Category 7 – Measuring Effectiveness

7P1 – Selection, Management, and Distribution of Data and Performance Information to Support Instructional and Non-Instructional Programming

One of Kirtland Community College’s guiding principles is “We strive for consistent use of appropriate data in all decision making.”

From outside the institution, reporting requirements and best practices mandate several institutional measures. Management of these happens in the Institutional Research (IR) office with assistance from the various other departments of the college. Distribution is primarily through websites of outside agencies that allow the data to be searched/analyzed or available in aggregate report form. Examples include: Perkins’ Performance Indicators, Graduate Follow-up Survey, Program Review for Occupational Education (PROE), Licensure/Certification exams, Integrated Post Secondary Education Data System (IPEDS), Title III Grant requirements, and Activities Classification System (ACS).

Internally, the Board, administrators, departments and individuals identify data or information for decision making or to assist in solving a problem when there is a concern that needs to be addressed. The IR office is primarily responsible for the management of these requests with the assistance of the various departments on campus. Distribution comes in many forms – reports/analyses available on the KCC website (www.kirtland.edu/about/institutional.htm), Excel spreadsheets that allow individuals to perform their own analysis, as well as printed reports, and presentations.

The Target Specific Bargaining (TSB) and Target Specific Problem Solving (TSPS) processes used with employees of the College are data driven. The processes require the use of jointly agreed upon data, collected by a team representing both sides, before any attempt is made to try and solve the problem at hand.

7P2 – Selection, Management, and Distribution of Data and Performance Information to Support Planning and Improvement Efforts

The Board, administrators, departments, and individuals identify information or survey data that is needed for planning and improvement efforts that need to be addressed. The IR office is instrumental in providing data from the administrative computing system – Jenzabar. It assists with surveys – many ad hoc, several annual or on a rotation cycle based on need for information so administrators can make decisions based on the objective (data/numbers from the administrative computing system) and the subjective (surveys of employees, students, stakeholders). Web surveys are designed, administered, and analyzed through the Zoomerang software tool.

The responsibilities of the former Assessment Committee were reorganized using one new and two existing groups to assist in leading the College’s efforts in striving for continuous quality improvement: the Instructional Council (Student outcome assessment), the Joint Strategy Forum group (Action Project management) and the Quality Team (Communication, training, engagement, HLC requirements). Some members on the three committees overlap for continuity and communication purposes.

In 2009, the Quality Improvement Action Project (4P6), required each employee to identify, collect, and analyze a measurement for their own project.

7P3 – Determining the Information Needs of Departments and Units
Kirtland Community College has a centralized administrative computing system and several
decentralized departmental computing systems that may or may not interface with the
administrative system. Jenzabar EX is the administrative computing system that provides
modules for registration, advising, admissions, business office functions (accounting and
purchasing), human resources (payroll and employee related processes), and financial aid.
Jenzabar EX has a web-based interface (JICS) for students, staff, faculty, and administrators
with different levels of access for individuals depending on their needs and job responsibilities.
The system is a secure system and requires a password-protected login.

Decentralized departmental computing systems exist in the Library (Evergreen) for its catalog
system, the Bookstore (Follett Booklog) for ordering, inventory and sales information, the
Financial Aid office (PowerFaids) for determination and reporting of financial aid to students,
and online course management software (WebStudy). Booklog, PowerFaids and WebStudy all
communicate electronically with the Jenzabar EX system for retrieval of student and faculty
information.

Recently, the Jenzabar Operational Taskforce was established with the following
purposes/goals in mind:

1. Create procedures to integrate the use of Jenzabar across offices and module users.
2. Create procedures that will maximize the use of data by individuals and offices and that
   will avoid duplication of effort.
3. Make decisions about module configuration that will implement college policy and
   achieve optimal productivity.
4. Serve as a group that will evaluate complaints about security levels and procedures.
5. Measure the effectiveness of the software its usage.
6. Create procedures to identify who has access to various modules and components
   including how data is entered and who can mine the data.
7. Identify changes needed in the current use of the software.
8. Be an advocate for training for users.

Members of the taskforce are existing Jenzabar module managers, several college
administrators, Director of IR, representatives from the information technology department,
Webmaster, Online Services director, and Dean of Instruction.

