available for a SQL (Structured Query Language) Server environment. The team completed its work in 2007 and recommended the Business Objects business intelligence system for purchase. The system is being implemented concurrently with the Datatel ERP implementation. Upon completion, users will have much more flexibility in obtaining and using data.

As an additional part of the Datatel ERP implementation, a reporting sub-team was formed. Its charge was to formally assess current reporting needs as well as anticipated needs. In order to develop the list of reporting needs, current reports were inventoried and staff from each administrative unit were interviewed. That information will guide the Business Objects implementation in the coming year.

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

COD seeks comparative data within and outside of the education community to ensure performance effectiveness and to improve performance levels wherever possible. The primary criterion for data selection is that which is nationally-normed and available from recognizable, reputable sources. Other criteria include freshness of data, similar institutional characteristics, ease of comparison, and validity and reliability of data.

The Illinois Community College Board (ICCB) functions as a clearinghouse for Illinois community college information. It publishes a variety of reports that document enrollment trends, graduation/completion rates of students, staffing and salaries, and fiscal data. Other sources of comparative data include IPEDS (Integrated Postsecondary Education Data Systems), CCSSE, PACE and SSI.

Identifying a need for broader comparative data, the COD has joined the National Community College Benchmarking Project (NCCBP). Sponsored by

Johnson County Community College, the NCCBP provides national data, specific to other metropolitan institutions of COD's size and scope.

7P4 Analyzing and sharing institutional-level information and data

The Finance Office and the Office of Research and Planning generate and distribute many institutional-level reports regarding performance. These include unit cost studies, audit reports, enrollment and retention reports, graduation reports, satisfaction reports, climate studies, and results of numerous one-time studies. The Office of Research and Planning summarizes studies pertaining to student data (as well as employee studies), highlighting actionable areas. Annually, the Finance Office prepares a report on the overall financial condition and five-year outlook, summarizing and raising areas of concern.

Reports are examined by Cabinet and followed-up as appropriate. Reports then go to Leadership Council for discussion, input from constituency groups, clarification and action as appropriate. Reports with broad institutional focus and impact are distributed to the Board of Trustees, administrators, constituency heads and generally, to anyone within the institution through the intranet site. Research projects that have a limited scope or a clear single client may be distributed more narrowly.

All major Research and Planning reports and reference materials including enrollment studies, satisfaction survey results, and student engagement study results are made available on the College's intranet site. An e-mail notice is sent to all staff when new materials are added to the intranet site.

7P5 Ensuring department and unit analysis of information and data alignment

The College ensures that department and unit analysis of information and data aligns with institutional goals through a variety of approaches. The central approach is the use of the Online Planning Database (OPD). The OPD is a tool College of DuPage created to collect planning information. The OPD is a repository for information regarding the College's vision, mission, goals, objectives, and action plans. The database enables the College leadership to track how all areas within the College contribute to the accomplishment of its vision, mission, goals, and objectives. College personnel can access the database in order to enter, review, and update planning information. The OPD ensures alignment of information and data for all

action plans, of which there are typically 150-200 active at any given time. Only activities that align with institutional objectives receive funding and/or approval.

Other approaches to ensure alignment with overall institutional objectives include the Institutional Strategic Plan and the associated strategic plans of the Cabinet areas described in Section 8C2, the Academic Program Review process described in Section 1P1, and the annual ICCB-mandated *Performance Report*. The *Performance Report* evaluates performance for three types of indicators: common institutional indicators, statewide indicators, and mission specific indicators. The mission specific indicators measure progress towards reaching targets set by the institution.

7P6 Ensuring effectiveness of information system and related processes

The Information Technology (IT) division ensures the effectiveness of COD's information systems and related processes through the implementation of the IT Strategic Plan and the use of its IT Dashboard. The IT Strategic Plan provides the strategic direction to address the strengths, weaknesses, opportunities and threats from a technology perspective that will face the College over the next five years. The IT Dashboard tracks the effectiveness of IT processes in Security, Network Services, Office and Classroom Technology, Special Services, and Systems & Operations.

To protect the integrity of the College's data and information, including student personal and financial information, the College has enacted an Information Security Plan to enforce the Standards for Safeguarding Customer Information (Gramm-Leach-Bliley Act) and the Family Educational Rights and Privacy Act (FERPA). In addition to educational records, and student personal and financial information, the College has chosen to also include the personal and financial information of faculty members, staff members, alumni, and other donors in the definition of protected data and information. When in doubt as to whether a piece of data or information is to be protected, COD employees/contractors will err on the side of protection. Protected data and information includes both paper and electronic records. Examples of protected personal and financial information include addresses, phone numbers, bank and credit card account numbers, credit histories, and social security numbers.

