Theme 4:   How will we measure success?

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Strategic goal #1:   *Initiate the design and implementation of a structured, comprehensive, flexible measurement process to support ongoing strategic planning initiatives and evaluation. The overall criteria (architecture) for the recommended measurement process follow, while specific design (blueprint) must await submission of final reports by other committees.*

Rationale: Key to the success of our Strategic Plan will be its execution, i.e., actual performance in achieving critical goals and initiatives. The college's strategic goals, standards, and criteria which will be established by Committees 1, 2 and 3 will form the strategic targets towards which our progress must be assessed. Thus, an ongoing measurement process is essential to gauge performance against plan, with data available presented in a consistent, informative and easily accessible manner to all appropriate constituents. Such a process, properly implemented, can also serve as the basis for a more integrated information resource for statistical reports of institutional status, progress, achievements, etc.

Responsible areas: Primary: Office of Institutional Research and Planning
                           Contributing: Applicable divisions/departments.

Performance indicators: Structured, periodic review of the measurement process and a client satisfaction survey.

Strategic goal #2.   *Implement a revised Strategic Planning Peer Group, per Attachment C, irrespective of the degree to which Recommendation One is approved and implemented.*

Rationale: A comparison to other colleges can serve to gauge our performance among both comparable and aspirational peers.

Responsible areas: Primary: Office of Institutional Research and Planning
                           Contributing: Advisory group made up of two or more members from Strategic Planning Committee 4

Performance indicators: Revised peer group (See attachment D).

Attachment A.   Measurement Process (MP) Design Guidelines

Objectives:
- To serve as the principal quantitative resource for assessing the relationship between CCRI's actual organizational performance and its Strategic Plan/direction. (To assist in answering "How will we measure success?")
- To aid in providing a periodic public report of CCRI's academic and economic impact on RI (To assist in answering "What is the return on the taxpayers' investment?")

Integration:
- The primary data source for the measurement system will likely be the college's main computer application systems (currently Banner and related systems), but must also incorporate other applicable automated and manual, internal and external data systems and reporting processes.

Scope:
- The recommended measurement process should be designed to accommodate measurements of both academic effectiveness and organizational efficiency, with clear and direct linkage to specific goals and initiatives as identified in the Strategic Plan.

While measurement specifics must await final reports of other committees, the following theme areas and associated core indicators are anticipated:

Theme Areas	*Potential* Core Indicator Examples
Access to the college	Demographics
Student progress and achievement	Completion rate (transfer rate + graduation rate), Retention rate
Serving the community	Service hours
Workforce development	Total training hours
Organizational efficiency	Student/Faculty ratio, Cost/Credit hour

Additionally, a small advisory group would be established for each theme area to ensure effective ongoing monitoring. Each group would be composed of faculty/staff members with responsibilities and expertise best suited to the specific theme area. Each group would be responsible for monitoring, assessment, and interpretation of its theme area and reporting accordingly to the Measurement Process Advisory Group.

Comparatives:
- A strategic planning peer group of other community colleges will be developed with both Comparable and Aspirational institutions included. This group will serve as a benchmark guideline to assess CCRI's progress from an external viewpoint, both in terms of academic effectiveness as well as organizational efficiency. Composition of this group will be periodically reviewed and changed as deemed appropriate.

Deliverables:

- Measurement process deliverables would be implemented over three stages, with electronic delivery as the primary methodology, as follows:

Stage	Time Frame	Measurement Area	Measurement	Frequency	Presentation
1	2009/10	Academic core indicators	Comparison of current period measures to: • *specific strategic goals* • *Internal historical data* • *External peer group*	• Monthly summary of performance to plan • Quarterly detail report of performance to plan • Annual "State of the College" report	**Primary:** Electronic **Secondary:** Paper (as required)
		Organizational efficiency core indicators	Comparison of current period measures to: • *specific strategic goals* • *Internal historical data* • *External peer group*	• Monthly summary of performance to plan • Quarterly detail report of performance to plan • Annual "State of the College" report	**Primary:** Electronic **Secondary:** Paper (as required)
2	2010/11	Macro organizational performance	"Critical few" key organizational performance indicators such as • *enrollment* • *retention* • *cost/credit hour*	Daily	**Primary:** Electronic Dashboard
3	2011/12	CCRI impact on RI Economy	Impact of CCRI performance on State economy in terms of: • *student perspective* • *taxpayer perspective* • *community impact* • *business perspective*	Annual	**Primary:** Electronic **Secondary:** Paper (as required)

Timeframe:

- It is recommended that the measurement process be implemented as an accelerated, evolutionary development of current measurement processes, principally originating in the office of IR, in a new section known as Institutional Measurement (IM) or Institutional Effectiveness (IE).
- The measurement process will be best implemented over a three year period beginning in 2009, and ending in 2012.
- The initial system should provide essential specific measurement indicators as deemed necessary by final reports of other strategic planning committees. It is recommended that subsequent year upgrades include such accessibility improvements as "dashboard" quick indicators, increased integration of the measurement process with the college's main application systems and reports for public consumption as to institutional impact on local economy.

