

AQIP Criterion Seven: Measuring Effectiveness

Context for Analysis

7C1 Data Collection, Storage and Accessibility

Western uses a centralized data collection and retrieval system to collect and store information and data; additionally, discrete databases throughout the College feed into this centralized data warehouse (Figure 7-1). The data are made accessible to those who need them through a variety of different mechanisms (Figure 7-2). Figure 7-3 describes Western's organizational responsibility for data and the three primary methods used to access this information. PeopleSoft, one of Western's collaborative relationships and a major component of the information management system, is discussed in Criterion 9.

Figure 7-1 Data Collection and Retrieval System

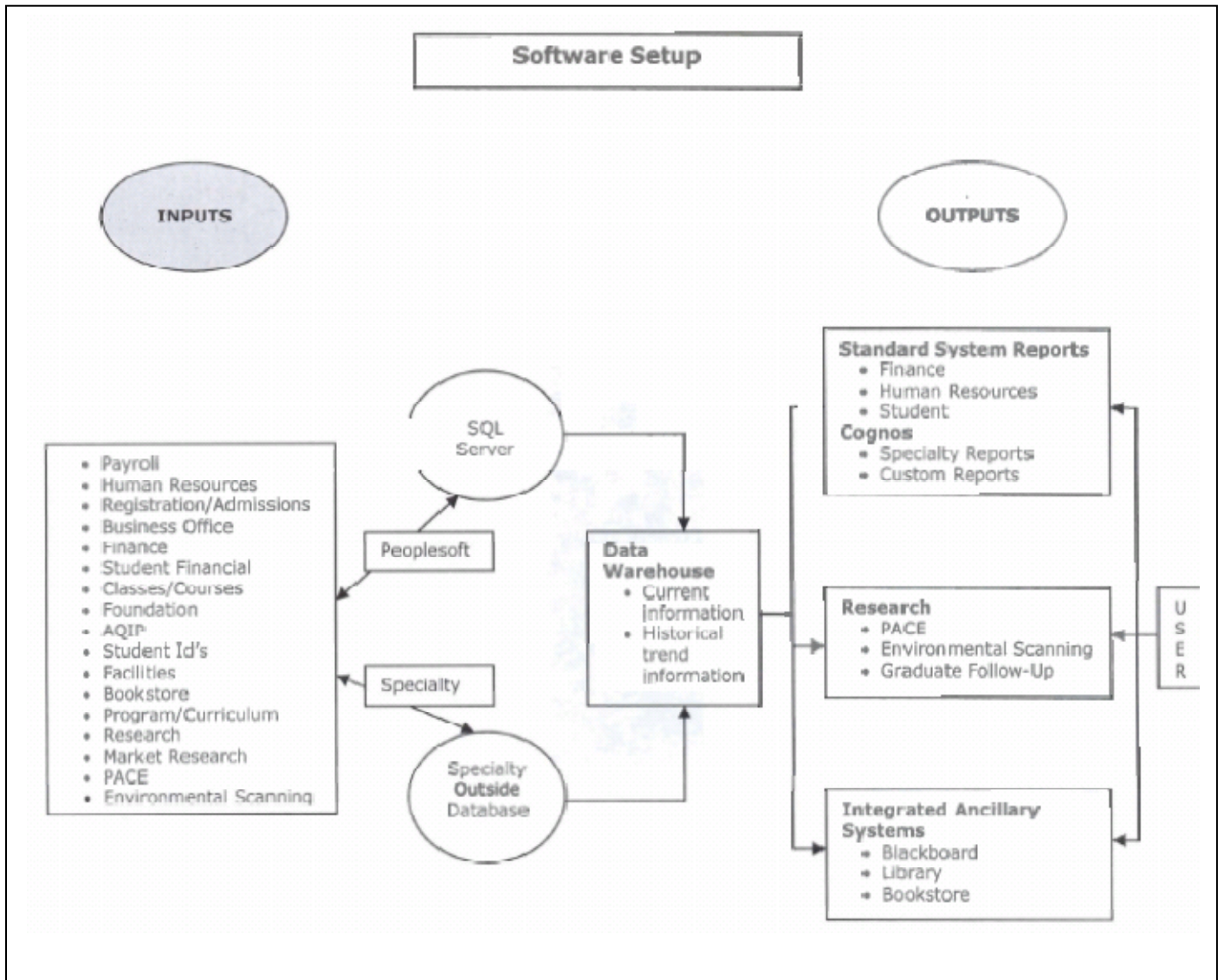
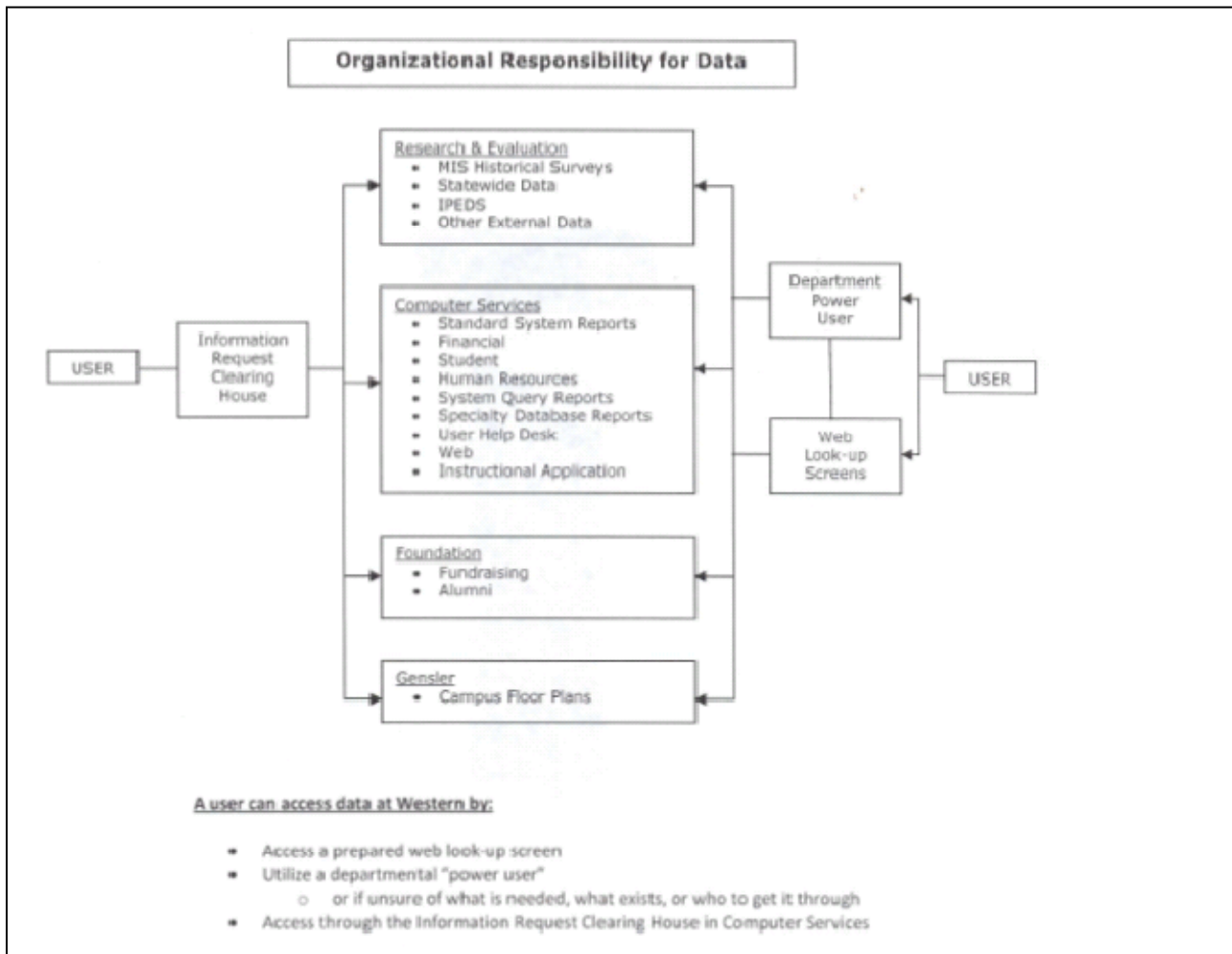


