

BRIC Technical Assistance Program

Inquiry Guide

Assessing and Planning for
Institutional Effectiveness



An initiative of the Research & Planning Group
for California Community Colleges

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Table of Contents

Preface	3
Background	5
Description	6
Impact	6
Components & Strategies	7
I. Planning Strategies	
a. Institutional Planning.....	8
b. Program and Services Planning.....	10
c. Course Planning- SLOs.....	11
II. Outcomes Reporting.....	13
III. Dialogue and Information Sharing.....	15
Practical Application	16
Evaluation	17
References	18
Appendix A-Key Performance Indicators - Instructional.....	19
Appendix B-Key Performance Indicators - Student Services.....	20
BRIC TAP Inquiry Guide Series	21

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Preface

Overview of the Bridging Research, Information and Culture (BRIC) Project

BRIC is a Hewlett Foundation funded project with a general goal to help community college faculty, staff, and administrators discover or recapture passionate, thoughtful inquiry and then use it to help students. The project hopes to encourage more people to ask a wider collection of questions, and then to use their evidence and conclusions to enhance the broader student experience at their college. One tool to promote this goal is the RP Group's collection of inquiry guides such as the one you are currently reading.

The BRIC Inquiry Guides

Collectively, the guides developed for BRIC provide a set of tools to address different areas of the college and the activities outlined in the BRIC Framework below. Where BRIC is able to serve schools directly through its Technical Assistance Program (TAP), these guides will be bolstered by facilitated conversations on the college campus during technical assistance site visits. For colleges that we are not able to serve directly through TAP, these guides can be used by the colleges to start their own campus conversations about these critical issues.

The guides have been designed to respond to the needs of college constituency groups—faculty, staff, institutional researchers, and administrators—in all areas of inquiry-based practice, including data collection and interpretation, data usage, research, planning, and evidence-based decision-making. The guides recommend best practices and strategies to promote increased and authentic use of inquiry and evidence, with suggestions for potential directions for processes, procedures, standards, and protocols. One important observation is that colleges will need to find their own fit between their campus culture and the set of possible approaches outlined in these guides. The suggestions made here are done in a spirit of collaboration and with an understanding that there are a range of tools and approaches that can result in the successful evolution of a culture of inquiry.

BRIC Framework

Institutional Domains –

What areas of the college and activities does BRIC hope to impact?

The BRIC Framework provides an organizational structure for responding to the various areas of data and information usage within a college in the following five broad domains:

- **Evaluation and Assessment:** The bundle of activities, skills, and practices a college uses to assess student learning and practices leading to student success.
- **Planning and Decision-making:** The practices a college uses to make decisions, evaluate effectiveness, and create short and long-term plans.
- **Communication:** The mechanisms and approach a college implements to communicate information at all levels and to all constituents.
- **Organizational Structures:** The processes, procedures, and policies that provide a frame or structure for college practices.
- **Culture and Climate:** The spoken/unspoken, accepted/unaccepted guidelines for behaving in a college and creating an environment that is conducive to collaboration and to effective teaching and learning.

Expected Outcomes –

What does BRIC hope to achieve?

The following five overarching outcomes are the goals of BRIC. The college will:

- **Develop Actionable Data** by applying evaluation and assessment techniques, practices, and models that are grounded in good assessment principles and result in evidence that is used to help students succeed.
- **Interpret Data through Discussion** by using research evidence and assessment data in meaningful and thoughtful discussions that leads to a wider variety of improved program interventions and classroom teaching and learning strategies.
- **Facilitate Dialogue** by employing facilitation skills in discussions of institutional research and assessment with an increased number of participants from all college constituency groups.
- **Integrate Data into Institutional Processes** by creating integrated planning strategies that are equity focused and have well-defined links to budget and other core decision-making processes.
- **Build an Inquiry-Based Practice** by developing an infrastructure for a culture of evidence that promotes thoughtful, evidenced based collaborative inquiry as a normal, ongoing activity.

Background

This inquiry guide provides information and procedures for assessing and evaluating institutional effectiveness. Institutional effectiveness generally refers to the extent to which a college achieves its mission, as expressed through the goals and objectives developed in a strategic or master plan. Institutional effectiveness information generally refers to aggregated student or institutional data about major college milestones.

