**INTRODUCTION**

The College’s processes related to *Measuring Effectiveness* are very mature. Processes to select, manage, and distribute data to support the College’s planning and improvement efforts are integrated into multiple college-wide systems and department processes. The College utilizes a balanced scorecard approach to monitor and track key performance indicators which are aligned with the strategic plan initiatives. The College has processes in place to guide the selection of key performance indicators and evaluation processes to follow when metrics are not meeting the target.

JC also has invested in new technology and software that allows end users to access data easier and monitor the College’s admissions funnel. Further, the College has redesigned the academic program review process that now incorporates standardized data sets for programs/disciplines to use while completing their program review.

The College has improved our benchmarking data capabilities. Processes related to determining the criteria and methods for selecting comparative data resources are aligned and integrated.

Processes related to the accuracy, reliability, and security of our information systems are well aligned. Information Technology incorporates best practice research into these processes and stays up date on vendor software releases.

**PROCESSES**

**7P1. How do you select, manage, and distribute data and performance information to support your instructional and non-instructional programs and services?**

The data selected to support JC’s instructional and non-instructional programs and services are driven by our strategic and operational plans, annual goals, as well as the need for information to make decisions at all levels of the organization. The Office of Institutional Effectiveness (IE) works with academic and non-academic departments to identify key processes and performance measures to evaluate its programs and services.

Institutional Effectiveness manages, analyzes, and distributes student data and information via the department’s website. The contents of the website are the result of an earlier AQIP action project of the College focusing on measuring effectiveness. Key enrollment, student outcomes, and student satisfaction/engagement data are made accessible to all JC employees on the website and were based on stakeholder needs and compliance-related reporting requirements. Annually, the IE department reviews the ad-hoc requests and frequently asked questions and makes modifications to the website accordingly.

Institutional data are primarily managed through the College’s student information system, Colleague by Ellucian. The IT Administrative Computing team implemented Colleague Reporting and Operating Analytics (WebI) as the result of an opportunity identified in the College’s last System Appraisal. This reporting tool has a simple drag and drop functionality that allows end-users to build, customize, and modify reports and report templates. With the increasing need to make data-driven decisions to meet today’s challenges and operate more efficiently, this tool provides end-users access to data stored in JC’s student information system in a more user-friendly format. All employees can log into WebI and view/run a set of pre-defined reports related to enrollment. Additionally, a limited number of employees have been identified as power users throughout the campus. These users can create and modify customized reports in WebI.

The College has recently launched another Ellucian product, Recruiter. The Recruiter software is a student recruitment and enrollment management tool that provides insight and real-time performance tracking of our student applicant pool. The Admissions team utilizes this tool to assist in their data-driven decision-making. At any time, team members can view the admissions funnel (inquiries, completed applications, admitted students, and enrolled students), disaggregate the admissions funnel by territory and/or other student demographics, and evaluate the effectiveness of specific recruiting strategies.

**7P2. How do you select, manage, and distribute data and performance information to support your planning and improvement efforts?**

*Response addresses Core Component 5D*

Jackson College selects, manages, and distributes data and performance information to support planning and improvement efforts based on the goals of our Strategic Plan. Outcomes for each strategic goal and initiative are defined...
as part of the planning process and are tracked via the college-level balanced scorecard. The Strategic Planning Committee (SPC); comprised of senior leadership, mid-level managers, faculty, and staff, review and reset the Key Performance Indicators (KPIs) on the balanced scorecard annually to ensure alignment with the strategic initiatives as part of the strategic planning process. The availability of college trends, comparative data, and world-class benchmarks are three factors considered when identifying KPIs to include on the balanced scorecard. The college-level balanced scorecard is updated and reviewed each month. It is then updated on the College website and included in the packet of materials that the Board of Trustees reviews monthly as well.

In 2012 JC revised its academic program review process, an initiative identified on the College’s strategic plan. A cross-functional team comprised of faculty, department chairs, academic deans, and institutional effectiveness staff worked on the redesign. One core redesign component included the selection and definition of key program review data elements. Prior to the redesign, the data collection was very decentralized and occurred at the end of the program review process. The new program review process is much more centralized and proactive. The program review team worked to identify a set of metrics that all programs are required to analyze and interpret. Metrics include five-year enrollment trends, student outcomes trends such as course success rates and completions, student and stakeholder satisfaction data, cost per billing contact hour, and process effectiveness data elements. This data is now distributed to programs at the beginning of the program review process. This shift reinforced the College’s commitment to data-driven decision-making and made for a more robust and consistent program review process.