Figure 7-2 User Access Mechanisms

User Group	Access Mechanisms	
Employees	Intranet (WIRE) Public College web site PeopleSoft PeopleSoft employee portal Shared file storage drive Email/Calendars PeopleSoft Management Information System Blackboard	WTCS remote desktop Cognos reports QRPDS database WTCS web site National Student Clearinghouse database Access database for assessment of student learning WIDS curriculum database Goldmine – contact management system Survey Gold
Students	Public College web site Instructional web sites Blackboard PeopleSoft Student portal Student email	Online library resources – i.e. BadgerNet Brochures and catalogs Tech Connect web site (job posting site) Access database for assessment of student learning
Community, Employers, District Board, K-12 Partners	Public College web site District Board meetings	WTCS web site Brochures and Annual Report High School Linkage CD
WTCS	Internet downloads State reporting WTCS web site	College web site QRPDS

Figure 7-3 Organizational Responsibility for Data



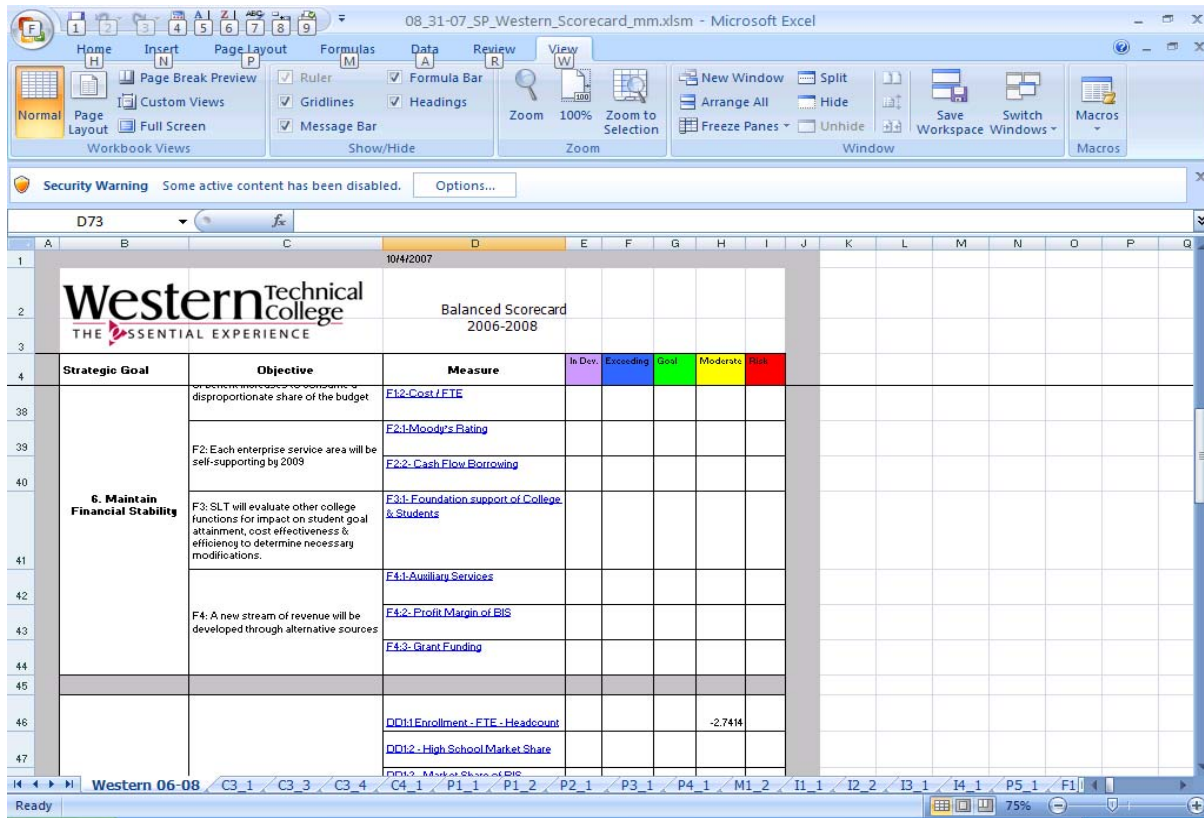
Western's key institutional measures for tracking effectiveness are identified in Figure 7-4. The framework for these measures is based upon the College strategic objectives, goals, and decision drivers. Western is in the process of refining its strategic planning process and modifying and improving its College Scorecard. The College has identified several measures that are currently tracked and several measures that need to be tracked for a comprehensive analysis of effectiveness. Figure 7-4 identifies the strategic goal, the measures that are currently tracked, and the measures that need to be tracked through development of our information systems and report capabilities. Figure 7-5 is a snapshot of how this information will be displayed in the College Scorecard. The scorecard allows for the ability to drill down to detailed data, trend data and comparative data where available.