The American Association for Community Colleges identified several of those milestones among the list of core indicators of institutional effectiveness. The indicators are:

- (1) Student goal attainment;
- (2) Persistence (fall to fall);
- (3) Degree completion rates;
- (4) Placement rate in the work force;
- (5) Employer assessment of students;
- (6) Number and rate of transfers;
- (7) Performance after transfer;
- (8) Success in subsequent, related coursework;
- (9) Demonstration of critical literacy skills;
- (10) Demonstration of citizenship skills;
- (11) Client assessment of programs and services;
- (12) Responsiveness to community needs; and
- (13) Participation rate in service area.

The League for Innovation in the Community College has described 5 major missions of the community college (i.e., transfer, career preparation, basic skills, continuing education and community service, and access) and suggested operational definitions, questions to be answered, and data sources.

More recently, the ACCJC has incorporated program review, planning, and student learning outcomes under institutional effectiveness and provided rubrics for identifying the maturity of a college's development in those three areas. Faculty, staff and administrators play key roles in all aspects of institutional effectiveness. While colleges and their researchers may provide information that addresses the traditional perspective on institutional effectiveness, along with developing procedures for using the information, the key is to find ways to engage all constituencies in the use of information so that action may be taken rather than simply displaying that information. The information from program review, planning, and student learning outcomes should be widely discussed and ultimately incorporated into budgeting and other decision making to help develop a culture of evidence and inquiry.

Description

This inquiry guide provides processes, procedures, strategies and tools for developing and implementing a sustainable evidence-based infrastructure needed to assess and evaluate institutional effectiveness. It provides sources for obtaining data for assessing successful course completion, transition from developmental education, progression through sequences of program courses, persistence from term to term, achieving associate degrees and certificates, and transfer to four year colleges or universities. One aim of the inquiry guide is to provide a streamlined process for acquiring and displaying this information so that more time and effort can be concentrated on additional indicators of institutional effectiveness, particularly with respect to program review, institutional planning, and the identification, assessment and use of student learning outcomes in program planning. The model demonstrates ways in which to organize the institution for efficiency and maximize resources used for processing institutional effectiveness information in order to maximize the time spent facilitating discussions and reflecting on the information so that thoughtful action may be taken.

Impact

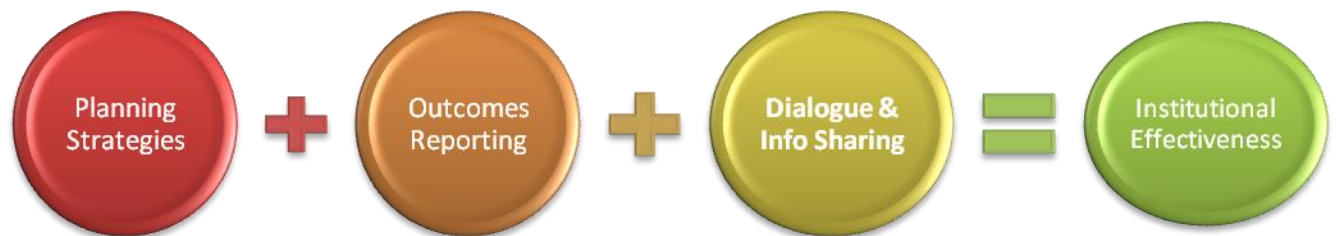
The major advantage offered by employing the procedures outlined in this inquiry guide is understanding the core processes and strategies for achieving institutional effectiveness. In turn, this provides additional time to concentrate on program review and planning and to engage faculty, department coordinators and deans in an information-rich discussion of the meaning and consequences of that information. In addition, it allows colleges to increase the focus on practitioner-level research that can impact the building blocks that create higher levels of success in achieving institutional effectiveness.

Guided Inquiry

- 1 Institutional Snapshot: How does your college define institutional effectiveness? Who is involved in the discussions on institutional effectiveness? What types of activities does your college engage in to determine its effectiveness?**
- 2 Moving Forward: Identify some of the strengths and some areas for growth.**

Components & Strategies

Institutional effectiveness involves the work and commitment of all constituency groups across the academy. It includes discussions on priorities and how to measure and benchmark these priorities, as well as tracking and reporting on measures over time. One of the major components of a traditional comprehensive institutional effectiveness report is a display of institutional outcomes at the course, program and institutional levels. There are numerous ways in which this can be achieved. This inquiry guide offers a couple of suggestions and templates for such a report. The second component of the guide addresses program review and strategic or master planning. Again, a template for the display of information in a program review report and suggested strategies for incorporating program review and external data in systematic planning is provided, along with a set of strategies for involving faculty in the processes. Finally, the guide provides suggestions for developing robust conversations about institutional effectiveness so that the results of research and assessment are shared and incorporated in the program review, planning and decision-making processes.