Resources:
- Allocation of the following resources is recommended to enable realization of these recommendations:
    Office of Institutional Research and Planning – initially ½ FTE, to increase to 1 FTE
    IT – High priority and allocation of data, software, resources, etc.
    Subscription/license fees for external data and/or software resources
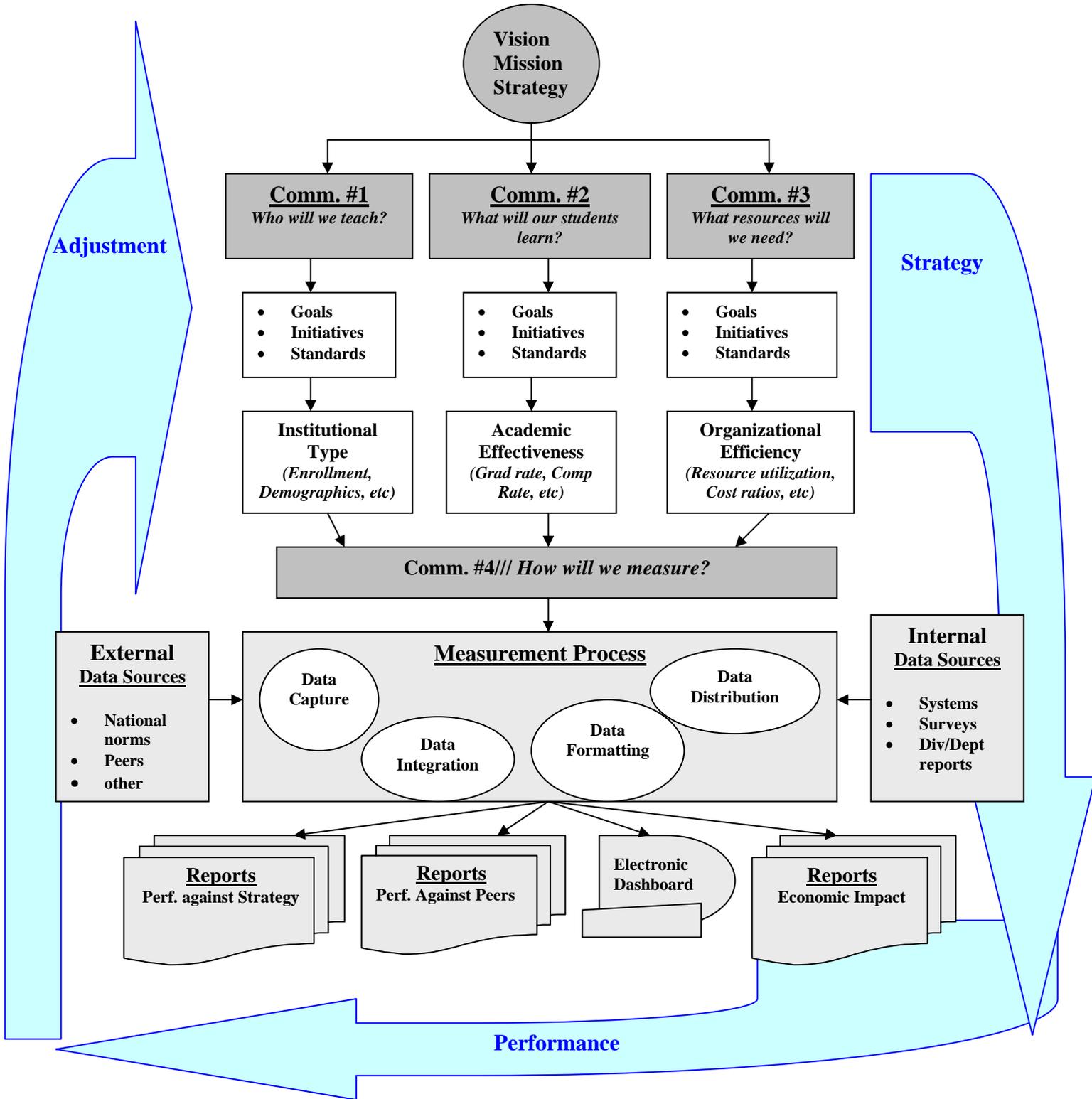
Sustainability:
- It is recommended that Committee #4, with some change in membership, serve as an ongoing advisory group to the Office of Institutional Research. It is also recommended that periodic, structured review (and modification as necessary) of the measurement process be conducted to ensure its continued value and relevance, including a regular assessment or survey of the college community to serve as a performance indicator of the measurement process itself.