7P4 – Analysis of Data and Information at an Institutional Level
The overall performance of the institution is measured through enrollment data, budget
preparations/financial audits, student surveys including the Community College Survey of
Student Engagement (CCSSE), classroom evaluations, Graduate Follow-up, input from
advisory committees, as well as comparisons with other colleges through ACS and IPEDS
reports.

Enrollment data is continually collected and analyzed for course offerings, course rotations,
program review data, admissions, and recruiting. This information is shared in the form of
course scheduling, an annual program review report, and publicizing of enrollment data
throughout the registration and advising cycle.

The College Administrative Team (CAT) works to prepare an annual balanced budget by
collecting budget requests from all departments, reviewing the history of department spending,
and projecting revenue changes. A financial audit report is conducted by an independent
auditing firm which presents their report to the Board of Trustees.
Students are surveyed on a regular basis through classroom evaluations, CCSSE, Program Review of Occupational Education (PROE) and Graduate Follow-up Surveys (Table 3a). The results of many of the surveys and data collected for external agencies are published on the college website: [www.kirtland.edu/about/institutional.htm](http://www.kirtland.edu/about/institutional.htm).

At the beginning of each semester, the entire College staff and faculty gather for a convocation that provides an opportunity for sharing information.

7P5 – Needs and Prioritizing of Comparative Data and Information
State and federal government data reporting systems have comparative data already built into the process. The Activities Classification System (ACS), used for state reporting, uses grouping of colleges with similar size and demographics. Kirtland is one of the “small ten” grouping of community colleges in the state of Michigan.

The Target Specific Bargaining process allows for participants to identify comparable schools for use in data collection. These schools are jointly agreed upon and generally consist of like-size colleges, colleges in our region, and colleges with similar missions.

The Community College Student Survey of Engagement (CCSSE) provides results by comparable colleges, such as small and rural. CCSSE also provides comparisons with a cohort group (all students surveyed over the last three years) to increase the statistical significance of the data.

When internal data is being gathered and analyzed, we utilize trends from historical data.

7P6 – Analysis of Data and Information and the Alignment with Institutional Goals
It is the responsibility of each administrator to make sure that decisions coming from their areas align with the College’s vision and mission. Annually, the Operational Plan and Administrative Objectives (Appendix A) document is initiated by the president of the college and refined by the administrative team. All objectives are aligned to the strategic goals of the college. The formation of these objectives often stem from routinely collected data and survey results. Distribution of agendas and meeting minutes help with communication and acts as a monitoring system for College employees providing reassurance that decisions that are made align with the institution’s goals. All committees are advisory to an administrator. All major decisions usually surface in the minutes of the Board of Trustees, the CAT, the Instructional Council, the Curriculum and Instruction Committee. It is the responsibility of the instructional deans and faculty chairpersons to ensure that decisions regarding student learning align with the vision and mission of the college.

7P7 – Timeliness, Accuracy, Reliability, and Security of Information Systems and Processes
As a result of the Plan, Do, Study, Act (PDSA) training and mini-action projects from 2009, there has been improved data collection through the streamlining of processes and better storage of the collected data in our administrative computing system.

The Jenzabar Operational Taskforce (7P3) is responsible for ensuring that the data and information obtained from the administrative computer system and its ancillary systems is timely, accurate, reliable and secure.
The change by our administrative computing system to Infomaker 11 as a reporting platform has provided a powerful tool that significantly improves the College staff’s ability to extract data into informational, statistical and roster-style reports, that assist all departments in every facet of the College operation. These improved reports will lead to better monitoring and tracking data and enable the College to more easily identify data entry errors and look for trends within the data. More College staff are schedule to receive training in December 2011.

Network and server locations are in controlled access areas with the main data room on both campuses having backup power and card access systems. Access to the Jenzabar system is via role-based password authentication. There are two layes of password authentication required at the network server and database server levels.

7R1 – Measurements of the Performance and Effectiveness of Information and Knowledge Management

Throughout this System Portfolio the Results sections provide evidence that the College is improving in the area of “Measure Effectiveness.” Subjective comments from faculty and staff indicate that the IR department is doing a great job of providing data and information upon request in a timely fashion. In the case of state and federal reporting requirements, data from past submissions is compared to new collections to verify that the data is in the range expected and, if not, to examine what change has occurred to explain the difference. Data is sometimes validated by spot-checking actual raw data against computed results. Demand for data and accountability measures at all levels, both within the College itself and from outside agencies, is increasing and, for the foreseeable future, will only continue to increase.