I. PLANNING STRATEGIES

Comprehensive planning that is continuous, integrated and measured is integral to institutional effectiveness. Planning at its core provides multiple opportunities to build and sustain a culture of collaborative inquiry. It is the process of evaluating all areas of the organization, analyzing and sharing the outcomes and then implementing improvements. Such inquiry should be conducted at least at three specific levels: Institutional, Program and Services, and Course.

Institutional Strategic or Master Planning

Strategic or master planning can be seen as five continuous phases and is ideally implemented as a cyclical process that is refreshed every 3-5 years. The phases of the process include: 1) Scan the environment, 2) Establish the core, 3) Develop strategic directions, 4) Implement the action plans, and 5) Evaluate the actions.



Phase 1 - Scan the Environment

This phase of the process includes collecting and analyzing trend data in six key areas: economic, social, demographic, technological, political and educational. Analysis of these data is best achieved with groups of people who bring to the conversation expertise in their fields and should include a cross-section of constituents. The process includes building ‘what if’ scenarios using the trend data and creating planning assumptions.

Phase 2 - Establish the Core

This phase makes use of the environmental scan data and the information from the planning assumptions to begin defining or redefining a direction for the future. This is generally articulated in the form of vision, mission and/or values statements and is best done as a widely vetted and shared process of inquiry and discussion.

Phase 3 - Develop Strategic Directions

During this phase the college begins to establish a set of goals, objectives and strategic initiatives or priorities that are reviewed and revised regularly (e.g., annually or every three years). Additionally, indicators are created to help operationalize or define effectiveness for the college and a set of measures for these indicators are described in order to measure progress and achievement of goals and objectives.

Phase 4 - Implement Action Plans

This phase begins the operational plans which detail out key action steps, areas of responsibility, timelines, resources and measures, all of which are linked to specific goals and objectives.

Phase 5 - Evaluate Actions

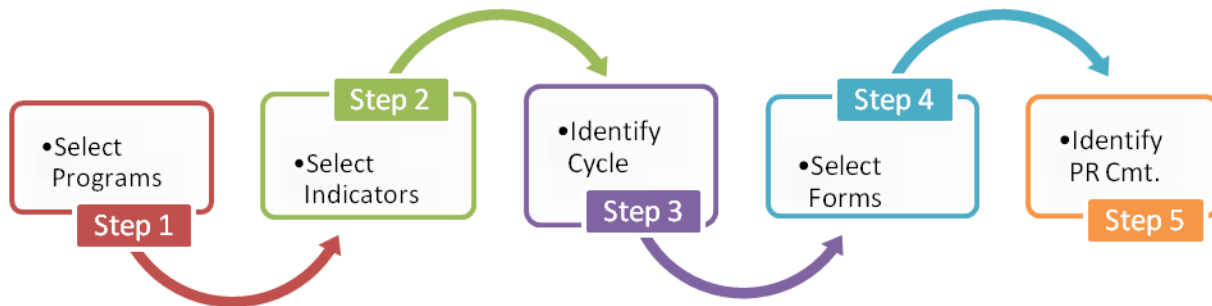
This phase in the process is used to measure progress made toward achieving goals and objectives by reviewing the results of the measures and evaluating actions taken. It requires reflecting on the outcomes and adjusting the actions and metrics as needed. This phase of the strategic planning process is particularly useful when there is full participation from various constituency groups on campus.

Guided Inquiry

- 1 Institutional Snapshot:** What process and components does your college use for strategic or master planning? Who is involved in the process? How frequently does this occur? How are the planning efforts communicated to the college? How is the process evaluated?
- 2 Moving Forward:** How might your college improve this planning process? What additional information or actions could improve the current planning?

Program and Services Planning

Program and services planning has undergone a transformation at many California community colleges and has become a mainstay of the accreditation standards. The major components include the identification of programs and services, the identification of key performance indicators (KPI) and their definition and sources, agreement about the frequency and form of the review and planning process including the development of a committee to review and evaluate all program and services reviews.



There are several strategies that can be employed to make program review less onerous or routine and more thoughtful and useful. Below is a summary of the strategies found in the BRIC inquiry guide *Maximizing Instructional and Student Services Program Review*.