**CCRI Strategic Planning
Committee #4
Measurement Process (MP)/Features Profile
*09/15/08***

Feature	Purpose/Description	Comment/Amplification
Objective	• **To assist in assessing the relationship between CCRI's actual organizational performance** *(and execution)* **and its Strategic Plan/Direction** • **To aid in providing a public report of CCRI's academic and economic impact on RI**	• **To provide data, information, and analysis of CCRI's execution of its Vision, Mission, Strategy.** • **Enable adjustment/adaptation as may be required** • **Provide informational basis for continuous improvement**
Drivers	• **Goals and Initiatives as developed by Committees 1, 2, 3.** • **Requests/Directives of Executive Mgt** • **Req. of BOG**	• **As specified in Committee reports re Enrollment, Demographics, Curriculum, Resource allocation etc** • **Interim and/or tactical initiatives** • **Legislative, regulatory, policy directives**
Data Sources	As inclusive as practical, utilizing internal and external data and information, as appropriate, to accomplish MP objective.	Emphasis to be on quantitative data from internal sources *(extant systems, reports, data repositories, etc)*, as well as external sources *(industry norms, peer group, etc.)* Qualitative data *(research findings, surveys, focus groups, etc)* which contributes to MP objective to also be included, as appropriate.
Characteristics	The MP must be: • **Informative** • **Timely** • **Adaptive** • **Relevant** • **Integrated**	• **Data which are current, meaningful & instructive** • **Updated continually** • **Can quickly adjust to new req.** • **Information is tightly linked to Vision/Mission/Strategy (VMS) , including such potential core indicators as:** *Institutional Growth/Change, College Access, Student Achievement, Community/Economic Impact, Workforce Dev, Org Effectiveness/Efficiency, etc.* • **Data from disparate sources is blended into meaningful whole**
Accessibility	• **On Line Reports, Dashboard, Reference Data** • **Paper Reports** • **Targeted specialty pieces**	• **On line via CCRI normal network as well as Internet via website.** • **Appropriate security and access controls for various constituencies, especially re internal vs. external.** • **Minimal paper reporting**
Org Positioning	Primary: Office of IR Secondary: Applicable Div/Depts	The MP is best managed by a single org. unit for purposes of consistency and integration, with participative support and contribution from other applicable organizational Divisions and Departments
Context	• **Performance re Strategy** • **Comparison to Peers** • **Economic impact**	• **Specific linkage of performance data to goals and initiatives** • **Performance against selected peers** *(comparable & aspirational)* **for both academic effectiveness and organizational efficiency** • **RI Economic impact of CCRI's application of resources, performance, etc**
Data Presentation	• **Current (or most recent) period data** • **Perspectives** • **Historical context** • **Projection** • **Scope**	• Totals, Calculations, etc. based on latest data. • Graphical representations of trends & patterns over time • Previous time period(s) as applicable with relation to current period. • Basic "modeling" of anticipated data directions, patterns, etc • Brevity and Detail, per user selection
Implementation	Staged Phases over planned timeframe	To occur over multiple stages *(2-3 yrs)* to accommodate realities of time and other resource restrictions, with each stage introducing successively more features and function Initial system will provide essential specific measurement indicators as deemed necessary by final reports of other Strategic Planning Committees. It is recommended that subsequent year upgrades include such accessibility improvements as "dashboard" quick indicators, increased integration of MP with College main application systems, and reports for public consumption as to institutional impact on local economy.

CCRI Strategic Planning/Committee #4
Measurement Process/Schematic

Vision Mission Strategy

Adjustment

Strategy

Comm. #1 *Who will we teach?*	**Comm. #2** *What will our students learn?*	**Comm. #3** *What resources will we need?*
• **Goals** • **Initiatives** • **Standards**	• **Goals** • **Initiatives** • **Standards**	• **Goals** • **Initiatives** • **Standards**
Institutional Type *(Enrollment, Demographics, etc)*	**Academic Effectiveness** *(Grad rate, Comp Rate, etc)*	**Organizational Efficiency** *(Resource utilization, Cost ratios, etc)*