All employees receive pamphlets regarding IT plans to ensure the security of information; these pamphlets are distributed twice per year.

7P7 Measuring and analyzing systems and processes of measuring effectiveness

Measures collected and analyzed regularly by the IT department include: Work Requests; Number of Email Messages; Number of Viruses Removed; Number of Spam Messages Deleted; Help Desk Calls; Student Portal Statistics; Mainframe Availability; and Transaction and Response Times.

7R1 Results for measuring effectiveness

The IT Dashboard, published online (<http://www.cod.edu/it/helpdesk/dashboard/it/>), includes tracking Helpdesk calls. The IT goal is to properly address the customer’s need the first time a

Help Desk Analyst is contacted, for 30% of all incoming calls. Of the 510 calls opened in August 2008, 34.7% attained a first call resolution. An additional metric includes 80% of calls answered within 20 seconds, with five percent of calls abandoning. The August 2008 answer time was approximately 30 seconds with approximately 7% abandoning. This metric has a “yellow” status on the dashboard.

The myCOD Student Portal is a web-based tool designed specifically for educational institutions to enhance communication between the educational institution and its students. The results for student portal usage show a steady increase in usage by both faculty and students from May 2006 to August 2008, as seen in Figure 7.3. The number of student accounts has nearly quadrupled while the number of students who logged in at least once has increased by over 300%.

Figure 7.3 myCOD Student Portal Results

myCOD Student Portal Results	May-06	Aug-08	Change	% Change
Number of student accounts	52,417	156,350	103,933	198.28%
Headcount for term	30,198	27,153	-3,045	-10.08%
Students logged in at least once	11,735	48,803	37,068	315.88%
Students logged in at least once this term	6,130	11,860	5,730	93.47%
% of headcount logged in at least once this term	20%	44%		
Students logged in at least once during the last 24 hours	2,048	5,119	3,071	149.95%
% of headcount logged in last 24 hours	7%	19%		
Number of faculty accounts	2,304	3,386	1,082	46.96%
Faculty logged in at least once	607	1,545	938	154.53%
% of faculty logged in at least once	26%	46%		

Results related to meeting data needs will be reported following the transition from a legacy CDAS system to Datatel ERP and Business Objects beginning Summer 2009.

Balanced Scorecard results are discussed in 7R2.

7R2 Results comparisons

COD’s Balanced Scorecard (Figure 7.4) is designed to use comparison data from the NCCBP, as well as Illinois averages derived from the Illinois Community College Board (ICCB) data, in order to develop goals and targets. The scorecard also indicates the comparison group for each student success indicator. The red/yellow/green status

buttons illustrate how well the indicator is progressing towards goal/target.

The College is meeting its goals for two of the five categories: Resource Utilization and Valuing Community. As indicated by the red status, the Valuing Colleagues category is an area of concern, while Valuing Students has mixed results. The red status is associated with Noel-Levitz SSI “Students Feel Respected and Valued” items. The remaining four items are either above the goal/target or at 100%.

There is an opportunity for improvement in Student Success indicators related to credit course retention/success, developmental course

retention/success, and core academic skill areas retention/success. However, degree-seeking graduation/transfer rates, occupational completer success, and success in subsequent college-level math

and writing coursework (following completion of developmental coursework) are above comparison group averages.