- First, programs identified are large enough that the KPIs are meaningful (see Appendix A and B for sample listing of KPIs). It is not useful to identify a specific foreign language, e.g. Portuguese, as a program if there are only two or three sections taught annually. Faculty may have the best insight into the constitution of a program and it depends greatly on local conditions. At some colleges, Anatomy and Physiology might be a program and at other colleges those departments might be part of the Biology program.
- Second, the KPI selected are readily available to all constituencies without the need for specialized knowledge or access privileges. Reliance on extensive new data collection procedures, especially surveys, will usually delay the process. Most indicators for instructional programs can be easily extracted from MIS referential files or the college's information system. The exception to this is information about SLOs, which are not yet typically captured by those systems. But many colleges have developed or installed commercial tracking systems for SLOs and these can be utilized.
- Third, program review are conducted frequently enough so that it does not seem like a new and onerous process each time it is conducted. The streamlining of data provision and reporting formats makes annual or biannual review attractive. This allows the reviewers to concentrate on the analysis of information and the development of goals for improvement.

- Fourth, the program reviews, once completed, are reviewed by a college wide committee. If this committee is not the major planning committee of the college, it should be a broadly constituted committee.
- Finally, the president, vice presidents, deans and directors of the college should be supportive of the process for program review to take hold and be respected by reviewers.

Guided Inquiry

- 1 Institutional Snapshot: What process does your college use for Program Review (e.g., cycle, program definition, indicators and measures)?**
- 2 Moving Forward: How might your college refine the set of indicators? Who should be involved in this discussion?**

Course Planning - Student Learning Outcomes

This guide would not be complete without some mention of assessing student learning outcomes for the purpose of planning and improvement. The student learning outcome assessment process is another critical component of institutional effectiveness. It incorporates key planning principles and promotes the continuous quality improvement model that is paramount to institutional effectiveness.

The SLO assessment process provides a method to continuously improve what we do as educational experts by looking directly at student work. Assessment helps us implement and evaluate strategies that respond to the diverse needs of our students and to meet the ever-changing community and work force demands. Successful assessment practice improves the effectiveness of our institutions and helps answer useful questions about how students learn; how to best provide the educational experiences our students need to develop their talents and abilities; and how to know whether our students really learn the skills and knowledge that we promise. It also lets us determine whether adjustments and interventions really help students to succeed. Although there are many approaches to assessment and its uses, consider the following four overarching principles that can guide the purpose of assessment.

- Assessment is a collaborative, dynamic, and continuous process to improve courses, degrees and certificates and programs. It is in the dialogue among professionals where the seeds of true institutional improvement are sown.
- There is a considerable difference between using data for accountability and using it for institutional improvement. While there is a call for accountability by the public,

accrediting agencies and federal and state governments, the onus is on the institutions to self-evaluate to assure quality education for our respective communities and to place value on improvement through reflection.

- The focus on learning is the goal of teaching, research and educational leadership. All professionals who interact with students play a critical role in the way students learn and develop as individuals.
- Assessment is integrated in our daily classroom and service practices and not something over and above what we already do. The solution lies in striking a balance between making the process thoughtful and meaningful rather than simplistic and compliant while still dealing with the reality of our already taxed workloads.

Please refer to the BRIC inquiry guide *Assessing Student Learning Outcomes* for more information on strategies, tools and techniques for assessing course outcomes.

II. OUTCOMES REPORTING

Outcomes reporting is an essential part of institutional effectiveness. It helps to turn data into action and focuses on closing and expanding the research, planning and action loop. Moreover, it supports the collaborative inquiry process by prompting more questions for continuous planning and improvement. Fortunately, there are as many ways to report outcomes as there are outcomes and a college may decide which mechanism or format for reporting will be most responsive to their needs. This can be a very high-level report that includes global key performance indicators and measures (e.g., transfer rates, number of awards conferred and WSCH/FTES or Load), or it may be a report on the outcomes of specific activities or interventions (e.g., number of students served, satisfaction of services rendered, or subsequent enrollment and success in a sequence of courses). Ideally, both types of reports would provide trend information (e.g., a 5 year analysis), as well as benchmarks (e.g., 5 year averages) for comparison and goal setting purposes, as this typically stimulates benchmarking discussions about current and best practices and setting performance targets or goals.