In addition, the College’s enrollment trends process looks at the overall health and long-term sustainability of JC’s academic programs on an annual basis. Program review metrics are now incorporated into this process as well so that there is consistency and transparency in the decision-making process.

Furthermore, data and information are provided for improvements associated with AQIP Action Projects, evaluation of programs such as Achieving the Dream, Title III and TRiO, and strategic requests from senior leadership. The College’s commitment to student success identified a need to track students over time to determine whether short-term effects of student success strategies are persistent over a longer period of time. This longitudinal data are shared with members of the student success team for discussion and program/initiative improvements.

7P3. How do you determine the needs of your departments and units related to the collection, storage, and accessibility of data and performance information?

JC determines the needs of departments related to the collection, storage, and accessibility of data and performance information through analyzing data requests that are received by the IE office. Working off of the infrastructure that was put into place as a result of the College’s AQIP Action Project focusing on Measuring Effectiveness, the IE team annually conducts a gap analysis comparing the contents of its web site with the types of data requests the office receives from internal and external stakeholders. Modifications to the web site are made based on identified gaps.

As the College implemented Colleague Reporting and Operating Analytics (WebI), Administrative Computing staff members conducted a needs assessment with identified power users to identify what data fields needed to be migrated over from Colleague to WebI. The needs analysis also asked power users to identify which historical department-level queries from Colleague would need to be created as WebI reports. The Administrative Computing team continues to validate data, add additional data fields to the WebI system, and work with power users to develop reports that are used to provide information to specific departments. Once fully implemented, the WebI tool will allow individuals to run reports as needed on a self-service basis.

7P4. How, at the institutional level, do you analyze data and information regarding overall performance? How are these analyses shared throughout the institution?

Response addresses Core Component 5D

The College’s balanced scorecard system drives data analysis and information at an institutional level. The metrics on the balanced scorecard are aligned with Strategic Plan initiatives and the members of the SPC committee establish targets for each Key Performance Indicator (KPI) annually. SPC committee members review college historical trends, comparative and world-class benchmark comparisons, competitor information, and prior year actual performance level
to target comparisons in order to establish targets for each KPI. How and why targets were selected is then documented and published on the balanced scorecard web page.

When a KPI on the balanced scorecard does not meet or exceed the established target, additional analysis is often conducted by drilling down or disaggregating the data to better understand what happened. The learnings from this analysis can then lead to revisions to the plan or initiative.

The balanced scorecard is updated, monitored and included in the Board of Trustees materials each month. KPIs on the balanced scorecard and related data analysis are also included in the twelve Board Monitoring Reports.

**7P5. How do you determine the needs and priorities for comparative data and information? What are your criteria and methods for selecting sources of comparative data and information within and outside the higher education community?**

In determining the needs and priorities for comparative data, the College looks at measures of student success and accountability as its priority. Comparisons are related to the College’s strategic plan and goals reflected on the balanced scorecard including retention of students, successful completion or transfer of students, student satisfaction, and high school market share.

The main criterion the College uses in selecting sources for comparison is to identify similar institutions. JC chooses similarly sized community colleges within and outside of Michigan as our peers. The college also has a vision to be a world class institution which has been operationally defined as scoring in the 90th percentile on key metrics compared to other community colleges.

The College’s primary comparisons are made with data from the National Community College Benchmarking Project (NCCBP), the Michigan Activities Classification Structure (ACS) reports, and IPEDS. Additionally, the college has been an early adopter of the Voluntary Framework of Accountability (VFA). JC was both a pilot school and beta tester and an inaugural member as the project officially launched in 2013-14. The VFA allows the College to track a cohort of new students over a period of six years and monitor their progress on several student progress outcomes. Comparative data from the VFA should be available to colleges by June 2014.

JC also uses the Noel Levitz Student Satisfaction Inventory, Community College Survey of Student Engagement (CCSSE), and Survey of Entering Student Engagement (SENSE) for comparison to other higher education institutions in the areas of student engagement and satisfaction.