Figure 7-4 Strategic Goals 2007-2012

Strategic or Goal	Measures Currently Tracked	Measures Identified for Future Tracking
Increase Student Goal Attainment	<ul style="list-style-type: none"> • Course completion • Semester-to-semester retention • 1st year to 2nd year Retention • Graduation rates • Student learning outcomes 	<ul style="list-style-type: none"> • Student goal attainment based upon student intent • Percent of Adult Basic Ed students matriculating to degree programs
Enhance Program Effectiveness and Efficiency	<ul style="list-style-type: none"> • Graduate placement in related fields • Percent of FTE projection achieved • Percent of programs in Quality Review Process 	<ul style="list-style-type: none"> • Percent of total capacity reached • Percent of new student capacity • Ratio of graduates to district job openings • New initiative/program FTEs
Enhance Human Resource Development	<ul style="list-style-type: none"> • Percent of developed Employee Success Plans • Percent of current Employee Success Plans • Employee satisfaction (PACE) • Population Health Management Participation • Minority staff levels 	
Enhance Competitive Advantage	<ul style="list-style-type: none"> • High school market share • Number of individuals served by customized training • Credit FTE generation • Non-credit FTE generation • Adult Basic Education FTE generation • Headcount 	<ul style="list-style-type: none"> • Percent of district residents enrolled at College • Percent of FTEs generated by new students
Improve Effectiveness and Efficiency of College Systems	<ul style="list-style-type: none"> • Student Satisfaction • Employee Satisfaction 	<ul style="list-style-type: none"> • Percent of processes that have been standardized/documentated
Maintain Financial Stability	<ul style="list-style-type: none"> • Unrestricted fund balance • College cost per FTE • Moody's rating • Cash flow borrowing • Foundation support of College and students • Grant funding 	<ul style="list-style-type: none"> • Profit margin of Business and Industry Services • Profitability of auxiliary services

Source: *Strategic Effectiveness, Strategic Plan, 2007*

Figure 7-5 College Scorecard Snapshot



Source: H:\Strategic Effectiveness\College Scorecard\SC_MostCurrentVersion, 2007

In addition to Western's College Scorecard, the WTCS introduced a program scorecard in May 2003 (Figure 7-6). This scorecard enables program-to-program comparison across the WTCS and provides a mechanism that supports state and federal funding accountability efforts. Western recognizes that the WTCS and the College have needs for different measures and is working on the integration of the Western Scorecard and the state's program-specific scorecard. Scorecards for other areas of the College including Student Services and Health and Public Safety are in pilot stages.