Balanced Scorecard

One approach for reporting institutional or department level outcomes is the Balanced Scorecard. The Balanced Scorecard approach may be used to measure, track and essentially manage the outcomes or performance of an organization or entity. In the early 1990s, Dr. Robert Kaplan, a professor of Business at Harvard University and Dr. David Norton, a national business and performance management consultant proposed this new approach for managing and improving organizational effectiveness through the use of a performance measurement system. Kaplan and Norton believed that when an organization translates its vision into goals or strategies that are clear, measureable and widely-communicated, it can have a profoundly positive effect on the organization in terms of financial outcomes, quality of services and products offered, employee and customer satisfaction and achieving intended goals. Kaplan and Norton believed that measured strategies provide individuals within an organization a way in which to better understand where to focus their energies and in turn drive the organization toward its intended direction or vision. They believed that strategy should be everyone's business and to help make this happen, an organization must provide a holistic view of its intended direction, as well as the way it measures its goals, the expected outcomes or benchmarks and the actual outcomes of these goals.

A Balanced Scorecard includes a set of critical performance indicators that are closely linked to the college's goals, helping to demonstrate the impact of these goals (e.g., success, access, productivity and service quality). Each indicator uses a manageable number of multiple measures (2-3), providing a broad view of the college's performance and are generally mapped in what is referred to as a strategy map (see sample below). The results of the outcome measures are then communicated in various ways including: 1) An annual outcomes report showing year to year trends and benchmark comparisons, 2) A set of dashboard reports organized by perspective, and 3) A Scorecard report which provides visual cues of how well the college has been doing over a period of time based on established benchmarks.

The quest for balance is prevalent throughout the Balanced Scorecard and using a mix of lead and lag indicators and measures is one way of achieving this. Lead indicators and measures are those things that the college puts into the system with the intention of driving or predicting performance (e.g., the counselor to student ratio, the number of outreach events planned, staff development fund allocation). Lag indicators and measures are those things that come out of the system (e.g., student success and retention rates, FTES, Load and budget expenditures). Thus, a Balanced Scorecard system helps prevent the college from looking only at past performance to predict future performance. The BSC helps the college to factor in all the various ways in which the college supports and contributes to the system in order to generate desired performance outcomes. Below is a sample of one aspect of a collegewide Scorecard.

Perspective A: External Stakeholders <i>How well do we respond to the needs of our students, the community, business and industry, the state and federal governments?</i>	
<p>GOAL 1: Develop the scope, quality, accessibility and accountability of instructional and student service offerings, programs, and services.</p> <p>STRATEGIES</p> <p>1.1 Innovative Programs, Services and Modes of Delivery: An innovative and comprehensive balance of programs, courses, services and modes of delivery that meet student and community needs.</p> <p>1.2. Student Success and Access: Student access and success through availability, quality and assessment of support services and student learning outcomes.</p> <p>1.3. Outreach & Responsiveness to Community Needs: Broad outreach efforts that build partnerships and respond to educational community needs.</p>	<p><u>Effectiveness Indicators</u></p> <ol style="list-style-type: none"> 1. Retention Rates 2. Success Rates 3. Satisfaction/Perception Ratings <p><u>Outcome Measures</u></p> <ol style="list-style-type: none"> 1. Retention Rates <ul style="list-style-type: none"> -Term Retention Rates -Fall to Spring Cohort Persistence 2. Success <ul style="list-style-type: none"> -Successful Course Completion -Basic Skills & ESL Improvement Rates -SRTK Transfer Rates -Volume of Transfers to 4-Yr Institutions -Number of Awards Conferred Annually 3. Satisfaction/Perception <ul style="list-style-type: none"> -Student Satisfaction Ratings -Graduating Student Satisfaction Ratings - Community Perception Ratings

Guided Inquiry

- 1 Institutional Snapshot: How does your college currently report on college-wide outcomes? Which key performance indicators does your college use to determine institutional effectiveness?**
- 2 Moving Forward: How might your college improve the link between outcomes reporting and budget planning decisions?**

III. DIALOGUE AND INFORMATION SHARING

The third critical component for institutional effectiveness is dialogue and information sharing. This component responds primarily to the challenge of turning data into action. This critical component can make the difference between data and real information that may be useable and meaningful. Sharing the data and information widely and often helps to build a culture of evidence and collaborative inquiry. Through careful facilitation of discussions and coaching by data and subject matter experts the data can be transformed into actionable information.