Additionally, Human Resources uses the Michigan Community College Human Resources Association (MCCHRA) for employee related comparisons, the Business Office uses the National Association of College and University Business Offices (NACUBO) for various financial comparisons, and Information Technology utilizes the results from the EDUCAUSE Core Data Services survey to inform IT planning and decision-making.

**7P6. How do you ensure department and unit analysis of data and information aligns with your institutional goals for instructional and non-instructional programs and services? How is this analysis shared?**

Jackson College ensures department analysis of data aligns with the College’s Strategic Plan by having departments and academic programs build their strategic plans based on the College’s strategic plan. Key performance indicators and unit/initiative specific reports are produced for tracking progress toward department and academic goals.

The College’s Academic Council committee requires academic departments to complete, submit, and report out on department action plans biannually. In this report, each department is required to list three to five goals for the academic year, provide evidence on the progress being made toward those goals, and identify any barriers or obstacles impeding progress toward accomplishing those goals.

**7P7. How do you ensure the timeliness, accuracy, reliability, and security of your information system(s) and related processes?**

JC ensures the timeliness, accuracy, reliability, and security of the College’s information systems through processes and procedures related to the oversight of hardware, software, network, and communication systems managed by Information Technology.
The College has a centralized IT solution center to streamline the reporting of technology related issues and to prioritize the most critical issues for faster resolution. Work requests are assigned to IT team members based on their knowledge, skills, and availability.

To provide the College with reliable access to necessary data and services, IT stays current on vendor software releases, including updates for Ellucian Colleague and other related Ellucian products, provides regular maintenance on vital systems, implements a plan to replace critical hardware when needed, provides for redundancy of hardware for failover protection, and utilizes an industry-supported power system to stay connected in the event of a short- or long-term power failure.

JC ensures the security of its systems in a number of ways. The IT Administrative Computing team requires supervisor and data owner approval before an employee is granted permissions to view sensitive data in Colleague. IT also complies with industry standards for firewalls, virus protection, security updates, and passwords.

RESULTS

7R1. What measures of the performance and effectiveness of your system for information and knowledge management do you collect and analyze regularly?

The underlying technologies used to deliver the services of the College’s information and knowledge management systems are monitored for their utilization and performance. The network bandwidth is measured to proactively manage access to information. The College’s servers are also monitored for performance metrics such as processor use, memory use, and disk space utilization. IT staff use this data to inform employees and students when performance issues arise and corrective action needs to be taken.

7R2. What is the evidence that your system for Measuring Effectiveness meets your institution’s needs in accomplishing its mission and goals?

As an Achieving the Dream (ATD) College since 2007, the College’s ATD core team participates in the ATD Principles Assessment Survey, which is designed as a tool for reflecting the College’s progress toward improving student outcomes. One principle the core team is asked to evaluate is the use of evidence to improve policies, programs and services. The factors encompassing this core principle are key components of a measuring effectiveness system designed to meet the institution’s needs in accomplishing its mission and goals. Clearly, progress has been made on several fronts based on feedback from the ATD core team members (Figure 7.1). Specifically, policies and procedures are in place to ensure the integrity of data collected, IE staff effectively educate and assist college personnel to use data and research to improve programs and services, and the college regularly disaggregates student cohort data to identify gaps. With the improving data-driven decision making culture, the core team also identified areas of improvement surrounding IT and IE staffing capacity to support the demand for data and research.
## Measuring Effectiveness