Comm. #4/// *How will we measure?*

External Data Sources

• **National norms**
• **Peers**
• **other**

Measurement Process

Data Capture

Data Integration

Data Formatting

Data Distribution

Internal Data Sources

• **Systems**
• **Surveys**
• **Div/Dept reports**

Reports Perf. against Strategy

Reports Perf. Against Peers

Electronic Dashboard

Reports Economic Impact

Performance

CCRI: Strategic Planning Committee 4 Final Report 10-15-08

No. of Sites	COLLEGE	Fall 2007 Full-Time UGs	Fall 2007 Part-Time UGs	Fall 2007 Total HC Enroll.	FTE Calc. based on Fall 2007 Enroll. (Full Enr. + Part Enr. Div. By 3)	FTE Calc. for FY 2006-2007 (12 month cr. hour activity/30)	Min. Percentage (Data from College Navigator 7/08)	Full-time Ret. Rate Fall 2007	Part-time Ret. Rate Fall 2007	12 Month Undup. Credit Head Count 2006-07	2006-07 12 Month Instruct. Activity Credit Hours	06-07 CUPA Survey Faculty Coll. Barg. and Web Sites	Total Revenue and other Additions (2006-2007)	Total Operating Expenses (2006-2007)	Cost of Instruction 2006-2007	IPEDS Cohort 2004 Transfer Out Rate in 2007-08	2004 Rate Full Time Graduated within 150% or Normal Time in 2007-08	Compl. Rate (Trf + Grad)
Comparable Peers																		
1	Bergen	7,990	7,067	15,057	10,346	9,442	40%	64%	53%	20,769	283,271	F/T Only	99,427,613	85,900,146	37,515,338	16.5%	10.7%	27.2%
1	Sinclair	7,341	11,350	18,691	11,124	12,158	20%	53%	41%	29,805	547,106	No	137,138,180	141,264,690	62,171,514	16.5%	8.7%	25.2%
4	Allegheny	7,407	11,118	18,525	11,113	12,814	17%	56%	35%	28,309	384,426	F/T Only	123,235,847	115,682,192	44,534,451	16.9%	7.7%	24.6%
3	Baltimore	6,660	12,766	19,426	10,915	11,763	37%	59%	42%	27,817	352,896	No	159,779,951	153,587,107	63,775,426	12.7%	8.9%	21.6%
1	Philadelphia	5,658	11,676	17,334	9,550	13,570	57%	49%	40%	26,173	407,100	All	126,010,350	117,539,198	48,457,156	20.3%	6.7%	27.0%
3	Camden	7,292	7,449	14,741	9,775	10,211	35%	63%	44%	22,446	306,342		94,057,252	84,775,679	24,250,195	14.9%	14.3%	29.1%
3	Delaware	6,344	8,650	14,994	9,227	9,448	18% to 32%	55%	43%	19,565	283,451	No	124,162,774	108,539,585	53,489,733		9.2%	9.2%
4	CCRI	6,310	10,501	16,811	9,810	9,686	20%	63%	50%	22,929	290,582	F/T Only	98,972,322	96,603,722	42,852,129	20.6%	9.6%	30.2%
	PEER AVG (W/O CCRI)	6,956	10,011	16,967	10,293	11,344	34%	57%	43%	24,983	366,370		123,401,710	115,326,942	47,741,973	16.3%	9.5%	25.8%
Aspirational Efficiency																		
1	Brookdale	7,893	6,132	14,025	9,937	10,053	23%	68%	46%	20,314	301,584	F/T Only	108,096,324	96,541,236	36,185,574	19.9%	16.9%	36.7%
4	Tidewater	9,181	16,676	25,857	14,740	16,312	42%	62%	41%	37,771	489,351	No	145,999,094	109,006,250	53,320,345	9.4%	10.7%	20.2%
Aspirational Academic																		
2	Monroe	10,432	7,050	17,482	12,782	13,513	26%	64%	37%	30,976	405,385	All	125,405,867	123,016,396	42,727,026	18.6%	26.2%	44.8%
3	Montgomery	9,291	14,575	23,866	14,149	15,110	53%	61%	43%	29,148	453,068	F/T Only	240,753,264	224,728,580	82,525,372	31.1%	12.4%	43.5%

Peer Sub Groups:

Comparable: Those instituitions which are reasonably similar to CCRI in Type (size, structure, etc) and Performance (Academic and Efficiency indicators).

Aspirational Efficiency: Colleges whose organizational efficiency indicators are at a point we wish to reach, such as cost/credit hour, student/faculty ratio, etc

Aspirational Academic: Colleges whose academic performance measurements are at a point we wish to reach, such as Completion rate, Retention rate, etc.