Creating a variety of channels to provide information for maximizing the impact on planning and decision-making and extend the opportunities to share data and information is critical to institutional effectiveness. For example, delivering information via a website is an effective way to reach a wide range of constituencies. However, the likelihood that the information may be used to facilitate planning or improvement discussions is far less than if the information were delivered via a facilitated briefing or action research meeting.

The *Data Integration Strategy Matrix* below provides examples for sharing information and facilitating data usage. The Scope axis charts the extent to which strategies for sharing data and information reaches various groups of people or individuals on campus. A lower scope would indicate that the data and information may reach small or targeted groups of people (e.g., the Accreditation Committee or Basic Skills Committee members). A higher Scope strategy would indicate that the data and information may reach a wider audience or group of people on campus (e.g., all faculty, staff and administrators or all governance groups). The Impact axis charts the effect that strategies for using data and information have on institutional effectiveness. A lower Impact strategy may not affect change or improvement but may still generate interest enough to begin collaborative discussions and inquiry related to planning and decision-making. A higher Impact strategy would yield collaborative discussions and inquiry that shape planning and decision-making (e.g., decisions regarding interventions and implementation strategies, as well as cyclical processes for planning, doing, studying and acting on strategies).

Data Integration Strategy Matrix

SCOPE	High	<ul style="list-style-type: none"> · Website Postings · Research Committee Newsletter 	<ul style="list-style-type: none"> · Action Research Teams · College Research Committee Facilitations · Sharing of Actions Taken on Data
	Low	<ul style="list-style-type: none"> · Informational Sessions · Presentations · Technical Assistance Meetings 	<ul style="list-style-type: none"> · Facilitated Briefings · Data Integration Workshops · Research & Assessment Workshops · Research Agenda Development
		Low	High

Guided Inquiry

- 1 **Institutional Snapshot: What are some of the strategies your college is currently using to share data and information?**
- 2 **Moving Forward: What are some other strategies that might be used to expand the opportunities to engage more people and/or other constituency groups in the collaborative inquiry?**

Practical Application

Planning Strategies

There are many good examples of program review processes and products. The forthcoming update of the Academic Senate for the California Community Colleges publication on program review, *Program Review: Setting a Standard*, identifies several colleges with links to their program review process. In addition to the program review websites cited in that document, you can access college websites directly since several other colleges have particularly exemplary program review processes. In particular, Chaffey College has developed a Program and Services Review model that incorporates all of the components identified in this guide.

Outcomes Reporting

Skyline College in the San Francisco Bay Area implemented a Balanced Scorecard system in 2005. It took the college about one year to develop and another year to pilot. The college identified the Institutional Planning Committee as the lead group that would champion the effort and the Committee worked tirelessly to develop the various components of the BSC and to ensure the commitment from campus leaders and constituency groups. Perhaps the most difficult aspect of developing the BSC was staying focused from 30 thousand foot perspective. When working with multiple constituency groups there is a tendency to stray from the big picture when what is needed is a college-wide view that can provide a framing for unit-level or cascading Balanced Scorecards. Skyline found that discussions around the BSC invariably turned to the need to develop cascading Scorecards for one or another area of the college. Applying the same approach and using the same components, the college has two additional Balanced Scorecards to date (Financial Aid and Marketing and Public Relations) that are narrower in focus. These Scorecards provide the units the same level of measurement and performance management that the larger college-wide BSC provides.

The college made a concerted effort each year to review the BSC outcomes reports and made adjustments to the indicators, measures and benchmarks as needed. Making the Scorecard part of the college year-end report on progress of goals has become an integral part of

communicating the college's strategic direction to the college community. The college is moving increasingly toward a culture of inquiry and the BSC has helped to make that leap forward.

The Balanced Scorecard is a data-driven system that requires collaborative inquiry, analysis and the use of expert judgment. For this reason, the process of developing and implementing the BSC afforded the college numerous opportunities to build and sustain a culture of inquiry and to build and sustain a collaborative culture that is focused on the college's strategic direction. The benchmarking process was a particularly good example of this. In order to establish realistic benchmarks faculty, staff and administrators participate in collective conversations about where the college currently was in terms of performance on a given indicator, where they believed the college needed to be in terms of benchmark or target performance, and what the most effective means for achieving the desired performance is in terms of enhanced or new activities, initiatives and resources.