Figure 7.4 College of DuPage Balanced Scorecard

Item	Student Success Indicators	Frequency	Status	Actual	Goal/Target	Variance	Comparison
I. Student Success							
I A 1	Credit, College-level Course Retention and Success Rates	annual	●	68.2%	73.8%	-5.6%	NCCBP Median
I A 2 a	Retention in Developmental Courses	annual	●	69.1%	82.7%	-13.5%	NCCBP Median--Math
I A 2 b	Enrollee Success in Developmental Courses	annual	●	29.8%	55.0%	-25.2%	NCCBP Median--Math
I A 2 c	Completer Success in Developmental Courses	annual	●	43.1%	68.2%	-25.1%	NCCBP Median--Math
I A 3 a	Course Retention in Academic Skill Areas	annual	●	66.7%	79.1%	-12.5%	NCCBP Median--Algebra
I A 3 b	Enrollee Success in Academic Skill Areas	annual	●	33.8%	57.1%	-23.4%	NCCBP Median--Algebra
I A 3 c	Completer Success in Academic Skill Areas	annual	●	50.6%	72.7%	-22.1%	NCCBP Median--Algebra
I B 1 I C 2	3-Yr, FT Degree-Seeking Graduation-Transfer	annual	●	74.7%	70.8%	3.9%	ICCB Average
I B 4	6-12 Month Occupational Completer "Success Index" (working or college)	annual	●	97.1%	92.0%	5.1%	ICCB Average
I D 1	1-Year Developmental Math Success % in Subsequent Course Work	annual	●	71.7%	65.6%	6.1%	NCCBP Median
I D 1	1-Year Developmental Writing Success % in Subsequent College-Level Writing	annual	●	80.2%	70.2%	10.0%	NCCBP Median
II. Valuing Students							
II A 1 a	Noel-Levitz Summary Items	3 years	●	100%	100%	0.0%	Net % of Items Progressing: 2007 v. 2004
II A 1 b	CCSSE Indices	3 years	●	80%	75%	5.0%	Net % of Indices Progressing: 2006 v. 2003
II B 2	High School Graduates Enrolling at C.O.D.	annual	●	20.1%	19.5%	0.6%	NCCBP Median
II C 1	Noel-Levitz Campus Safety and Campus Climate	3 years	●	100%	100%	0.0%	Net % of Items Progressing: 2007 v. 2004
II C 2	Noel-Levitz Students Respected and Valued	3 years	●	50%	100%	-50.0%	Net % of Items Progressing: 2007 v. 2004
III. Resource Utilization							
III C 2 a	Tuition and Fees as Percentage of Total Revenue	annual	●	31.6%	32.0%	0.4%	Below 32%
II C 2 c	Ratio of Academic to Non-Academic Expenditures	annual	●	2.01	1.50	0.51	Peer Institutions
IV. Valuing Colleagues							
IV A 3	National Norm-based PACE Survey	3 years	●	3.42	3.57	-0.15	NILIE PACE Norm Base for 2006
IV B 1	Great Workplace Climate Survey	annual	●	64.0%	68.3%	-4.3%	Prior 3-year C.O.D. average
V. Valuing Community							
V D 1	Market Penetration: Community Participation	annual	●	26%	3%	22.9%	NCCBP Median

711 Improvement of current processes and systems

The process for improving processes and systems for measuring effectiveness is overseen by the Measurement Effectiveness sub-team of the Institutional Effectiveness Council (IEC). This sub-team serves as an advisory committee for the Balanced Scorecard. The team assesses the Balanced Scorecard and explores ways to improve both measures and presentation of the results. The sub-team also provides measurement expertise to CI and QIP teams as needed.

As a transition to Datatel Colleague, Datatel consultants have been working with College staff since March 2007 to set up the new system and prepare the College for the transition to the “go live” date of March 2009. The Business Objects business intelligence (BI) platform will allow each employee immediate access to the business information necessary for their jobs. The platform will provide a full spectrum of BI capabilities—ranging from reporting, query and analysis, and dashboards and visualization, to intuitive discovery and advanced predictive analytics capabilities.

712 Targets, improvement priorities, communications

Current effort is focused on developing outcome measures and developing baseline data from those measures. This will be the foundation for measurement of the effectiveness of the College. Outcome measures will be evaluated for their usefulness to stakeholders. It is expected that the development of a system of institutional measurements will be ongoing, and adjustments will be made as expertise is developed in this area. As the data are used in decision-making, the quality of the data will be assessed, and opportunities for improvement will be identified. Methods will include surveys of users and comparisons to results of peer institutions. As potential gaps are identified, they will be analyzed with data collecting and processing departments to identify improvement targets and ways to achieve those goals.

The Balanced Scorecard project is an easily accessible means of organizing and presenting results from outcome measures to the College community. The goal is to have a comprehensive, but concise set of indicators for use by the College and its stakeholders. As the collection, analysis, and presentation processes are reviewed, the results will

be shared with the Leadership Council in addition to the departments involved.

Results for measuring effectiveness are communicated through the IT Dashboard available on the Internet. Thereby an immediate view of the results and trends in this area are available to the public.

The Institutional Effectiveness Council (IEC) posts all documents related to Quality Improvement Projects on the IEC intranet page. IEC meeting minutes are posted on the intranet and on an electronic e-Board, thereby permitting staff opportunity to stay up-to-date on IEC activities. A newly created electronic newsletter, the *Gold Standard*, is used to inform employees of major quality initiative activities, as well as basic information related to quality improvement. Occasional all-college email notices are sent by the IEC to alert employees of significant quality-related news.