INSTITUTIONAL EFFECTIVENESS

WILLIAM RAINEY HARPER COLLEGE
PALATINE, ILLINOIS

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Overview

- Defining Institutional Effectiveness
- Selecting the Institutional Effectiveness Measures (IEMs)
- Benchmarking
- Developing targets for the IEMs
- Lessons learned

What is Institutional Effectiveness?

- A commitment to continuous quality *improvement*.
- A measure of *success* as an educational institution.
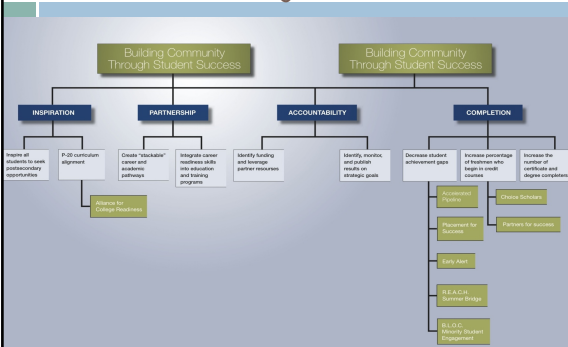- Information to document *progress* towards goals.

Institutional Effectiveness - Definition

- "… the heart of any definition of institutional effectiveness remains the ability of an institution to match its performance to the purposes established in its mission and vision statements and to the needs and expectations of its stakeholders (Alfred, Shults & Seybert, 2007).

Selecting the Institutional Effectiveness Measures

- We considered:
  - The Harper College mission and values, strategic plan, college initiatives and stakeholder expectations
- We reviewed well-respected publication:
  - *Core Indicators of Effectiveness for Community Colleges* (American Association of Community Colleges)
- We consulted plans of other community colleges:
  - Conducted benchmarking activity to examine the Institutional Effectiveness plans of 21 community colleges
  - Identified the IE measures used at peer colleges in Illinois and nationwide

Institutional Effectiveness Measures Integral to Strategic Plan

Adopted Institutional Effectiveness Measures

Student Progress
- Graduation Rate
- Fall to Spring Persistence Rate
- Fall to Fall Persistence Rate
- Transfer Out Rate
- Student Advancement
- Student Satisfaction
- Graduate Achievement of Objective

Progress of Developmental Students
- Success rate in developmental courses (English, reading, math)
- Success rate in first college-level course (English, math)

Performance after Transfer
- Transfer GPA

Market Penetration
- Credit and Non-credit
- Percentage share of high school graduates

Workforce Development
- Employment in field
- Licensure/Certification pass rate

Facilities
- Net Asset Value Index
- Total Asset Reinvestment Backlog
- Energy Consumption

Financials
- Cost per credit hour
- Cost per FTE

Employee Diversity
- Percentage minority employees/ percentage minority district population

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Overview of Benchmarking Process

- Identified the Institutional Effectiveness Measures
  - Measurable
  - Comparable
  - Standardized data
- Identified and defined sources of data for these measures
  - IPEDS (Integrated Postsecondary Education Data System)
  - NCCBP (National Community College Benchmark Project)
  - CCSSE (Community College Survey of Student Engagement)
- Compared Harper data with Illinois peer group data

Accountability Team

- One of nine strategic goal teams
- Team membership – faculty, staff and administrators
- Charged by the Board of Trustees and President to develop a recommendation on targets for the IEMs
- How?
  - Review of data (historical and comparison)
  - Campus-wide input

Framework Development

- Purpose: To guide the target development process
- Targeted Performance Improvement Framework Developed – 3 categories
  - Expected – If we continue on our current path, this target represents the expected outcome.
  - Improvement – A challenging, yet attainable target that can be achieved through increased effort.
  - Stretch – A target achieved only if the measure is prioritized and institutional focus is placed on dramatic improvement.

Campus-Wide Input

- To develop recommendation:
  - Input groups selected according to impact on measure
  - 20 input sessions held
  - Campus-side survey on priorities distributed – 600+ responded
- To review recommendation:
  - Two open feedback sessions held
  - Online feedback form available

Lessons Learned

- Successes:
  - Framework
  - High participation
  - High quality discussions
  - High campus engagement with process
  - Input groups provided qualitative data we would not have from the data alone
  - Organization of stakeholders by category/measure – highly focused on topic

Lessons Learned

- Challenges:
  - Time commitment
    - Input sessions could be limited to save time, but risk losing quality and quantity of information
  - Finding committed people to lead such an initiative
  - Other challenges

Next steps

- How will we use targets?
- How will we meet the targets?
- http://www.harpercollege.edu/accountability/iem/
- Dashboard development

Questions/Discussion

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