Evaluation

Regular evaluation of the processes, procedures, strategies and models that your college uses for building and sustaining institutional effectiveness contributes to the health and vitality of the organization. The evaluation should focus on how well these processes, procedures, strategies and models work at your college and how well they serve to advance the mission of your college. In addition to this, the accreditation self-study process provides a way in which to evaluate institutional effectiveness and the ACCJC has provided rubrics for evaluating institutional effectiveness on three levels: program review, planning and student learning outcomes. These rubrics can serve as tools for evaluating your college's institutional effectiveness and can be used to help frame other ways in which to measure the quality of the learning and work environment.

Listed here are some other ways in which to evaluate and benchmark institutional effectiveness:

- Student satisfaction and climate surveys
- Employee satisfaction and climate surveys
- Transfer volume and cohort rates
- Number of awards conferred
- Successful course completion and retention rates
- Subsequent enrollment and success rates in a sequence of courses (i.e., Basic Skills)
- Term and annual persistence rates
- Amount of grant-funded allocations
- Number of Financial Aid recipients
- Capture rate of students who attended marketing and outreach events
- Number of program reviews completed
- Amount of staff development funds expended
- Percentage of technology-mediated instruction
- Load (WSCH/FTEF), Fill rates, FTES, unduplicated and duplicated enrollments, applied/registered rates
- Ratio of actual expenditures to total budget

References

Community College Roundtable. (1994). *Community Colleges: Core Indicators of Effectiveness*. Washington, D.C.: AACC.

Doucette, D., and Hughes, B. (eds.). (1990). *Assessing Institutional Effectiveness in Community Colleges*. Laguna Hills, CA: League for Innovation in the Community College.

Appendix A

Examples of Key Performance Indicators for Instructional Program Review

- Program Access/Demand
- Course Information
- Sections Offered
 - Day, Evening/Weekend, Online/Hybrid, Short Term
- Courses Offered
 - Day, Evening/Weekend, Online/Hybrid, Short Term
- Student Information
 - Majors
 - New Majors
 - Enrollments
 - Disaggregated by Student Characteristics
 - FTES
 - WSCH
- Occupational Information
 - Job Openings
- Program Resources
 - FTE Faculty
 - Personnel (Dollars)
 - Supplies (Dollars)
- Program Efficiency/Productivity
 - Average Section Size
 - Fill Rate (Census)
 - WSCH per FTEF
 - Cost per FTES
 - Cost per Major
- Program Outcomes
 - Course Retention and Success Rates
 - Student Learning Outcomes
 - New Major Persistence
 - Degrees Awarded
 - Transfers
 - Student Satisfaction
 - Employment Placement
 - Employer Satisfaction

Appendix B

Examples of Key Performance Indicators for Student Services Program Review

- Student Services Program Access/Demand
 - Evening/Weekend Services Offered
 - Number of Student Contacts
 - Number of Counseling Appointments
 - Number of Students Served in Orientation
 - Number of Placement Assessments
 - Number of Class Presentations

- Student Services Program Resources
 - FTE Student Services Faculty and Staff
 - Personnel (Dollars)
 - Supplies (Dollars)

- Student Services Program Efficiency/Productivity
 - Average Counselor Load
 - FTES per Student Services FTEF
 - Student Services Cost per FTES

- Student Services Program Outcomes
 - Student Satisfaction
 - Student Term Persistence
 - Student Course Retention
 - Student Course Persistence
 - Student Transfers
 - Number of Students Completing Educational Plans
 - Number of Students Receiving Financial Aid
 - Total Financial Aid Dollars Awarded

BRIC TAP Inquiry Guide Series

1. Assessing Student Learning Outcomes
Primary Audience: *Instructional Faculty*
2. Using an Equity Lens to Assess Student Learning
Primary Audience: *Instructional Faculty, Student Services Staff*
3. Assessing Strategic Intervention Points in Student Services
Primary Audience: *Student Services Staff*
4. Assessing Institutional Effectiveness
Primary Audience: *Institutional Researchers and Administrators*
5. Assessing Basic Skills Outcomes
Primary Audience: *Instructional Faculty*
6. Maximizing the Program Review Process
Primary Audience: *Instructional Faculty, Institutional Researchers*
7. Turning Data into Meaningful Action
Primary Audience: *Institutional Researchers*
8. A Model for Building Information Capacity and Promoting a Culture of Inquiry
Primary Audience: *Administrators, Institutional Researchers*
9. Assessing Non-credit Programs and Institutions
Primary Audience: *Faculty, Institutional Researchers and Administrator*