In 2007, the IR office created a website containing reports and analysis of much of the data collected for the institution. This effort was intended to promote transparency by posting information that is freely accessible to students, employees, and the community and can be found at http://www.kirtland.edu/about/institutional.htm.

Recently, a new initiative was launched in an effort to engage more students and employees in their knowledge of and commitment to utilizing the Community College Survey of Student Engagement (CCSSE) and Community College Faculty Survey of Student Engagement (CCFSSE) data on campus. The printing and distribution of the IR bookmark was completed in December 2010. It provided to students when they purchased textbooks at the Bookstore, sent to college employees in their mailboxes, and placed in various locations/racks around the campus. One side was devoted to the presentation of the 2007 and 2010 CCSSE results and benchmarks. A color chart detailing the College’s greatest strengths and weaknesses was the main focus. Table 7a shows the two-sided image.

Table 7a
Kirtland Community College

Category 7 – Measuring Effectiveness

Community College Survey of Student Engagement

Benchmark Results for KCC

<table>
<thead>
<tr>
<th>Benchmark</th>
<th>2007 Score</th>
<th>2010 Score</th>
<th>2010 Small Colleges Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Active and Collaborative Learning</td>
<td>46.7</td>
<td>51.8</td>
<td>59.6</td>
</tr>
<tr>
<td>Student Effort</td>
<td>50.1</td>
<td>55.9</td>
<td>57.7</td>
</tr>
<tr>
<td>Academic Challenge</td>
<td>46.6</td>
<td>52.4</td>
<td>57.1</td>
</tr>
<tr>
<td>Student-Faculty Interaction</td>
<td>51.3</td>
<td>54.9</td>
<td>58.4</td>
</tr>
<tr>
<td>Support for Learners</td>
<td>51.5</td>
<td>53.3</td>
<td>59.6</td>
</tr>
</tbody>
</table>

Areas of Highest Student Engagement

- Student Effort – Preparing for class
- Student Effort – Peer or other tutoring - frequency
- Student Effort – Skill labs (writing, math, etc.)
- Active and Collaborative Learning - Tutored or taught other students
- Support for Learners – Career counseling
- Support for Learners – Providing the financial support you need to afford your education
- Student-Faculty interaction - Talked about career plans with an advisor or instructor

*Green highlight indicates this was also an Area of Highest Engagement on the 2007 survey

Areas of Lowest Student Engagement

- Active and Collaborative Learning - Made a class presentation
- Active and Collaborative Learning - Discussed ideas from your readings or classes with others outside of class
- Academic Challenge - Number of written papers or reports of any length
- Academic Challenge - Number of assigned textbooks, manuals, books or book-length packs of course readings
- Support for Learners - Encouraging contact among students from different economic, social & ethnic backgrounds
- Support for Learners - Helping you cope with your non-academic responsibilities (work, family, etc.)
- Support for Learners - Providing the support you need to thrive socially

* Orange highlight indicates this was also an Area of Lowest Engagement on the 2007 survey

Revenue Sources

Internet HotSpot

http://www.kirtland.edu

KCC

7R2 – Evidence of Measuring Effectiveness

November 1, 2011
Part of the evidence showing Kirtland’s system for measuring effectiveness is the submission of mandated objective reporting requirements. The college recently “Passed” a Carl D. Perkins Grant Audit by officials from the State of Michigan in September 2010. Data submission to Integrated Post Secondary Education Data Systems (IPEDS) and Activities Classification Structure (ACS) are always completed on time and pass data integrity audits. Financial and Compliance Audits provide feedback on the effectiveness and accuracy of our financial accounting system. The college did not receive any “exceptions” in the last audit report.

Through the use of data collected annually in the Program Review, academic programs have been eliminated, revised and added. The Engineering Design Technology and Massage Therapy programs were suspended in Fall 2010 based on data collected showing low enrollment, graduation results, and student/faculty ratios. New programs in Surgical Technology and Pharmacy Technology were added in Fall 2009. The program review (1P14) provides the framework for data collection for revising academic programming.

Annual collection and analysis of general education core competencies and student outcome assessments have resulted in improvement in student learning. The results are available at http://www.kirtland.edu/assessment.

Table 7b is an example of the dashboard for Institutional Data and Effectiveness Indicator Report the IR department produces for the Board of Trustees every fall and winter semester.