Figure 7-6 Program Scorecard

Fiscal Year: 2006

Western Technical College
Educational Program Evaluation
10-101-1 ACCOUNTING

Indicator Type	Indicator Name	Threshold	Target	Actual
STATE LEVEL	C200-Course Completion	57.94	76.11	68.75
	C400-Special Populations Course Completion	53.27	74.04	68.9
	C600-Minority Course Completion	42.27	70.72	63.16
	F200-Second Year Retention	50.97	66.43	53.96
	F400-Third Year Retention	32.94	56.37	45.53
	F600-Third Year Graduation	16.41	39.77	18.7
	F800-Fifth Year Graduation	19.02	42.65	34.82
	I300-Job Placement - All Employment	80.42	100	100
	I600-Job Placement - Related Employment	54.77	84.45	81.82

Source: WTCS Cognos Report, accessed October 2007

Processes

7P1 Selecting, Managing and Using Information and Data

Western selects, manages, and uses information and data based on accreditation requirements, Federal reporting requirements, state reporting requirements, WTCS recommendations/requirements, College-defined requirements related to strategic goals and objectives, and program specific requirements related to program accreditation or program level goals and objectives. The Strategic Plan and the College Scorecard provide the framework for the selection of data and information. Western's primary focus is Student Goal Attainment and the following decision drivers are considered in the measurement of performance as it relates to student learning:

- Enrollment – Do we get them?
- Retention – Do we keep them?
- Learning – Do they learn?
- Satisfaction – Are they satisfied?

Achievement of strategic priorities (goals and objectives) and actions is monitored at the College, division, and department levels as part of the Annual Program and Services, Budget, and Facilities Planning Process. Opportunities for improvement are identified and decisions are made through an analysis of data and information on a daily, weekly, semester-by-semester and annual basis – depending upon the type and timeliness of data/information.

As part of the Quality Review Process for instructional programs, faculty analyze data and information provided through the WTCS Program Scorecard. Improvement plans that are tied to scorecard measurements are created and monitored. These improvement plans also tie to Western's annual planning process.

7P2 Determining Data Needs for Departments and Units

While Western has made solid progress with its College Scorecard and the use of the Program Scorecards, it does not yet have a formalized college-wide process for identifying and prioritizing data needs at the department/unit level. In addition to the data that is collected for various Federal, State and WTCS reports and scorecards, Computer Services, quality improvement, and research staff receive requests for information and data on a daily basis. Requests are currently being tracked and a method for prioritization is being discussed. In addition to the requests that come in from across the college, Computer Services is proactive in meeting with staff across the College to ascertain data needs. An Information Coordination Team meets regularly to discuss data needs and accessibility. One of its major areas of focus is creating a process for identifying and prioritizing data and information requests.

7P3 Determining Needs and Priorities for Comparative Information

Western recognizes the need for comparative information and is in the process of identifying opportunities to benchmark outside the organization and outside the education industry. Western is strong in its use of comparative data with other two-year institutions. Figure 7-7 is a partial list of comparative data sources.

Western seeks key comparative data and information to ensure effectiveness related to its strategic goals and objectives. Western uses four types of comparative data: (1) internal, (2) state educational such as the Wisconsin Technical College System mean and best, (3) national educational such as AQIP, PACE, Noel-Levitz, U.S. Department of Education Adult Education and Family Literacy indicators, and (4) national outside education.