### Figure 7.1: Achieving the Dream Principles Assessment Survey Results

<table>
<thead>
<tr>
<th>ATD Core Principle: Use of evidence to improve policies, programs, and services</th>
<th>2013</th>
<th>2014</th>
</tr>
</thead>
<tbody>
<tr>
<td>Survey Item</td>
<td>Level of adoption</td>
<td>% Responses Increasing to A lot</td>
</tr>
<tr>
<td>IT capacity is adequate to meet the demand for data and institutional research.</td>
<td>50%</td>
<td>36%</td>
</tr>
<tr>
<td>Policies and procedures are in place to ensure integrity of data collected.</td>
<td>94%</td>
<td>77%</td>
</tr>
<tr>
<td>IR staff capacity is adequate to meet demand for data and research.</td>
<td>72%</td>
<td>27%</td>
</tr>
<tr>
<td>IR staff effectively educates and assists college personnel to use data and research to improve programs and services.</td>
<td>94%</td>
<td>85%</td>
</tr>
<tr>
<td>College routinely collects, analyzes, and reports longitudinal data on cohorts of students to chart student progression and outcomes.</td>
<td>83%</td>
<td>86%</td>
</tr>
<tr>
<td>College routinely disaggregates student cohort data by age, race, gender, income, and other factors to identify gaps in achievement among student groups.</td>
<td>94%</td>
<td>82%</td>
</tr>
<tr>
<td>College regularly conducts surveys and focus groups with students, faculty, and staff to identify weaknesses in programs and services and opportunities for improvement.</td>
<td>67%</td>
<td>73%</td>
</tr>
<tr>
<td>College routinely engages personnel from across the campus community to review data on student achievement and help develop and refine strategies for addressing priority problems.</td>
<td>72%</td>
<td>82%</td>
</tr>
<tr>
<td>College routinely evaluates the effectiveness of efforts to improve student success and uses the results to improve policy and practice.</td>
<td>78%</td>
<td>77%</td>
</tr>
</tbody>
</table>

In 2012, the College conducted a campus-wide survey, Are We Making Progress?, which is aligned with the Malcolm Baldrige Performance Excellence framework. Survey items related to measuring effectiveness indicated employees knew how to measure the quality of their work (87%) and use this information to make changes that will improve their work (83%), evidence that a data-driven decision-making model is becoming more integrated. However, the survey indicated areas of opportunity as well. Only 57% of employees knew how the measures they used in their work fit into the College’s overall measures of improvement and only 43% felt they knew how the College as a whole was doing.

**7R3. How do your results for the performance of your processes for Measuring Effectiveness compare with the results of other higher education institutions and, if appropriate, of organizations outside higher education?**

Jackson College’s results on the Are We Making Progress Survey are compared to the survey results from the Malcolm Baldrige Board of Examiners evaluation of the organization’s they work for in figure 7.2. The percent of strongly agree or agree responses for JC are higher on two of the five survey items related to Measuring Effectiveness than the percent of strongly agree or agree responses from Board of Examiners.
7I1. What recent improvements have you made in this category? How systematic and comprehensive are your processes and performance results for Measuring Effectiveness?

Jackson College has made many recent improvements related to Measuring Effectiveness including:

- Capitalizing on the initial outcomes of the College’s earlier Action Project focusing on Measuring Effectiveness, the IE staff continues to make revisions to the data and reports included on the website based on stakeholder feedback and analysis of data requests to ensure that the most data to the most frequently asked questions are available to all employees at any time.
- Implementation of the Colleague Reporting and Operating Analytics (WebI) tool was based on feedback from the College’s last Systems Portfolio. The goal of this tool is to make it easier for employees to access college data, run department specific reports, and improve data-driven decision-making.
- JC’s academic program review process was redesigned in 2012 with a focus on creating a review that was data driven in its approach. A standardized set of performance metrics were identified and provided to academic programs at the beginning of the program review process in order to allow the data and related data analysis to ultimately inform faculty when identifying what action plans and process improvements to undertake.
- The College was an early adopter of the Voluntary Framework of Accountability as a pilot school and beta tester. This work, along with the President’s role on the VFA steering committee, influenced the state-wide adoption of the VFA metrics in 2014 by nearly all Michigan community colleges. Additionally, this framework was adopted by the College’s student success committee, specifically the student progressions and outcomes framework to track students over time.

7I2. How do your culture and infrastructure help you to select specific processes to improve and to set targets for improved performance results for Measuring Effectiveness?

Since enrolling in the AQIP accreditation process in 2004, the College has strengthened its culture and infrastructure to be able to select specific processes for improvement and to set targets that improve our results. We have built a culture of evidence, as a result of our AQIP involvement. Additionally, the College has a robust environmental scanning process.
and utilizes best practice research to improve specific processes and set the direction of the College through its strategic plans. JC also incorporates the use of balanced scorecards and dashboards which are regularly monitored in this evidence-based approach.