Figure 7-7 Comparative Data Sources

Type of Information/Indicators	Source of Comparative Information
Student satisfaction	Noel-Levitz Student Satisfaction Survey
Employee satisfaction	PACE Climate Survey
Financial stability	Moody's rating WTCS
Student goal attainment/success	U.S. Department of Adult Education and Family Literacy WTCS Perkins AQIP, Baldrige, CQIN colleges Licensing agencies
Competitive advantage – market share	WTCS
Program efficiency/effectiveness	WTCS

Internal data is trended to demonstrate progression toward achievement of key performance measures. State comparative performance indicators from the Wisconsin Technical College System are used to demonstrate how the College is doing relative to its fifteen sister colleges. National comparatives such as licensure exams and surveys demonstrate Western's performance relative to other institutions of higher education. Finally, national comparatives outside education help the organization determine effectiveness of organizational initiatives or processes.

The methods and criteria used to select sources of comparative information vary depending upon the performance measure and the availability of comparative information. Western selects tools for measuring effectiveness based on the availability of comparative; as is the case with the use of the Noel-Levitz Student Satisfaction Survey and the PACE Climate Survey.

7P4 Institutional Analysis of Data

Western analyzes overall performance of the institution on both an on-going and annual basis through the use of its scorecards and static and dynamic reports. It has recently redesigned its team structure to facilitate the sharing of information. The following tactics are used in analysis and sharing of information related to overall performance:

- Baselines are established, data is collected and trended over a three- to five-year period with targets and benchmarks established where possible.
- Senior leaders assess overall performance of the strategic goals and objectives on a weekly basis.
- The District Board receives a monthly update related to Western's key decision drivers: Enrollment, Retention, Learning, Satisfaction.
- Management Forum, Academic Leadership Team, Extended Campus Administrators, Learning Council meet on a monthly basis and discusses organizational performance.
- Program heads meet two times per year.
- Divisions host department meetings two times per year and discuss organizational results and impact on organizational performance.
- Programs receive an updated scorecard on an annual basis.
- The president shares College performance information in his State of the College address at College Day held at the beginning of the fall and spring semesters.

The results of most key measures are available on Western's intranet. The results of information analysis are incorporated into the annual planning process in the fall and form the basis for development of the Strategic Plan.

7P5 Alignment of Department and Unit Information Analysis

Western has designed and is implementing a College-wide scorecard that provides the ability to look at data and information at the institutional/strategic objective level and to drill down to the

program/unit level, course level, and student level. The data collection, storage and retrieval systems at the College and at the WTCS provide reports that allow for a unit or department to segment information according to its needs. For example, the College may be interested in understanding its progress towards Student Goal Attainment. It may select an indicator such as semester-to-semester retention rates to analyze. The College can conduct analysis by looking at reports that are accessible to all employees. Semester-to-semester retention rates can be analyzed from the College level, instructional division level, or program level. Data can be further segmented by course, student population, instructor, term, and delivery methods.

7P6 Ensuring Effectiveness of Information Systems

Western ensures the effectiveness of its management information system(s) and related processes through analysis of the indicators identified and described in Figure 7-8. The Director of Computer and Telecommunication Services, together with the Information Systems Management Team and Instructional Delivery Team, collaborate to ensure that hardware and software are reliable and user friendly. In 1997 Western created and implemented a Computer Utility Plan, that replaces all PCs on a three-year replacement cycle. This was recently changed to a four year cycle, and the utility concept now includes all computers, networking equipment, and video/audio visual equipment for the District.

Western's network is upgraded on a regular basis to maintain a reliable system for all users through the following mechanisms:

- Use of standardized software and hardware to enhance user satisfaction when teaching or working at any of the campus locations
- Monitoring of operational hardware system performance
- Timely staff and faculty training on how to use new hardware and software applications
- Use of web-based incident reporting and tracking
- Use of a "help desk" team made up of several technical staff has reduced help request time and increased efficiency in problem resolution
- Monitoring of the College network performance - wire.westerntc.edu and our public website - www.westerntc.edu to determine peak use times and web pages accessed along with user numbers, platforms, and locations

Figure 7-8 describes the depth of the processes in place to ensure that information systems and related processes are reliable, confidential and secure.

Figure 7-8 Information Systems Effectiveness Strategies

Indicator	Strategies	
Integrity	Access and security checking Password change requirements Nightly backups	Security breach monitoring Virus scanning and automatic updates
Reliability	Data formatting controls Patch and update implementation Uninterruptable power	Automatic updates for Windows Internet traffic filtering
Accuracy	Field level data verifications Regular accuracy scanning of employee and student records	Inventory tracking
Timeliness	24/7 availability Convenient scheduling of maintenance and upgrades (non-peak work hours)	Server and network performance
Confidentiality	Unique User ID and Password for each system	User account management, FERPA, HIPA
Standardization	Standard hardware platform Central purchasing	Software compatibility review Standard operating system and applications
Security	User authentication Application access	Single authentication point Automatic updates- Op system and virus

7P7 Measures of Effectiveness

Areas of effectiveness that are measured are described in Figure 7-8. Examples of some of these include:

- Standardization process – impact on support costs
- Students registering on the web/self-service site
- Academic computer labs student visits (hourly, daily, weekly, monthly, annually)
- Computer replacements through the utility program
- Computer work orders by month, year, division, etc.
- Open work orders by request date
- Total completed computer work orders by department
- Student satisfaction/evaluation survey results for academic computing labs

Results

7R1 Meeting Institution's Needs

Figure 7R1-1 captures a snapshot of the Information Networking Media Services scorecard which tracks the results for many areas related to information systems. Western has not yet identified a formal process for collecting information related to internal satisfaction with data collection, analysis, and use. Anecdotal evidence indicates that Western has an opportunity to improve in this area. Feedback indicates that data is not user-friendly.

Figure 7R1-1 INMS Scorecard Snapshot

Western Technical College INMS - 2008 Scorecard											
Strategic Goal	Key Measure	Exceeding Goal			Goal	Moderate			Risk		
		10	9	8	7	6	5	4	3	2	1
Improve College Effectiveness and Efficiency - Information Networking Media Services	Standardizing Technology across the district.										
	Standardizing Software applications across the district.										
	Consolidating Procedures and Processes										
	Library Lab Attendance		90%		60%	50%	40%	35%	30%	25%	10%
	Computer Utility Replacements / Year										
	Work calls to support ITV Classrooms										
	ROI on Computer Utility		40%		35%			30%		15%	
	Web Registrations		80%		75%	60%	50%		28%		

Gray represents starting level.

Source: Information Networking Media Services

7R2 Comparative Information

Western uses comparative information as follows:

- Quarterly meetings with WTCS IT Directors allow for verbal and documented comparison of technology use
- Western hosts several WTCS email lists where regular collaboration is communicated on any issues that can effect sister schools across the state
- Monthly breakfast meetings with local IT non-educational leaders to discuss current IT issues
- WTCS Purchasing Consortium – standard software packages and purchasing across the state

Improvement

7I1 Improving Current Processes

Western is in the process of flowing out all of its research processes, surveys and client reporting processes. Input from various teams throughout the College is being collected to identify and prioritize the type of information that is needed on a regular basis. External sources are being considered – such as the use of the Community College Survey of Student Engagement and a Gap Analysis from CCBenefits. Continued development of the College scorecard and division/unit level scorecards is a priority.

Western also attends quarterly WTCS IT meetings to discuss best practices, lowering costs, bulk purchases and policy. Western is regularly adding automated processes at each workstation system start (boot up) to perform across the network, system updates (virus and operating systems), and general house-cleaning routines such as removal of unneeded files. Beginning in the first quarter of 2008, Voice (phone) services will merge with data and video as Western combines its phone services with Voice/IP across the district. Unified messaging will be implemented to join the email/voice services into one system.

7I2 Setting Targets

Western sets targets in INMS as illustrated in 7R1-1. In addition, Western's strategic plan includes targets related to data/information sharing. Results and targets are communicated to stakeholders via the INMS scorecard.